Greenside Primary School
Geography Progression Framework

Curriculum Intent

Community	Resilience	Creativity	Aspiration	Diversity

The Geography curriculum at Greenside aims for children to develop:

- An excellent knowledge of where places are and what they are like.
- An excellent understanding of the ways in which places are interdependent and interconnected and how much human and physical environments are interrelated.
- An extensive base of geographical knowledge and vocabulary.
- Fluency in complex, geographical enquiry and the ability to apply questioning skills and use effective analytical and presentational techniques.
- The ability to reach clear conclusions and develop a reasoned argument to explain findings.
- Significant levels of originality, imagination or creativity as shown in interpretations and representations of the subject matter.
- Highly developed and frequently utilised fieldwork and other geographical skills and techniques.
- A curiosity in and commitment to the subject, with a desire to find out about the world and the people who live there.
- The ability to express well-balanced opinions, rooted in very good knowledge and understanding about current and contemporary issues in society and the environment.

Implementation

The geography curriculum at Greenside Primary school has been carefully considered to ensure coverage of all the national curriculum objectives whilst linking back to our locality and school context. As a one and a half form entry school, we have carefully devised a 2-year cycle to ensure coverage of key substantive knowledge. The aim is that over the 2 years, pupils will gain a deeper knowledge of the disciplinary skills they need as geographers.

All geography units have a corresponding medium-term plan, which maps substantive knowledge, disciplinary skills and vocabulary on a lesson-by-lesson basis to ensure progression throughout each unit. Each unit has clear end points mapped and which knowledge we want children to be able to recall and retain.

Each lesson within the sequence will focus key 'lenses' or concepts. These concepts run through school and Enable children and staff to relate back to the conceptual knowledge from previous learning. These 'lenses' are then mapped and revisited at regular intervals.

Geography							
Location	Physical features	Human features	Diversity	Physical processes	Human processes	Techniques	Vocabulary

In order for children to know more and remember more in each area of geography studied, the lesson sequence is structured so that prior learning is always considered and opportunities for revision and retrieval of key facts and vocabulary are built into lessons through the 'Fab 5' activities. The Fab 5 is a 5-minute retrieval task that takes place at the start of every lesson that often revisit the key substantive knowledge from previous learning in the sequence, year or from another phase completely. This all allows for revision to become part of good practice and ultimately helps build a depth to children's geographical understanding. Through revisiting and consolidating skills, our lessons and resources help children build on prior knowledge alongside introducing new skills as well as opportunities for deeper thinking. Revision and introduction of key vocabulary is built into each lesson. This vocabulary is then included in display materials and additional resources to ensure that children are allowed opportunities to repeat and revise this knowledge.

Through these lessons, we intend to inspire pupils and practitioners to develop a love of geography and appreciation of the world they live in and the places and people within it. Each unit has a designated 'end point' and summaries of the children's learning will be evident from the work they have produced throughout the unit, which is revisited regularly. These form the basis of our assessment.

The essential knowledge, highlighted in yellow, has been identified for each unit learning and forms the focus of teacher assessment.

The Geography Curriculum and Provision for Pupils with SEND

At Greenside Primary School, we believe all pupils should have the opportunity to learn to the best of their capabilities through a broad and balanced, inclusive curriculum. For our pupils with a Special Educational Need, we scaffold their learning to provide them with the strongest opportunities for success in our school. We believe firmly in the SEND Code of Practice's statement that 'every teacher is a teacher of SEN' and that our pupils with SEN should be provided with the same opportunities as their peers in our school. This means that, with their learning being personalised to meet their areas of need, they feel included in the classroom and make progress year on year. Reasonable adjustments are made in all lessons to enable this.

