Geography Curriculum at Kings Heath Primary School

Subject intent

We aim to provide a high-quality geography education that will inspire in children a curiosity and fascination about the world and its people that will remain with them for life. Children will be equipped with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the earth's key physical and human processes. As children progress their growing knowledge about the world helps them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Subject Goals

By the end of KS2 we aim to have inspired in children a curiosity and fascination about the world in which they live and its people. They will have developed a contextual knowledge of the location of globally significant places, both terrestrial and marine, and their defining physical and human characteristics. Together with this we aim for them to have developed an understanding of the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they give rise to changes over time. We also aim to have developed in children the confidence and ability to collect, interpret and analyse geographical information and communicate this effectively to others.

Geography Overview

Our curriculum aims to ensure that all children develop a contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes. It develops an understanding of the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time. It develops a competency in the geographical skills needed to, collect, analyse and communicate with a range of data gathered through experience of fieldwork that deepen their understanding of geographical processes; interpret a range of sources of geographical information including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS); communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

EYFS

Pupils are introduced to communities and conduct fieldwork to explore the school environment. They learn about the environment and are introduced to maps as pictorial representations of places and journeys. Positional language is explicitly taught and applied when talking about maps. Pupils are introduced to globes and world maps to explore locations of places. Fieldwork opportunities are built on systematically throughout the year. Pupils begin to collect data and talk about their observations. Further work is carried out to explore the local environment and pupils reflect on seasonal changes over the year. Pupils use technology to explore digital maps and explore satellite images of the local area. Pupils explore contrasting environments to their own and build on their knowledge of climates around the world. The importance of recycling is introduced as well as making their classroom environmentally friendly.

Key Stage 1 – Years 1 and 2

The focus for the geography curriculum is to build on that of the Early Years Foundation Stage deepening children's knowledge about the world, the United Kingdom and their locality. They will be taught subject specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Key Stage 2 – Years 3-6

In KS2 children will extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, and North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They will also use their geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Curriculum Map
Geography: Whole School

	Project A	Project B	
EYFS	**Where is it always cold?** Identifying Arctic and Antarctic on maps and globes and identifying the physical features of each.	**Messy Maps** Looking at the local environment using google maps recognising local features and creating their own maps of their journey to school. Trip to Kings Heath Park	**Big Wide World** Know some similarities and differences between the natural world around them and contrasting environments. Using maps, atlases globes and google earth to identify the equator and different continents
Y1	**Our Wonderful World:** Physical and human features; Picture maps; Cardinal compass points; Equator and hemispheres; Continents; Oceans; Countries and capital cites of the UK; Protecting natural environments; Fieldwork	**Bright Lights, Big City:** Countries and capital cities of the UK; Physical features of the UK; Settlements; Human features; Weather and seasons; Landmarks; Aerial images; Locational language; Maps; Compass directions; Geographical similarities	
Y2	**Let's Explore the World:** Using an atlas; Using a compass; Using map keys; Locating the equator, Northern and Southern Hemispheres and North and South Poles; Hot, temperate and cold places; Comparing England to Somalia; Sustainability; Fieldwork	**Coastline:** Maps, globes and atlases; World seas and oceans; Human and physical features; Locational language; Compass directions; Physical processes – erosion; Changes over time; Tourism	
Y3	**Our Planet, Our World:** Maps; Locating countries; Human and physical features; Four-figure grid references; Primary data; Compass points; Earth's layers; Plate tectonics; Latitude and longitude; European countries and cities; UK counties and cities; Carbon footprints; Weather and the local environment; Land use; Fieldwork; Local enquiry	**Rocks, Relics and Rumbles:** Layers of the Earth; Rocks; Plate tectonics; Ring of Fire; Features of volcanoes; Lines of latitude and longitude; Volcanic eruptions; Earthquakes and tsunamis; Compass points; Maps	
Y4	**Interconnected World:** Compass points; Four and six-figure grid references; Tropics of Cancer and Capricorn; Countries, climate and culture of North and South America; Significant physical features of the UK; Renewable and non-renewable energy; National Rail network; UK canal network; Fieldwork; Local enquiry	**Misty Mountain, Winding River:** Rivers; Maps; Grid references; Contour lines; Physical processes – erosion, transportation and deposition; World rivers; Aerial images; Mountains; UK mountains; World mountains; Compass points; Water cycle; Soil; Altitudinal zones; Data analysis	
Y5	**Investigating Our World:** Ordnance Survey maps; Contour lines; Six-figure grid references; Time zones; Climate zones; Vegetation belts; Biomes; Human geography; World cities; Sustainable manufacturing processes; Relatives locations and distances; Transport networks; Settlement hierarchy; Local enquiry; Fieldwork	**Sow, Grow and Farm:** Land use in the UK; Allotments; Farming in the UK; Maps; Grid references; Climate zones; Physical features of North and South America; Farming in North and South America; Food transportation	
Y6	**Our Changing World:** Features of Earth including the Arctic and Antarctic Circles; Time zones, Latitude and longitude; Map scale; Grid references, contours and symbols; Climate change, extreme weather and people; Worldwide trade; Natural resource management; Road safety; Fieldwork; Settlement patterns; Local enquiry	**Frozen Kingdoms:** Arctic and Antarctic regions; Lines of latitude and longitude; Polar climates; Polar day and night; Polar oceans; Polar landscapes; Climate change; Natural resources; Indigenous people; Tourism	

Geography: Progression in Knowledge & Skills

Aspect	N	R	Y1	Y2	Y3	Y4	Y5	Y6
Human Features and Landmarks	AOL – WORLD Human features of the immediate environment include the school, the playground, streets and houses. Notice and begin to name different man-made features in the immediate environment, including the school grounds, local streets and the place they live	AOL – WORLD Human features are man-made and include houses, shops, buildings, offices, parks, streets and places of worship. Name and talk about man-made features in the local environment, including shops, houses, streets and parks	Human features are man-made and include factories, farms, houses, offices, ports, harbours and shops. Landmarks and monuments are features of a landscape, city or town that are easily seen and recognised from a distance. They also help someone to establish and describe a location. Name and describe the purpose of human features and landmarks.	Human features are man-made and include castles, towers, schools, hospitals, bridges, shops, tunnels, monuments, airports and roads. People use human features in different ways. For example, an airport can be used for work or leisure and a harbour can be used for industry or travel. Use geographical vocabulary to describe how and why people use a range of human features.	Services include banks, post offices, hospitals, public transport and garages. Land use types include leisure, housing, industry, transport and agriculture. Describe the type, purpose and use of different buildings, monuments, services and land, and identify reasons for their location.	Human features can be interconnected by function, type and transport links. Describe a range of human features and their location and explain how they are interconnected.	Transport networks can be tangible, such as rails, roads or canals, or intangible, such as air and sea corridors. These networks link places together and allow for the movement of people and goods. Transport networks are usually built where there is a high demand for the movement of people or goods. They run between places where journeys start or finish, such as airports, bus stations, ferry terminals or railway stations. Describe and explain the location, purpose and use of transport networks across the UK and other parts of the world.	The distribution of and access to natural resources, cultural influences and economic activity are significant factors in community life in a settlement. Explain how humans function in the place they live.
Settlements and Land Use	Say how two places in the immediate environment are the same or different.	Describe a contrasting environment to their own.	A settlement is a place where people live and work and can be big or small, depending on how many people live there. Towns and cities are urban settlements. Features of towns and cities include homes, shops, roads and offices. Identify the characteristics of a settlement.	Industries are businesses that make things, sell things and help people live their everyday lives. Land can be used for recreational, transport, agricultural, residential and commercial purposes, or a mixture of these. Describe the size, location and function of a local industry.	Different types of settlement include rural, urban, hamlet, town, village, city and suburban areas. A city is a large settlement where many people live and work. Residential areas surrounding cities are called suburbs. Describe the type and characteristics of settlement or land use in an area or	Land uses include agricultural, recreational, housing and industry. Water systems are used for transport, industry, leisure and power. Explain ways that settlements, land use or water systems are used in the UK and other parts of the world.	UK can be divided into three main types, arable (growing crops), pastoral (livestock) and mixed (arable and pastoral). An allotment is a small piece of land used to grow fruit, vegetables and flowers. A wide variety of crops are farmed in the UK, such as wheat, barley, oats, potatoes, other	Natural resources include food, minerals (aluminium, sandstone and oil) energy sources (water, coal and gas) and water. Describe the distribution of natural resources in an area or country.