The Geography curriculum can be adapted to meet the needs of children with SEND in the following ways:

Universal Support across school for all subjects
Word Banks for pre-learning and to support during topics and themes
Cutting and Sticking Key Words on to work as prompts
Print out portions of work and learning objectives to minimise writing
Coloured Paper or recycled paper to minimise visual stress & background colours of the whiteboard is considered for pupils with dyslexia.
Breaking down lessons into short, manageable chunks
Mixed ability groups – using peers as support and role models
Adult assistance nearby/ Using another student as a reader/support
Now/Next or Visual Timetables – class and individual/ My Turn/Your Turn
Knowledge map/Mind Maps
Printing work larger and in smaller chunks
Cloze passages/activities to check learning
Draw answers or explanations / Actions – telling the story of a lesson
Fidget toys available/ Cushions for seats – wobble and wedge cushions - Access to standing desks
Pupils with hearing impairments/visual impairments are positioned close to the whiteboard to be able to access.
Word lists of key vocabulary for pre-learning and as prompts
A safe/quiet space in or Cloud Room
Keeping instructions short and one at a time

Universal Support specific to subject
Using accessible/simplified maps, plans and atlases, clearly labelled, where appropriate
Enlarging/simplifying maps, where appropriate
Increased use of pictorial images to support geographical learning and understanding
Maps, atlases, artefacts, models and photographs are accessible and labelled clearly
Recognise that the language of geography may be challenging for many pupils – for example: the specific geographical use of everyday words such as ‘mouth of the river’, ‘water table’ terms specific to geography, such as ‘erosion’ terms like ‘climate’, ‘gradient’, ‘height’ or ‘distance’, which can create barriers for many pupils because of their abstract nature.
Use of ICT to support in Geography lessons

When planning for Geography, class teachers should adapt their lessons where necessary using ideas taken from this list, however, it is important to remember this list is not exhaustive and other adaptations may be needed for children with specific needs.

We also have ‘Continuum of Provision Maps’ for each area of SEND need (e.g. Autism, Cognitive, SEMH, Visual impairment etc).

Breadth of Study

Key Concepts	EYFS	KS1	KS2
Investigate places: This concept involves understanding the geographical location of places and their physical and human features.	❖ Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. *ELG: People, Culture & Communities (UTW)* ❖ Understand some important processes and changes in the natural world around them, including the seasons. *ELG: The Natural World (UTW)*	❖ Investigate the world's continents and oceans. ❖ Investigate the countries and capitals of the United Kingdom. ❖ Explore weather and climate in the United Kingdom and around the world. ❖ Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.	❖ Locate the world's countries, with a focus on Europe and countries of particular interest to pupils. ❖ Locate the world's countries, with focus on North and South America and countries of particular interest to pupils. ❖ Identify key geographical features of the countries of the United Kingdom.
Investigate patterns: This concept involves understanding the relationships between the physical features of places and the human activity within them, and the appreciation of how the world's natural resources are used and transported.	❖ Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. *ELG: People, Culture & Communities (UTW)* ❖ Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. *ELG: The Natural World (UTW)*	❖ Compare and contrast a small area of the United Kingdom with that of a non-European country. ❖ Explore weather and climate in the United Kingdom and around the world.	❖ Show an understanding of how some geographical features of the United Kingdom have changed over time. ❖ Locate the geographic zones of the world. ❖ Understand the significance of the geographic zones of the world. ❖ Understand geographical similarities and differences through the study of human and physical geography of a region or area of the United Kingdom (different from that taught at Key Stage 1). ❖ Understand geographical similarities and differences through the study of human and physical geography of a region or area in a European country. ❖ Understand geographical similarities and differences through the study of the human and physical geography of a region or area within North or South America.
Communicate Geographically: This concept involves understanding geographical representations, vocabulary and techniques.	❖ Draw knowledge from observations, discussion, stories, non-fiction texts and maps. *ELG: People, Culture & Communities (UTW)*	❖ Use basic geographical vocabulary to refer to and describe key physical and human features of locations. ❖ Use world maps, atlases and globes. ❖ Use simple compass directions. ❖ Use aerial photographs. ❖ Use fieldwork and observational skills to study the geography of the school, its ground and surrounding environment.	❖ Describe and understand key aspects of: • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. • human geography, including: settlements, land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water supplies. ❖ Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. ❖ Use the eight points of a compass, four and six-figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the world. ❖ Use a wide range of geographical sources in order to investigate places and patterns. ❖ Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.