					region.		vegetables, fruits and oilseed rape. A wide variety of livestock are reared on farms in the UK, such as sheep, dairy cattle, beef cattle, poultry and pigs. Describe in detail the different types of agricultural land use in the UK.	
Climate and Weather	Changes in the local environment, such as leaves changing colour or the number of people outside, occur with the passing of the seasons. Notice ways that the local environment changes during different seasons.	There are four seasons in the United Kingdom: spring, summer, autumn and winter. Each season has typical weather patterns. Record observations about the way the local environment changes throughout each season.	There are four seasons in the UK: spring, summer, autumn and winter. Each season has typical weather patterns. Types of weather include sun, rain, wind, snow, fog, hail and sleet. In the United Kingdom, the length of the day varies depending on the season. In winter, the days are shorter. In summer, the days are longer. Symbols are used to show different types of weather. Identify patterns in daily and seasonal weather.	A weather pattern is a type of weather that is repeated. Describe simple weather patterns of hot and cold places.	Excessive precipitation includes thunderstorms, downbursts, tornadoes, waterspouts, tropical cyclones, extratropical cyclones, blizzards and ice storms. Explain how the weather affects the use of urban and rural environments.	Climatic variation describes the changes in weather patterns or the average weather conditions of a country or continent. Explain climatic variations of a country or continent.	Changes to the weather and climate (temperature, weather patterns and precipitation) can affect land use. Farmers living in different countries adapt their farming practices to suit their local climate and landscape. Explain how the climate affects land use.	Climate and extreme weather can affect the size and nature of settlements, shelters and buildings, diet, lifestyle (settled or nomadic), jobs, clothing, transport and transportation links and the availability of natural resources. Evaluate the extent to which climate and extreme weather affect how people live.
Physical Processes	Wind and rain can affect the local environment in different ways. The wind can blow trees down and heavy rain can cause flooding. Notice how the wind and rain can affect the local environment.	All types of weather can affect the environment and how we use it. For example, on sunny days, people might go to the park or the coastline. On cold, icy days, roads and rivers can be frozen. Describe how different types of weather affect the local environment.	Weather is a physical process. Describe in simple terms how a physical process or human behaviour has affected an area, place or human activity.	Erosion is a physical process that involves the weathering and movement of natural materials, such as rock, sand and soil. Erosion is caused by wind and water, including waves, floods, rivers and rainfall. Describe, in simple terms, the effects of erosion.	Volcanic eruptions and earthquakes happen when two tectonic plates push into each other, pull apart from one another or slide alongside each other. The centre of an earthquake is called the epicentre. Explain the physical processes that cause earthquakes and volcanic eruptions.	Water cannot be made. It is constantly recycled through a process called the water cycle. The four stages of the water cycle are evaporation, condensation, precipitation and collection. During the water cycle, water changes state due to heating and cooling. Use specific geographical vocabulary and diagrams to explain the water cycle.	Soil fertility, drainage and climate influence the placement and success of agricultural land. Describe how soil fertility, drainage and climate affect agricultural land use.	Physical processes that can affect a landscape include erosion by wind, water or ice; the deposition of stone and silt by water and ice; land movement, such as landslides and tectonic activity, such as earthquakes or volcanic eruptions. Describe the physical processes, including weather, that affect two different locations.

Geographical Resources	Identify simple geographical features in a photograph.	Maps and photographs can be used to show key features of the local environment. Use photographs and maps to identify and describe human and physical features from their locality.	An aerial photograph or plan perspective shows an area of land from above. Identify features and landmarks on an aerial photograph or plan perspective.	An aerial photograph can be vertical (an image taken directly from above) or oblique (an image taken from above and to the side). Study aerial photographs to describe the features and characteristics of an area of land.	Maps, globes and digital mapping tools can help to locate and describe significant geographical features. Analyse maps, atlases and globes, including digital mapping, to locate countries and describe features studied.	An atlas is a collection of maps and information that shows geographical features, topography, boundaries, climatic, social and economic statistics of an area. Study and draw conclusions about places and geographical features using a range of geographical resources, including maps, atlases, globes and digital mapping.	Aerial photography is used in cartography, land-use planning and environmental studies. It can be used alongside maps to find out detailed information about a place, or places. Analyse and compare a place, or places, using aerial photographs. atlases and maps.	Satellite images are photographs of Earth taken by imaging satellites. Use satellite imaging and maps of different scales to find out geographical information about a place.
Data Analysis	Use small world toys, such as cars and model houses, to represent data from the locality.	Geographical information can be collected by using simple tally charts and pictograms. Begin to collect simple geographical data during fieldwork activities.	Data is information that can be collected and used to answer a geographical question. Collect simple data during fieldwork activities.	Data can be recorded in different ways, including tables, charts and pictograms. Collect and organise simple data in charts and tables from primary sources (fieldwork and observation) and secondary sources (maps and books).	Primary data includes information gathered by observation and investigation. Analyse primary data, identifying any patterns observed.	Secondary data includes information gathered by geographical reports, surveys, maps, research, books and the internet. Collect and analyse primary and secondary data, identifying and analysing patterns and suggesting reasons for them.	Geographical data, such as demographics or economic statistics, can be used as evidence to support conclusions. Summarise geographical data to draw conclusions.	Data helps us to understand patterns and trends but sometimes there can be variations due to numerous factors (human error, incorrect equipment, different time frames, different sites, environmental conditions and unexplained anomalies). Analyse and present increasingly complex data, comparing data from different sources and suggesting why data may vary.
Fieldwork	Take part in simple fieldwork activities, such as helping to take photographs or recording simple data.	Fieldwork includes going on walks and visits to collect information about the environment. Take photographs, draw simple picture maps and collect simple data during fieldwork activities.	Fieldwork includes going out in the environment to look, ask questions, take photographs, take measurements and collect samples. Carry out fieldwork tasks to identify characteristics of the school grounds or locality.	Fieldwork can help to answer questions about the local environment and can include observing or measuring, identifying or classifying and recording. Ask and answer simple geographical questions through observation or simple data collection during fieldwork activities.	The term geographical evidence relates to facts, information and numerical data. Gather evidence to answer a geographical question or enquiry.	Fieldwork techniques, such as sketch maps, data collection and digital technologies, can provide evidence to support and answer a geographical hypothesis. Investigate a geographical hypothesis using a range of fieldwork techniques.	A geographical enquiry can help us to understand the physical geography (rivers, coasts, weather and rocks) or human geography (population changes, migration, land use, changes to inner city, urbanisation, developments and tourism) of an area and the impacts on the surrounding environment. Construct or carry out a geographical enquiry by gathering	Representing, analysing, concluding, communicating, reflecting and responding are helpful strategies to answer geographical questions. Ask and answer geographical questions and hypotheses using a range of fieldwork and research techniques.

							and analysing a range of sources.	
Natural & Manmade Materials	Some materials are natural and others are man-made. Notice natural and man-made materials in the environment.	Natural materials include wood, stone and sand. Man-made materials include metal, plastic, glass and fabric. Materials can be used to build and make things. Name some natural and man-made materials in the environment	A material is something used to build or make something else. Natural materials are dug out of the ground, grown or taken from a living thing. Man-made materials are often made from natural materials but have been changed to have different properties. Identify natural and man-made materials in the environment.	Materials found in the environment can be natural (rock, stone, water, sand, soil, water and clay) and man-made (brick, glass, plastic and concrete). Natural and man-made materials are used to make human features. Describe the properties of natural and man-made materials and where they are found in the environment.	There are three main types of rock found in the Earth's crust. They are sedimentary, igneous and metamorphic. Sedimentary rocks are made from sediment that settles in water and becomes squashed over a long time to form rock. They are often soft, permeable, have layers and may contain fossils. Igneous rocks are made from cooled magma or lava. They are usually hard, shiny and contain visible crystals. Metamorphic rocks are formed when existing rocks are heated by the magma under the Earth's crust or squashed by the movement of the Earth's tectonic plates. They are usually very hard and often shiny. Name and describe the types, appearance and properties of rocks.	Rivers transport materials in four ways. Solution is when minerals are dissolved and carried in the water. Suspension is when fine, light material is carried. Saltation is when small pebbles and stones are carried along the riverbed. Traction is when large boulders and rocks are rolled along the riverbed. Describe and explain the transportation of materials by rivers. Different types of soil include clay, sandy, silty and loamy. Describe the properties of different types of soil.	The topography of an area intended for agricultural purposes is an important consideration. In particular, the topographical slope or gradient plays a large part in controlling hydrology (water) and potential soil erosion. Explain how the topography and soil type affect the location of different agricultural regions.	The polar oceans are significantly colder than other world oceans. This influences the presence of sea ice, glaciers and icebergs. Explain how the presence of ice makes the polar oceans different to other oceans on Earth.
Physical Features	Common physical features include fields, rivers and hills. Name some physical features in the immediate environment.	Large physical features include rivers, mountains, oceans and the coastline. Name some common physical features in the locality and beyond.	Physical features are naturally-created features of the Earth. Use basic geographical vocabulary to identify and describe physical features, such as beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley and vegetation.	A physical feature is one that forms naturally, and can change over time due to weather and other forces. Describe the size, location and position of a physical feature, such as beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley and vegetation.	A volcano is an opening in the Earth's surface from which gas, hot magma and ash can escape. They are usually found at meeting points of the Earth's tectonic plates. When a volcano erupts, liquid magma collects in an underground magma chamber. The magma	Mountains form over millions of years. They are made when the Earth's tectonic plates push together or move apart. Mountains are also formed when magma underneath the Earth's crust pushes large areas of land upwards. There are five types of	North America is broadly categorised into six major biomes: tundra, coniferous forest, grasslands (prairie), deciduous forest, desert and tropical rainforest. South America has a vast variety of biomes, including desert, alpine, rainforest and	The Arctic is a sea of ice surrounded by land and located at the highest latitudes of the Northern Hemisphere. It extends over the countries that border the Arctic Ocean, including Canada, the USA, Denmark, Russia, Norway and Iceland. Antarctica is

					pushes through a crack called a vent and bursts out onto the Earth's surface. Lava, hot ash and mudslides from volcanic eruptions can cause severe damage. Describe the parts of a volcano or earthquake. The Earth is made of four different layers. The inner core is made mostly of hot, solid iron and nickel, and the outer core is made of liquid iron and nickel. The mantle is made of solid rock and molten rock called magma. The crust is a thin layer of solid rock that is broken into large pieces called tectonic plates. These pieces move very slowly across the mantle. Name and describe properties of the Earth's four layers.	mountain: fold, fault-block, volcanic, dome and plateau. Identify, describe and explain the formation of different mountain types.	grasslands. Identify and describe some key physical features and environmental regions of North and South America and explain how these, along with the climate zones and soil types, can affect land use.	a continent located in the Southern Hemisphere. Antarctica does not belong to any country. Physical features typical of the Arctic and Antarctic regions include glaciers, icebergs, ice caps, ice sheets, ice shelves and sea ice. Compare and describe physical features of polar landscapes.
Environment	It is everybody's responsibility to look after the environment. Show care for living things and the environment.	Litter has a harmful effect on the areas where we live, work and play. People need to put their rubbish into the bin and not throw it on the ground. Describe ways to look after the immediate environment.	Litter and pollution have a harmful effect on the areas where we live, work and play. Describe how pollution and litter affect the local environment and school grounds.	The local environment can be improved by picking up litter, planting flowers and improving amenities. Describe ways to improve the local environment.	The Earth has five climate zones: desert, Mediterranean, polar, temperate and tropical. Identify the five major climate zones on Earth.	Altitudinal zonation describes the different climates and types of wildlife at different altitudes on mountains. Examples include forests that grow at low altitudes and support a wide variety of plants and animals, tundra that is found at higher altitudes and supports plants and animals that are adapted to harsher environments, and the summits of mountains, which are usually covered in ice and snow and don't support any life.	The Earth has five climate zones: desert, Mediterranean, polar, temperate and tropical. Mountains have variable climates depending on altitude. A biome is a large ecological area on the Earth's surface, such as desert, forest, grassland, tundra and aquatic. Biomes are often defined by a range of factors, such as temperature, climate, relief, geology, soils and vegetation. Name and locate the world's biomes, climate	Climate change is the long-term change in expected patterns of weather that contributes to the melting of polar ice caps, rising sea levels and extreme weather. Climate change is caused by global warming. Human activity, such as burning fossil fuels, deforestation, habitat destruction, overpopulation and rearing livestock, all contribute to global warming. Explain how climate change affects climate zones and biomes across