Long Term Plans

EYFS		KS1	LKS2	UKS2
<u>Great at Greenside</u> (Aut 1): - Autumnal change <u>Let's Celebrate (Aut 2):</u> - <u>Our World</u> (Spr1): - Signs of Winter - Habitats around the world including location, contrasting environments. <u>Life Around Us</u> (Spr2): - Signs of Spring - A local study of where we live (Pudsey). Fieldwork and map work. <u>Our Country</u> (Sum1): - Geographical location of UK. - Location/comparison of other countries <u>Wonderful Me</u> (Sum2): - Protecting our planet including climate change, recycling.	**Cycle A**	The United Kingdom – including study of seasonal and daily weather patterns in UK. Local study: Pudsey Past & Present (History unit – with some local geographical study/fieldwork included) Planet Earth: Continents & Oceans	Region of Europe Study: Mountainous Alps Inc study of key human/physical geography – rivers, mountains, economic activity, land use. Egyptians – Study of the Nile Physical – rivers Human – distribution of food and water (History unit – with some geographical study) Local study: Leeds & Bradford including locating surrounding counties & cities of UK & fieldwork skills – OS maps, compass directions, 4 figure grid references.	Global Issues: Climate Change Geography of the UK: Settlement & Land use – cities, counties, mountains, rivers, coasts, change of land use over time.
	Cycle B	Comparison study of non-European country 'Sydney, Australia' and a study of small area of UK: Wonderful Whitby Local fieldwork: My Local Area – study of school, it's grounds and local environment.	Asia: Volcanoes & Earthquakes Study of South American region: Amazon Rainforest & Rivers inc Water Cycle focus (Science).	Study of North America inc Trade focus Region of North America study: Grand Canyon - rivers Region of UK study: Yorkshire, counties of UK, rivers, & fieldwork using OS Maps/compass 6 figure grid references

Progression of Geographical Knowledge & Vocabulary

Key: Essential Knowledge identified for each unit of learning.