						Describe altitudinal zonation on mountains.	zones and vegetation belts and explain their common characteristics.	the world.
Sustainability			Natural environments can be affected by the actions of humans, including cutting down trees or dropping litter. Humans can protect the environment by choosing to preserve woodlands and hedgerows, recycling where possible and disposing of waste carefully. Describe ways to protect natural environments, such as woodlands, hedgerows and meadows.	Conservation is the protection of living things and the environment from damage caused by human activity. Conservation activities include reducing, reusing and recycling, composting, saving water and saving energy. Conservation activities protect the environment for people in the future. Describe how human behaviour can be beneficial to local and global environments, now and in the longer term.	A person's carbon footprint is the amount of carbon dioxide released into the atmosphere from their activities. People can reduce their carbon footprint by driving less, eating less meat, flying less and wasting less food and products. Describe the meaning of the term 'carbon footprint' and explain some of the ways this can be reduced to protect the environment.	The environment produces natural resources. Humans use some natural resources to make energy. Some natural resources cannot be replaced, like coal or oil. They are non-renewable. Some, like wind or flowing water, are renewable sources of energy. Describe how natural resources can be harnessed to create sustainable energy.	Industries can make their manufacturing processes more sustainable and better for the environment by using renewable energy sources, reducing, reusing and recycling and sharing resources. Identify and explain ways that people can improve the production of products without compromising the needs of future generations.	Natural resource management (NRM) manages natural resources, including water, land, soil, plants and animals. It recognises that people rely on healthy landscapes to live and aims to create sustainable ways of using land now and in the future. Explain the significance of human-environment relationships and how natural resource management can protect natural resources to support life on Earth
The World	The world has lots of different places. Talk about places that they have been to or seen in photographs. Play with globes, observe maps and listen to stories to develop an awareness of other places in the world.	Globes and maps can show us the location of different places around the world. Begin to notice and talk about the different places around the world, including oceans and seas.	A continent is a large area of land. The world's seven continents are Africa, Antarctica, Asia, Australia, Europe, North America and South America. The five oceans are the Arctic Ocean, Atlantic Ocean, Indian Ocean, Pacific Ocean and Southern Ocean. Name and locate the world's seven continents and five oceans on a world map.	An ocean is a large sea. There are five oceans on our planet called the Arctic, Atlantic, Indian, Pacific and Southern Oceans. Seas include the Black, Red and Caspian Seas. The United Kingdom is an island surrounded by the Atlantic Ocean, English Channel, Irish Sea and North Sea. The world's seven continents are Africa, Antarctica, Asia, Australia, Europe, North America and South America. Name and locate seas surrounding the UK, as well as seas, the five oceans and seven continents around the world on a world map or globe.	Countries in Europe include the United Kingdom, France, Spain, Germany, Italy and Belgium. Russia is part of both Europe and Asia. Locate countries and major cities in Europe (including Russia) on a world map.	The North American continent includes the countries of the USA, Canada and Mexico as well as the Central American countries of Guatemala, Honduras, Nicaragua, Costa Rica and Panama. The South American continent includes the countries of Brazil, Argentina, Chile, Colombia, Peru, Venezuela, Uruguay, Ecuador, Bolivia and Paraguay. Locate the countries and major cities of North, Central and South America on a world map, atlas or globe.	Major cities around the world include London in the UK, New York in the USA, Shanghai in China, Istanbul in Turkey, Moscow in Russia, Manila in the Philippines, Lagos in Nigeria, Nairobi in Kenya, Baghdad in Iraq, Damascus in Syria and Mecca in Saudi Arabia. Name, locate and describe major world cities.	Geographical interconnections are the ways in which people and things are connected. Explain interconnections between two or more areas of the world.

UK	Show an interest in the place they live on a map or globe. optional	Identify the United Kingdom on a world map or globe.	The United Kingdom (UK) is a union of four countries: England, Northern Ireland, Scotland and Wales. A capital city is a city that is home to the government and ruler of a country. London is the capital city of England, Belfast is the capital city of Northern Ireland, Edinburgh is the capital city of Scotland and Cardiff is the capital city of Wales. The countries of the United Kingdom are made up of cities, towns and villages. Name and locate the four countries of the UK and their capital cities on a map, atlas or globe.	The characteristics of countries include their size, landscape, capital city, language, currency and key landmarks. England is the biggest country in the United Kingdom. Identify characteristics of the four countries and major cities of the UK.	Counties of the United Kingdom include Derbyshire, Sussex and Warwickshire. Major cities of the United Kingdom include London, Birmingham, Edinburgh, Cardiff, Manchester and Newcastle. Name, locate and describe some major counties and cities in the UK.	Significant rivers of the UK include the Thames, Severn, Trent, Dee, Tyne, Ouse and Lagan. Significant mountains and mountain ranges include Ben Nevis, Snowdon, Helvellyn, Pen y Fan, the Scottish Highlands and the Pennines. Create a detailed study of geographical features including hills, mountains, coasts and rivers of the UK. Topography is the arrangement of the natural and artificial physical features of an area. Identify the topography of an area of the UK using contour lines on a map.	Relative location is where something is found in comparison with other features. Describe the relative location of cities, counties or geographical features in the UK in relation to other places or geographical features.	A geographical pattern is the arrangement of objects on the Earth's surface in relation to one another. Describe patterns of human population growth and movement, economic activities, space, land use and human settlement patterns of an area of the UK or the wider world.
Location	Explore and talk about the ways that the weather, plants and animals of places can be different through pictures and stories.	Describe how the weather, plants and animals of one place is different to another using simple geographical terms.	Warmer areas of the world are closer to the equator and colder areas of the world are further from the equator. The equator is an imaginary line that divides the Earth into two parts: the Northern and Southern Hemispheres. Continents have different climates depending on where they are in the world. The climate of a place can be identified by the types of weather, plants and animals found there. Locate hot and cold areas of the world in relation to the equator.	The equator is an imaginary line that divides the world into the Northern and Southern Hemispheres. The North Pole is the most northern point on Earth. The South Pole is the most southern point on Earth. Locate the equator and the North and South Poles on a world map or globe.	Latitude is the distance north or south of the equator and longitude is the distance east or west of the Prime Meridian. Locate significant places using latitude and longitude.	The Tropic of Cancer is 23 degrees north of the equator and Tropic of Capricorn is 23 degrees south of the equator. Identify the location of the Tropics of Cancer and Capricorn on a world map.	The Prime (or Greenwich) Meridian is an imaginary line that divides the Earth into eastern and western hemispheres. The time at Greenwich is called Greenwich Mean Time (GMT). Each time zone that is 15 degrees to the west of Greenwich is another hour earlier than GMT. Each time zone 15 degrees to the east is another hour later. Identify the location and explain the function of the Prime (or Greenwich) Meridian and different time zones (including day and night).	The Northern Hemisphere is the part of Earth that is to the north of the equator. The Southern Hemisphere is the part of Earth that is to the south of the equator. The Prime Meridian is the imaginary line from the North Pole to the South Pole that passes through Greenwich in England and marks 0° longitude, from which all other longitudes are measured. Identify the position and explain the significance of latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Arctic

								and Antarctic Circles, the Prime (or Greenwich) Meridian and time zones (including day and night).
Position	AOL- MATHS Positional language is used to describe where things are in relation to one another. Positional language includes in, on, next to, behind and in front of. Discuss routes and locations and use and understand some positional language.	AOL – MATHS Positional language is used to describe where things are in relation to one another. Positional language includes in, on, next to, behind, in front of, in between, above, below and underneath. Use simple positional language to describe where things are in relation to each other and give directions.	Positional language includes behind, next to and in front of. Directional language includes left, right, straight ahead and turn. Use simple directional and positional language to give directions, describe the location of features and discuss where things are in relation to each other.	The four cardinal points on a compass are north, south, east and west. A route is a set of directions that can be used to get from one place to another. Use simple compass directions to describe the location of features or a route on a map.	The eight points of a compass are north, south, east, west, north-east, north-west, south-east and south-west. Use the eight points of a compass to locate a geographical feature or place on a map.	The four cardinal directions are north (N), east (E), south (S) and west (W), which are at 90° angles on the compass rose. The four intercardinal (or ordinal) directions are halfway between the cardinal directions: north-east (NE), south-east (SE), south-west (SW) and north-west (NW). Use the eight points of a compass, four and six-figure grid references, symbols and a key to locate and plot geographical places and features on a map.	Compass points can be used to describe the relationship of features to each other, or to describe the direction of travel. Accurate grid references identify the position of key physical and human features. Use compass points, grid references and scale to interpret maps, including Ordnance Survey maps, with accuracy.	Invisible lines of latitude run horizontally around the Earth and show the northerly or southerly position of a geographical area. Invisible lines of longitude run vertically from the North to the South Pole and show the westerly or easterly position of a geographical area. Use lines of longitude and latitude or grid references to find the position of different geographical areas and features.
Maps	AOL – WORLD Describe a familiar route and use maps as part of role play.	AOL – WORLD A map is a picture or drawing of an area of land or sea. Make and use simple maps in their play to represent places and journeys, real and imagined.	A map is a picture or drawing of an area of land or sea that can show human and physical features. A key is used to show features on a map. A map has symbols to show where things are located. Draw or read a simple picture map.	A map is a picture or drawing of an area of land or sea that can show human and physical features. Maps use symbols and a key. A key is the information needed to read a map and a symbol is a picture or icon used to show a geographical feature. Draw or read a range of simple maps that use symbols and a key.	A four-figure grid reference contains four numbers. The first two numbers are called the easting and are found along the top and bottom of a map. The second two numbers are called the northing and are found up both sides of a map. Four-figure grid references give specific information about locations on a map. Use four-figure grid references to describe the location of objects and places on a simple map.	A six-figure grid reference contains six numbers and is more precise than a four-figure grid reference. The first three figures are called the easting and are found along the top and bottom of a map. The second three figures are called the northing and are found up both sides of a map. Six-figure grid references give detailed information about locations on a map. Use four or six-figure grid references and keys to describe the location of objects and places on a map.	The geographical term 'relief' describes the difference between the highest and lowest elevations of an area. Relief maps show the contours of land based on shape and height. Contour lines show the elevation of the land, joining places of the same height above sea level. They are usually an orange or brown colour. Contour lines that are close together represent ground that is steep. Contour lines that are far apart show ground that is gently sloping or flat. Identify elevated areas, depressions and river basins on a relief	A geographical area can be understood by using grid references and lines of latitude and longitude to identify position, contour lines to identify height above sea level and map symbols to identify physical and human features. Use grid references, lines of latitude and longitude, contour lines and symbols in maps and on globes to understand and record the geography of an area.

							map.	
Compare & Contrast	Talk about simple differences between the way people live in the community and beyond using pictures, books, maps and other geographical resources.	Places can have different climates, weather, food, religions, culture, wildlife, transport and amenities. Describe how two places are the same or different using simple picture maps, photographs, data and other geographical resources.	Places can be compared by size, amenities, transport, location, weather and climate. Identify the similarities and differences between two places.	A non-European country is a country outside the continent of Europe. For example, the USA, Australia, China and Egypt are non-European countries. European countries include the United Kingdom, Germany, France and Spain. Describe and compare the human and physical similarities and differences between an area of the UK and a contrasting non-European country.	Geographical features created by nature are called physical features. Physical features include beaches, cliffs and mountains. Geographical features created by humans are called human features. Human features include houses, factories and train stations. Classify, compare and contrast different types of geographical feature.	A physical feature is one that forms naturally and can change over time due to physical processes, such as erosion and weathering. Physical features include rivers, forests, hills, mountains and cliffs. An aspect of a physical feature might be the type of mountain, such as dome or volcanic, or the type of forest, such as coniferous or broad-leaved. Describe and compare aspects of physical features.	The seven continents (Africa, Antarctica, Asia, Australia, Europe, North America and South America) vary in size, shape, location, population and climate. Identify and describe the similarities and differences in physical and human geography between continents.	Climate is the long-term pattern of weather conditions found in a particular place. Climates can be compared by looking at factors including maximum and minimum levels of precipitation and average monthly temperatures. Describe the climatic similarities and differences between two regions.
Significant Places	Talk about and ask questions about places that are important to them.	A place can be important because of its location, use buildings or landscape. Discuss and describe places that are important to them.	A place can be important because of its location, buildings, landscape, community, culture and history. Important buildings can include schools, places of worship and buildings that provide a service to the community, such as shops and libraries. Some buildings are important because they tell us something about the past. Name important buildings and places and explain their importance.	A significant place is a location that is important to a community or society. Places can also be significant because of religious or historic events that may have happened in the past near the location. Significant places can also include monuments, such as the Eiffel Tower, or natural landscapes, such as the Great Barrier Reef. Name, locate and explain the significance of a place.	Significant volcanoes include Mount Vesuvius in Italy, Laki in Iceland and Krakatoa in Indonesia. Significant earthquake-prone areas include the San Andreas Fault in North America and the Ring of Fire, which runs around the edge of the Pacific Ocean and is where many plate boundaries in the Earth's crust converge. Over three-quarters of the world's earthquakes and volcanic eruptions happen along the Ring of Fire. Name and locate significant volcanoes and plate boundaries and explain why they are important.	Significant mountain ranges include the Himalayas, Urals, Andes, Alps, Atlas, Pyrenees, Apennines, Balkans and Sierra Nevada. Significant rivers include the Mississippi, Nile, Thames, Amazon, Volga, Zambezi, Mekong, Ganges, Danube and Yangtze. Name, locate and explain the importance of significant mountains or rivers.	Farming challenges for developing countries include poor soil, disease, drought and lack of markets. Education, fair trade and technology are ways in which these challenges can be reduced. Identify some of the problems of farming in a developing country and report on ways in which these can be supported.	North America, Europe and East Asia are the main industrial regions of the world due to a range of factors (access to raw materials, transportation, fresh water, power and labour supply). Name, locate and explain the distribution of significant industrial, farming and exporting regions around the world.

Geographical Change	Notice and talk about how things have changed in the local environment.	Discuss how the local environment has changed over time using photographs and first-hand experiences.	Geographical features can change over time. Describe how a place or geographical feature has changed over time.	An environment or place can change over time due to a geographical process, such as erosion, or human activity, such as housebuilding. Describe how an environment has or might change over time.	Significant geographical activity includes earthquakes and volcanic eruptions. These are known as natural disasters because they are created by nature, affect many people and cause widespread damage. Describe how a significant geographical activity has changed a landscape in the short or long term. The crust of the Earth is divided into tectonic plates that move. The place where plates meet is called a plate boundary. Plates can push into each other, pull apart or slide against each other. These movements can create mountains, volcanoes and earthquakes. Describe the activity of plate tectonics and how this has changed the Earth's surface over time (continental drift).	Rivers, seas and oceans can transform a landscape through erosion, deposition and transportation. Explain how the physical processes of a river, sea or ocean have changed a landscape over time.	Settlements come in many different sizes and these can be ranked according to their population and the level of services available. A settlement hierarchy includes hamlet, village, town, city and large city. Describe how the characteristic of a settlement changes as it gets bigger (settlement hierarchy).	Tourism is an industry that involves people travelling for recreation and leisure. It has had an environmental, social and economic impact on many regions and countries. Present a detailed account of how an industry, including tourism, has changed a place or landscape over time.