EYFS Knowledge and Vocab Summary					
	Great at Greenside	Let's Celebrate	Our World	Life Around Us	Our Country
ELG	**ELG: People, Culture and Communities** Describe their immediate environment using knowledge from observation, discussion and maps. **ELG: The Natural World** Explore the natural world around them, making observations and drawing pictures of plants. Understand some important processes and changes in the natural world, including the seasons.	**ELG: People, Culture and Communities** Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.	**ELG: The Natural World** Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world, including the seasons	**ELG: The Natural World** Explore the natural world around them, making observations and drawing pictures of animals and plants. Understand some important processes and changes in the natural world, including the seasons. **ELG: People, Culture and Communities** Describe their immediate environment using knowledge from observation, discussion and maps.	**ELG: People, Culture and Communities** Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.
Lense	Location Physical Processes Techniques	Location Physical Features Human Features Physical Processes Human Processes Techniques Diversity	Location Human Features **Diversity**	Location Human features Physical Features Techniques	Location Diversity
Assessment	What is Greenside school like?	What festivals do you know and where are they celebrated in the world?	How are some places in the world different to others?	What is it like where we live?	What is the UK and how is it different to other countries?
Substantive Knowledge	• I can name our school • I can recognise, name and locate the different areas and places in our school setting and grounds – playground, hall, field, wood/outdoor, library, trim trail etc • I can name the season - Autumn • I can name the key features of Autumn – I know in Autumn leaves turn red, orange, yellow and brown and fall off the trees. I know the weather gets colder, windier and wetter.	• I can name some important world festivals/celebrations – Diwali, Hanukkah, Thanksgiving, Christmas • I can name some countries in the world – UK, USA, India, Israel • I know that people from different places celebrate special times in different ways. • I know the difference between day and night and dark and light.	• I can name the season – Winter • I can name the key features of winter – gets darker, colder, may get snow and ice. • I know there are different types of habitats in the world. • I know there are hot and cold places in the world.	• I know our school is in Pudsey • I can name, locate and recognise features and places in Pudsey - house, shop, school, church, library, park, grass/field, trees, stream, beck, • I can name the season – Spring • I can name the key features of spring – plant and flower growth, animals being born, weather getting warmer.	• I know that we live in the United Kingdon (UK) • I know that the UK has a King/Queen • I know it is made up of 4 countries • I can name some countries in the world – (Ramadan & Eid – India, Turkey, Pakistan) • I know that life (weather, climate, food, living conditions) in the UK I can be different to life in other countries. (Comparison text Coming to England & Fatou fetch the water)
Disciplinary Knowledge (Skills)	• Use simple maps and photographs to locate our school and recognise features on school grounds using maps and aerial photographs. • Draw simple maps including key features of our school. • Make observations of seasonal change and the signs of Autumn around us. • Describe what they see, hear, and feel whilst outside. • Collecting and drawing a variety of Autumnal leaves. • Record the weather/create a weather chart. • Plant bulbs in preparation for Spring.	• Learn to appreciate and value human beings, recognising and encountering diversity. • Listen to and talk about stories/first person accounts from different countries. • Recognise and explain some similarities and differences between life in this country and life in other countries. Explore how Christmas is celebrated around the world and make comparisons with how we celebrate it in the UK. • Discover where in the world Thanksgiving, Diwali & Hanukkah are celebrated – locate on world maps. • Describe what they see, hear, and feel whilst outside.	• Make observations of seasonal change and the signs of Winter around us. • Begin to recognise different world habitats – Polar, Desert, Ocean • Make comparisons between contrasting environments and the communities that live there. • Recognise and explain some similarities and differences between life in this country and life in other countries. • Sort pictures of different habitats and related animals. • Use maps and globes to locate polar, desert regions, landmasses and seas/oceans. • Read and present simple information in the form of a map.	• Explore the natural world around them – local walk around school grounds/Pudsey Park observing different human and physical features. • Explore how Pudsey has changed over the years by exploring maps and inviting members of community to talk to us. • Make observations of seasonal change and the signs of Spring around us. • Recognise and name some of the different buildings in the area where they live. • use photos and maps of our local area to recall the feature and match the photographs to the words. • Read and present simple information of the form of a map. • Begin to follow and create simple routes and use directional vocabulary.	• Begin to use maps and atlases to find and recognise the land mass of the UK and locate on a world map. • Discover where in the world Eid and Ramadan are celebrated – locate on world maps/globes. • Compare land mass of UK to other countries – bigger, smaller • Learn to appreciate and value human beings, recognising and encountering diversity. •
Vocabulary	Spring, Summer, Autumn, Winter season, weather rain, wind, cold, cloud, damp, mist trees, leaves	day, night dark, light country, people, celebrate United Kingdom (UK), United States of America (USA), India	Environment, place, map, winter, habitat polar, cold, snow, ice, North Pole, South Pole desert, hot, sunny, dry, sand, ocean, wet similar, same, different,	street, house, school, church, park, shop, doctors, library, leisure centre zebra crossing, traffic lights, bridge, tunnel, cenotaph left, right, forwards, backwards, above, under, next to, behind, around, near to, map quiet, busy, calm, noisy	World, map, globe,