Geography: Coverage of KPIs

	Project A	Project B
Y1	**Our Wonderful World:** Y1 Name and locate the world's seven continents and five oceans. Y1 Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. Y1 Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non-European country. Y1 Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Y1 Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Y1 Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. Y1 Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage. Y1 Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map. Y1 Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. Y1 Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.	**Bright Lights, Big City:** Y1 Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. Y1 Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non-European country. Y1 Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Y1 Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Y1 Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. Y1 Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage. Y1 Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map. Y1 Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. Y1 Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. Y1 Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.
Y2	**Let's Explore the World:** Name and locate the world's seven continents and five oceans. Y2 Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. Y2 Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a	**Coastline:** Name and locate the world's seven continents and five oceans. Y2 Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. Y2 Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation,

	contrasting non-European country. Y2 Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Y2 Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage. Y2 Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map. Y2 Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. Y2 Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. Y2 Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.	season and weather. Y2 Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. Y2 Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage. Y2 Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map. Y2 Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. Y2 Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. Y2 Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes. Y2 Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time. Y2 Are competent in the geographical skills needed to: collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes; interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS); communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.
Y3	**Our Planet, Our World:** Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Y3 Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. Y3 Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). Y3 Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America. Y3 Describe and understand key aspects of physical geography, including: climate	**Rocks, Relics and Rumbles:** Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Y3 Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). Y3 Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America. Y3 Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Y3 Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of

	zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Y3 Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. Y3 Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Y3 Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. Y3 Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. Y3 Are competent in the geographical skills needed to: collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes; interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS); communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.	the United Kingdom and the wider world. Y3 Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.
Y4	**Interconnected World:** Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Y4 Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. Y4 Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). Y4 Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Y4 Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. Y4 Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Y4 Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. Y4 Are competent in the geographical skills needed to: collect, analyse and	**Misty Mountain, Winding River:** Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Y4 Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. Y4 Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America. Y4 Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Y4 Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. Y4 Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Y4 Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. Y4 Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch

	communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes; interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS); communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.	maps, plans and graphs, and digital technologies. Y4 Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.
Y5	**Investigating Our World:** Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Y5 Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. Y5 Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). Y5 Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America. Y5 Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Y5 Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. Y5 Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Y5 Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. Y5 Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. Y5 Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.	**Sow, Grow and Farm:** Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Y5 Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Y5 Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. Y5 Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. Y5 Are competent in the geographical skills needed to: collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes; interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS); communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.
Y6	**Our Changing World:** Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Y6 Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical	**Frozen Kingdoms:** Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). Y6 Understand geographical similarities and differences through the study of

	features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. Y6 Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). Y6 Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Y6 Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. Y6 Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Y6 Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. Y6 Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. Y6 Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes. Y6 Are competent in the geographical skills needed to: collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes; interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS); communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.	human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America. Y6 Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Y6 Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. Y6 Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. Y6 Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time. Y6 Are competent in the geographical skills needed to: collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes; interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS); communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Geography: Vocabulary Development

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Compare & Contrast	Australia, country, difference, Ethiopia, festival, food, Spain, tradition, United Kingdom, Habitat, similar	Different, same, compare, geographical feature	England, Somalia, characteristics, climate, compare, difference, landscape, lifestyle, location, population, season, similarity, size	Difference, geographical feature, human feature, physical feature, similarity, classify, compare	V-shaped valley, altitude, bog, delta, downstream, elevation, estuary, floodplain, flow, gully, interlocking spur, lake, meander, mountain, mouth, oxbow lake, physical features, rill, river, riverbed, source, spring, stream, tributary, waterfall	Compare, continent, human geography, life expectancy, literacy rate, population, population density, religion, wealth	Climate, climate zone, hemisphere, human, human feature, physical feature, polar, precipitation, season, summer, topography, vegetation, wildlife, winter
Human Features & Landmarks	Building, bus, car, community, house, landmark, park, road, school, shop, street	Ferris wheel, castle, cathedral, church, concert hall, landmark, monument, palace, skyscraper	Abbey, amusement arcade, bridge, café, harbour, hotel, landmark, lifeboat station, museum, park, shop, street, town, youth hostel	Aqueduct, bridge, canal, castle, cathedral, city, house, human features, lighthouse, monument, motorway, motorway system, national railway, port, road, statue, tunnel, village, stone circle, long barrow, henge, earthwork, cursus	National rail network, airport, city, ferry interchange, human feature, interconnection, principal route, railway station, town, train, transport link	A road, B road, airport, canal, city, ferry terminal, motorway, rail, road, town, transport link, transport network, cargo, dock, plantation, shop, supermarket	Customer service, farming, fishing, industry, manufacturing, mining, occupation, quarrying, retail, tourism, transportation, home, indigenous, nomadic, population, settlement, tradition, village
Settlements & Land Use	conservation area, national park, city, live, local, town, village, country, Earth	Airport, art gallery, bus station, bus stop, capital city, carpark, cathedral, church, cinema, city, cottage, farm, feature, flat, hotel, house, job, landmark, lane, large settlement, leisure centre, library, market, museum, motorway, office, park, place of worship, pub, restaurant, roundabout, school, settlement, shop, shopping centre,	Facility, industry, tourism, tourist	Agriculture, city, commercial, land use, recreational, residential, rural area, settlement, size, town, transportation, urban area, village	Crops, energy, farming, floodplain, food, freshwater, goods, habitat, hydroelectric power, irrigate, leisure, natural resource, renewable, river, settlement, transport, transportation, tunnel, towpath, lock	Agriculture, allotment, arable, business, city, commercial farm, crop, farming, floriculture, forestry, housing, livestock, market garden, mixed, national park, pastoral, rural, town, urban, village, viticulture	Crops, diverse, farming, fishing industry, language, mine, mining, natural resources, population, rural, tribe, urban, commercial, energy, extract, forest, gas reserve, hydropower, oil reserve, plantation