KS1 Knowledge and Vocab Summary				
	The United Kingdom	**Planet Earth: Continents & Oceans**	**Comparative locality study: Scarborough, UK and Sydney, Australia**	**My Local Area: Our school, its grounds and surrounding environment**
NC	• Name, locate and identify characteristics of the four countries and capital cities of then United Kingdom and its surrounding seas • Identify seasonal and daily weather patterns in the United Kingdom • Use world maps, atlases and globes to identify the United Kingdom and its countries • Use basic geographical vocabulary to refer to key physical and human features. • Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. • Identify daily weather patterns.	• Name and locate the world's seven continents and five oceans • Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. • Use world maps, atlases and globes to identify the continents and oceans studied at this key stage.	• Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country • Use basic geographical vocabulary to refer to key physical and human features. • Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles • Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage. • Use aerial photographs to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.	• Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom • Use basic geographical vocabulary to refer to key physical and human features. • Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. • 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. • 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.
Lense	Location Physical Features Human Features Physical Processes Human Processes Techniques Diversity	Location Physical Features Human Features Techniques	Location Physical Features Human Features Human Processes Techniques Diversity	Location Physical Features Human Features Physical Processes Human Processes Techniques
Assessment	What is the United Kingdom? How could you describe it?	Where are the continents and oceans in our world and what are they called?	How is Scarborough different from Sydney?	What is Pudsey like? How would you describe it?
Substantive Knowledge	• I know there are 4 countries which make up the United Kingdom: England, Scotland, Wales and Northern Ireland. • I know the names of their capital cities (London, Edinburgh, Belfast, Cardiff). • I understand that London is the capital city of the United Kingdom and can name some simple physical and human features of the city (e.g. Tower Bridge, River Thames). • I can name and locate the surrounding seas and oceans – North Sea, Irish Sea, English Channel, Atlantic Ocean. • I can define what a mountain, lake, island, sea, ocean and river are. • I can name some famous mountains, rivers and lakes in the UK (e.g. Ben Nevis, Thames, Windermere) • I understand how humans interact with physical features (e.g. hiking, swimming, boating). • I can name the four seasons (Winter, Spring, Summer & Autumn). • I know some types of weather most commonly associated with the seasons (e.g. snow, rain, sun). • I understand that a physical feature is created by nature. • I understand that a human feature is created by humans. • I can name different types of weather. • I understand how weather patterns are related to the seasons.	• I know the planet we live on in Earth and that it is spherical. • I know there are 7 continents in the world: Asia. Europe. Africa. North America. South America. Australia. Antarctica. • I know there are 5 Oceans: Pacific Ocean. Atlantic Ocean. Indian Ocean. Arctic Ocean. Antarctic Ocean. • I know the Equator is an imaginary line around the middle of the Earth that is equal distances from the North and South Pole. • I know that the North Pole is the top of the Earth, in the Arctic. • I know that the South Pole is on the bottom of the Earth in Antarctica. • I understand that the Earth is made up of different layers – crust, core and mantle. • I know that land is part of the Earth's crust and it is divided into continents. • I can name some areas of the world that are hot. • I can name some areas of the world that that are cold. • I can begin to explain the difference between a continent and a country. • I can begin to explain the difference between an ocean and a sea.	• I know the seaside is a place by the sea where people like to go for their holidays. • I can name some popular seaside resorts close to my local area. • I know that Scarborough is a small seaside/coastal town in North Yorkshire, England. • I know seaside resorts are located along the coast. • I know physical features are natural and include beaches, cliffs, sand dunes, rock pools and bays. • I know human features are made by humans and include piers, harbours, promenades, lighthouses, fairgrounds, amusement parks and caravan sights. • I can name some key human and physical features in Scarborough (Northbay Beach, Scarborough Castle, Peasholm Park, Sea Life Centre). • I can name some popular water and land activities at the seaside e.g. swimming, boat rides, sun bathing, fairgrounds. • I know what foods are traditionally eaten at the seaside e.g. fish and chips, rocks and ice-creams. • I know to stay safe at the seaside, you must follow the safety rules e.g. tides and currents, uneven cliff paths and landslides. • I know that Sydney is a coastal city and is the largest city in Australia. • I can name some key human and physical features in Sydney (Sydney Opera House, Sydney Harbour Bridge, Bondi Beach, Blue Mountains). • I know what the weather is like in both locations. • I can explain how the 2 locations are similar and different.	• I know that our school is called Greenside Primary. • I know that our school is in Pudsey. • I know that Pudsey is a town. • I know that Pudsey is in West Yorkshire. • I know where Pudsey is in relation to England, the UK. • I know maps help us to find where we are, or where we are going. • I know maps have pictures or symbols. • I know that maps have a key which tells us what these pictures or symbols mean. • I know that our local area is the area around our homes. • I know that a route is the way taken to get from one place to another. • I know that we will find different things in different places around our local area. • I understand that a physical feature is created by nature. • I understand that a human feature is created by humans. • I can name some key human features in Pudsey and some physical features in the surrounding area. • I know our local area is different from other local areas. • I know that our local area has landmarks that we can recognise and that make it special. • I know that landmarks can be old or new. • I know that there are different types of homes in our local area. • I know that we live in different types of homes. • I know that there are different jobs for people in our local area. • I know there will be things we like and dislike about our local area. • I can say how the locality has changed over time (primarily covered in Pudsey past and present history KS1 unit)