		skyscraper, street, statue, theatre, tower block, town, town hall, train station, travel, tourist, university, village, village green, village hall					
Geographical resources	aerial photograph photograph simple map map online photograph	Aerial photograph, bird's-eye view	Aerial photograph	Atlas, key, map, symbol, world map, data, map	Barrier, boundary, geographical feature, map, topography, atlas, chart, map, physical map, political map, satellite map, topography	OS Explorer map, OS map, time zones map, aerial photograph, satellite map	OS Explorer map, atlas, large scale map, map, scale, scale bar, scale ratio, small scale map, satellite map
Data Analysis	collect observe record	Collect, data, information	Compare, information, difference, table, explore, similarity	Analyse, city, data, first-hand observation, frequency, geographical, interpret, investigation, pattern, primary data, road user, score, table, tally total, town, village	Cause, compare, effect, human, identify, map, measure, physical, record, report, research	Data, demographic, economic, interpret, calculate, compare, conclude, data, evidence, hypothesis, measure, research, summarise	Global Climate Risk Index, analyse, collate, conclusion, data, data collection, developing country, factsheet, findings, graph, improvement, interviewee, locality, poverty, ranking, report, survey, survey data, traffic data
Fieldwork	Collect, count, investigate, observe, photograph, visit, community, explore photograph school community walk, community, explore, journey, local, map, outside environment, photograph, place, route, school grounds, street, town, village	Compare, data, enquiry, fieldwork, human feature, local area, observe, physical feature, record, sketch	Conclusion, data, data collection, enquiry, feature, fieldwork, geographical data, graph, human feature, improve, local area, locality, observation, population, record, table, tally, tally chart, visitor, weather,	Data collection, enquiry, evidence, fieldwork, locality, observe, primary data, sketch map, fact	Data, chart, conclusion, enquiry, fieldwork, graph, hypothesis, improve, interpret, investigation, local area, present, survey, table	Data, investigate, observe, question, survey, visit,	Aerial photograph, conclusion, data collection, enquiry, evidence, fieldwork, geographical enquiry, local area, locality, observation, pattern, report, sketch map
Physical Features		Beach, cliff, cloud, coastline, flatland, forest, hill, island, lake, land, landscape, mountain, mudflat, natural, ocean, physical feature, river, sea, soil, valley	Arch, bay, beach, cave, cliff, headland, sand dune, sandbank, stack	Earth, composition, core, crust, inner core, magma, mantle, outer, state, tectonic plate, temperature, thickness, lava, pyroclastic flow, volcano	Anticline, base, dome, face, fault block, fold, hill, lava, magma, mountain, peak plate boundary, plateau, range, ridge, slope, snow line, summit, syncline, tectonic plate, tree line, valley volcanic	Coastline, desert, forest, grassland, highland, hill, loam, mountain, plain, rainforest, sand, silt, transport links, valley	Boreal forest, glacier, ice field, ice shelf, iceberg, mountain, tundra
Physical Processes	animal growth life		Erode, erosion, material	Earthquake, epicentre, plate boundary, seismic wave, tectonic plate,	Change of state, cloud, collection, condensation,	Climate, drainage, fertiliser	

	plant seasonal change weather			tsunami, volcanic eruption	condense, cool, evaporate, evaporation, hall, heat, precipitation, rain, sleet, snow, temperature, water cycle		
Climate & Weather	Change, chart, cloud, cold, cool, forecast, hail, hot, rain, rainbow, season, shower, sky, sleet, sun, symbol, warm, weather, wind, winter, autumn, cloud, Snow, spring, summer sunshine	Autumn, cold, fog, hail, ice, rain, season, snow, Spring, storm, Summer, sun, weather, wind, Winter	Autumn, climate, cloud, cold, dry season, hot, mild, rain, season, snow, Spring, Summer, sun, temperate, temperature, weather, weather pattern, wet season, wind, winter	Climate, climate zone, pattern, seasonal weather, weather	Mediterranean, climate, climate zone, contrasting climate, desert, equator, polar, summer, temperate, temperature, tropical, weather, winter	Mediterranean, climate zone, cold, desert, frost, humidity, polar, rainfall, season, temperate, tropical, warm wet	Climate change, cyclone, drought, extreme temperature, extreme weather event, flood, heatwave, hurricane, landslide, sandstorm, severe storm, typhoon, wildfire, diet, insulate, lifestyle, nomadic, settlement, transport
Significant Places	important school	Landmark, monument	Castle, palace, residence, stately home	Ring of Fire	Energy, farming, goods, leisure, mountain, natural resources, range, river, settlement, transport	South America, developing country, equator	China, Ecuador, Germany, Russia, Saudi Arabia, economy, export, farming, fossil fuels, import, industry, manufacturing, mining, natural resources, ore, shipping, trade
Maps	Instruction, land location man-made feature natural feature, over, past, route, sea, through, under aerial picture aerial photograph feature, journey, location, place, travel, visit, across, around, go, instruction, journey, map	Ordinance Survey map, atlas, digital, globe, grid, human feature, map, key, label, map, picture map, physical feature, route, symbol, world map	Compass, key, map, picture map, symbol, human feature, locate, physical feature	Ordinance Survey, Ordinance Survey map, easting, four-figure grid reference, grid reference, grid square, horizontal axis, human features, location, map, northing, physical features, vertical axis	Ordinance Survey, Ordinance Survey map, easting, four-figure grid reference, six-figure grid reference, grid reference, grid square, horizontal axis, human features, location, map, northing, physical features, vertical axis	Contour line, depression, elevation, gradient, hill, mountain, peak, relief map, sea level, slope, terrain, topography, valley	OS map, contour line, easting, four-figure grid reference, geographical feature, grid reference, hill, human feature, icon, key, location, mountain, northing, peak, physical feature, sea level, six-figure grid reference, slope, symbol, topography, two-dimensional representation
Position	Compass, constellation, direction, east, navigate, north, south, west, above, across, around, backward, behind, below, beside, between, directions, down, follow, forward, in front of, inside, near, next to, on, over, path,	Backward, behind, beside, between, cardinal compass points, close, direction, east, far away, far from, forward, in front of, left, location, near to, next to, north, opposite, position,	Cardinal point, compass, compass point, direction, east, north, south, west,	Cardinal point, compass, direction, east, intercardinal point, location, north, north-east, north-west, point, south, south-east, south-west, travel west	Cardinal point, compass, compass rose, direction, east, intercardinal point, location, north, north-east, north-west, point, south, south-east, south-west, travel west	Cardinal point, compass, compass rose, direction, east, intercardinal point, location, north, north-east, north-west, point, south, south-east, south-west, travel west	Northern Hemisphere, Prime Meridian, Southern Hemisphere, coordinate, degree, east, equator, horizontally, latitude, longitude, north, position, south, vertically, west