Disciplinary Knowledge (Skills)	• Label the countries and capital cities on a map of the UK. • Label the surrounding seas and oceans on a map of the UK. • Use simple compass directions (North, South, East and West) to describe the location of features on a map. • Use locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. • Use atlases and maps to locate countries, seas and oceans studied. • Use atlases and maps to locate physical features in the UK – mountains, rivers and lakes. • Use basic geographical vocabulary to refer to key physical and human features. • Identify seasonal weather patterns in the UK. • Observe and record daily weather and identify daily weather patterns.	• Use an atlas, globes and maps to locate the continents and oceans of the world. • Label the 7 continents and 5 oceans on a map of the world • Use basic geographical vocabulary to refer to key physical features. • Identify and label the different layers of the Earth. • Locate hot and cold areas in the world in relation to the Equator and the North and South Poles using maps, atlases and globes. • Label these areas on a map. • Use secondary sources to identify different animals that live in different areas of the world. • Use simple compass directions (North, South, East and West) to describe given routes on a map. • Follow a journey using key words such as continents, oceans and compass directions. • Devise a simple route using key words to describe the journey.	• Ask and answer geographical questions to find out more about what the places are like, who lives there and what they do. • Use an atlas, globes and maps to locate the 2 locations. • Label and locate the places on a map of Australia, the UK and on a world map. • Identify the key features of a location to say whether it is a city, town, village, coastal or rural area. • Use basic geographical vocabulary to refer to key physical and human features. • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. • Create simple maps using symbols in a key. • Use simple compass directions (North, South, East and West) and locational and directional language, to describe the location of features on a map. • Use simple grid references (A1, B4).	• Ask and answer geographical questions about our local area. • Use basic geographical vocabulary to refer to key physical and human features. • Identify land use and landmarks around the local area. • Use simple compass directions (North, South, East and West) and locational and directional language, to describe the location of features on a map. • Use simple grid references (A1, B4). • Create and describe routes around Pudsey. • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. • Create simple maps of the local area with symbols in a key. • Observe and sketch the geography of the school, its grounds and key human and physical features. • Suggest improvements to local area for future use.
Vocabulary	United Kingdom, England, Scotland, Wales, Northern Ireland, London, Cardiff, Belfast, Edinburgh, English Channel, Irish Sea, North Sea, Atlantic Ocean. country, city, sea, ocean, island, coast, mountain, lake, river, season, weather Spring, Summer, Autumn, Winter north, south, east, west, near to, far from, next to, between, above, below, left, right	Asia. Europe. Africa. North America. South America. Australia. Antarctica. Pacific Ocean. Atlantic Ocean. Indian Ocean. Arctic Ocean. Antarctic Ocean. Earth, planet, world, land, ocean, continent, mountain, valley, trench, equator, North Pole, South Pole, hot, cold, temperature, weather	city, town, village, coastal, rural, seaside, beach, cliff, coast, forest, hill, mountain, sea, ocean harbour, port, pier, shops, house, office, factory, farm ocean, river, lake, mountain, valley, vegetation, weather population, location, erosion, tourism	Greenside Primary, Pudsey, key, map, symbol, hear, **local area,** route, see, smell, town, county building, local area, **local landmark,** special, Pudsey Park , church, Cenotaph, shopping centre, train and bus station, farm Bungalow, caravan, cottage, flat, **home,** house, houseboat Near, far, north, south, east, west Change, dislike, future, **improvements,** like factory, office, shops, library, bank, post office, chemist, hills, river, stream, beck