	road, route, through, turn, under, up	right, south, straight ahead, turn, west					
UK	Island, ocean, sea, UK, forecast globe map rain raincoat umbrella United Kingdom country England globe island map Northern Ireland Scotland United Kingdom Wales	Atlantic Ocean, Belfast, Cardiff, Celtic Sea, Edinburgh, England, English Channel, Irish sea, London, North Sea, Northern Ireland, Scotland, United Kingdom, Wales, capital city, country	Atlantic Ocean, Celtic Sea, England, English Channel, Irish Sea, North Sea, Northern Ireland, Scotland, United Kingdom, Wales, characteristics, city, coast, coastline, country, forest, grassland, highland, hill, human feature, island, lake landscape, lowland, marsh, moorland, mountain, physical feature population, river, size, temperate climate, town, valley, village	Armagh, Belfast, Birmingham, Bury St Edmunds, County Armagh, Edinburgh, England, Haverfordwest, Inverness, Inverness-shire, Ipswich, Leeds, Lowestoft, Newport, Northern-Ireland, Pembroke, Pembrokeshire, Scotland, Sheffield, St David's, Suffolk, Tenby, UK, Wales, York, Yorkshire Agriculture, amenity, beach, castle, cathedral, city, cliff, coastline, county, farming, fishing, football stadium, gallery, hill, human feature, industry, landmark,, loch, marsh, mining, monument, mountain, palace, parliament building, peninsula, physical features, river, service, steel production, tourism, tourist attraction, town, town hall, valley	Anglesey, England, Grampian Mountains, Lake Windermere, Lindisfarne, Llyn Tegid, Loch Ness, Lough Neagh, Mourne Mountains, New Forest, Northern Ireland, Orkney Islands, Pennines, Portglenone Forest, Rathlin Island, River Bann, River Tay, River Trent, River Wye, Rothiemurchus Forest, Scotland, Snowdonia, UK, Wales, Wentwood Forest,	Brighton, Bristol, Cardiff, Exeter, London, Oxford, Reading, Southampton, distance, relative location	T-shaped settlement, Y-shaped settlement, circular settlement, city, compact settlement, cross-shaped settlement, dispersed settlement, growth, hamlet, linear settlement, occupation, rural, settlement, town, urban, village
Natural & Man-made Materials				Extrusive, igneous, intrusive, metamorphic, rock, sedimentary	Clay, deposition, erosion, loam, rock, sand, sediment, silt, soil, transportation	Land, nutrient, soil	Freshwater, ice, iceberg, natural resources, pollution, salt water, sea ice, snow
Geographical Change		Cause, effect, change, land use, locality	Erosion, past, present	Earth's crust, Pangaea, continental drift, earthquake, fault, land mass, mountain, plate boundary, supercontinent, tectonic plate, valley, volcano, active,	Delta, deposition, erosion, floodplain, flow, landscape, meander, rock, sediment, soil, transportation, water, waterfall, wind	Change over time, industrial growth, population growth, settlement hierarchy	Animal, litter, plant, pollution, protect, tourism, vandalism

				convergent, crust, divergent, dormant, extinct, long-term effect, mantle, movement, plate boundary, short-term effect, transform			
Environment	environment harm litter protect recycle wildlife conservation endangered environment extinct litter preserve protect restore			Mediterranean, climate, climate zone, desert, polar, temperate, tropical	Altitude, altitude zone, climate, forest, glacier, habitat, landscape, oxygen, rainforest, tundra	Mediterranean, animal, aquatic biome, biodiversity, biome, boreal forest, climate, climate zone, desert, desert biome, ecosystem, environment, forest, forest biome, freshwater, grassland, grassland biome, ice sheet, landscape, marine, mountain, plant, polar, rainfall, savannah, season, taiga, temperate, temperate forest, temperate grassland, temperature, tropical, tropical forest, tundra, tundra biome, vegetation, vegetation belt, weather conditions, humidity	Arctic tundra, alpine tundra, aquatic biome, atmosphere, biome, burning fossil fuels, carbon dioxide, climate, climate change, climate zone, deforestation, desert biome, extreme weather, forest biome, freshwater, global warming, grassland biome, greenhouse effect, habitat destruction, human activity, interconnection, marine region, overpopulation, population, rearing livestock, savannah, temperate grassland, tundra biome, weather conditions, weather pattern, greenhouse effect, global warming, fossil fuel, extinction, drought,
Location	Beach, cliff, equator, globe, map, rock pool, sea, seashore Antarctic, Arctic, blubber, cold, cold place, feather, fur, globe, icy mountain Mount Everest North Pole snowy United Kingdom weather winter world	North Pole, Northern Hemisphere, South Pole, Southern Hemisphere, cold place, continent, equator, hot place	North Pole, Northern Hemisphere, South Pole, Southern Hemisphere, country, equator, globe, world map	North pole, South Pole, Northern Hemisphere, Southern Hemisphere, Prime Meridian coordinate, degree, distance, east, equator, globe, latitude, location, longitude, north, south, west	Northern Hemisphere, Southern Hemisphere, Tropic of Cancer, Tropic of Capricorn, degrees, equator, line of latitude, mangrove, north, rainforest, south, tropics	GMT, North Pole, Prime Meridian, South Pole, degree, line of longitude, meridian, time zone	Antarctic Circle, Arctic Circle, GMT, Greenwich Mean Time, North Pole, Northern Hemisphere, Prime Meridian, South Pole, Southern Hemisphere, Tropic of Cancer, Tropic of Capricorn, equator, globe, line of latitude, line of longitude, location, meridian, time zone, polar day, polar night, equator

World	Antarctic, Arctic, climate, cold place, coral reef, country, Earth, globe, hot place, land, ocean, Pacific Ocean polar region, salt water, sea, Southern Ocean tropical place water, animal, atlas, coral reef, country, desert, England environment, forest, globe, grassland, holiday, journey, land, living thing, local, location, map, mountain, Northern, Ireland, ocean, plant rainforest, Scotland, sea, travel, tundra, United Kingdom, visit, Wales, weather, world worldwide	Africa, Antarctica, Arctic Ocean, Asia, Atlantic Ocean, Australia (Oceania), Earth, Europe, Indian Ocean, North America, Pacific Ocean, South America, Southern Ocean, continent, land, ocean, water, world	Africa, Antarctica, Asia, Atlantic Ocean, Australia (Oceania), Europe, English Channel, Indian Ocean ,Irish Sea, North America, North Sea, Pacific Ocean, South American, Southern Ocean, area, atlas, chart, country, lake, map, mountain, ocean, physical feature, river, sea, world continent	Europe, France, Greece, Italy, Northern Hemisphere, Romania, Russia, area, capital city, city, climate, continent, country, language, population, state, transcontinental country	Argentina, Belize, Bolivia, Brazil, Canada, Chile, Colombia, Costa Rica, Ecuador, El Salvador, French Guiana, Greenland, Guatemala, Guyana, Honduras, Mexico, Nicaragua, North America, Panama, Paraguay, Peru, South America, Suriname, The Caribbean, United States of America, Uruguay, Venezuela, city, country, culture, language, religion, values, world	Africa, Argentina, Asia, Australia, Austria, Buenos Aires, Cairo, Egypt, Europe, Kuala Lumpur, Malaysia, New Zealand, North America, South America, United States, Vienna, Washington DC, Wellington, capital city, continent, country, world	British Commonwealth of Nations, alliance, world
Sustainability		Animal, bird, countryside, damage, future, grass, hedgerow, human, insect, litter, meadow, plant, protect, shelter, shrub, tree, wildflower, wildlife, woodland	Carbon dioxide, compost, conservation, damage, deforestation, electricity, energy, environment, gas, landfill, litter, protect, recycle, reduce, reuse, vehicle, water	Carbon dioxide, carbon footprint, conserve, energy, global warming, livestock, organic, recycle, reduce, reuse, resource, water treatment plant	Bioenergy, biogas, carbon dioxide, geothermal energy, hydroelectric power, non-renewable energy, renewable energy, solar panel, solar power, wind farm, wind power, sustainable, conserve	Carbon footprint, eco-friendly, hazardous substance, life-cycle thinking, resource efficiency, sustainable manufacturing process, waste	Agricultural runoff, biodiversity, biome, carbon footprint, clearcutting, contour strip cropping, deforestation, depletion, ecosystem, endangered species, erosion, ethical, food chain, forestry, fossil fuel, global warming, habitat, irrigation, metal ore, mining, monoculture, natural resource management, oppose, pesticide, pollution, recycle, reduce, reuse, renewable energy, selective harvesting, support, sustainable