LKS2 Knowledge and Vocab Summary				
	Europe: Mountainous Alps	**Local Study: Leeds & Bradford**	**Asia: Earthquakes & Volcanoes**	**Amazon: Rainforests & Rivers**
NC	• locate the world's countries, using maps to focus on Europe (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. • identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle. • understand geographical similarities and differences through the study of human and physical geography of a region in a European country. • Describe and understand key aspects of physical geography, including **climate zones** and **mountains**. • Describe and understand key aspects of human geography, including**: land use** and **economic activity** • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	• name and locate counties and cities of the United Kingdom and their identifying human and physical characteristics key topographical features (including hills, mountains, coasts and rivers), types of settlement and land-use patterns; and understand how some of these aspects have changed over time. • understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom. • use the eight points of a compass, four figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom. • 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	• locate the world's countries, using maps to focus on **Asia.** • identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle. • Describe and understand key aspects of physical geography, including **earthquakes** and **volcanoes** • use maps, atlases, globes and digital/computer mapping to locate and describe features studied.	• locate the world's countries, using maps to focus on **South America**. • identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle. • understand geographical similarities and differences through the study of human and physical geography of a region within **South America**. • Describe and understand key aspects of physical geography, including **climate zones, rivers** and **water cycle.** • 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.** • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
Lense	Location Diversity Physical features Human features	Location Physical features Human features Techniques	Location Physical features Human Features Diversity Physical Processes	Location Physical & Human features Diversity Physical & Human Processes
Assessment	How would life in the Alps be different to life in Pudsey?	What is similar and different in Leeds and Bradford?	What are natural disasters and how do they impact the lives of people living in Asia?	What is the Amazon, why is it important and should it be protected?

Substantive Knowledge	• I know the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle. • I know there are 6 different climate zones in the world – temperate, tropical, arid, mountainous, polar, Mediterranean • I can name several countries in Europe. • I can name some of the capital cities in Europe. • I can name the main regions of Europe. • I know some of the different languages that are spoken in Europe – English, French, Spanish, German, Portuguese etc • I can name several mountain ranges in Europe including the Alps. • I know that Mount Elbrus in Russia is the highest mountain in Europe. • I know that the highest peak in the European Alps is Mont Blanc. • I know the top of a mountain is called a summit. • I know the bottom of the mountain is called the base. • I know the peak is the pointed top of a mountain. • I can describe how mountains are formed. • I know some of the different ways land is used in mountainous regions. • I know some of the benefits and disadvantages caused by tourism.	• I know that we live in the county of West Yorkshire in the north of England. • I know the names of some other counties local to where I live. • I can explain the difference between a county and a city. • I know that Pudsey is a town in the city of Leeds. • I know the names of some other cities local to where I live – Bradford, Wakefield, York, Manchester. • I know the names of some rivers and canals local to where I live- River Aire, River Wharfe, Leeds-Liverpool Canal. • I can describe the human and physical features in the cities of Leeds and Bradford. • I know some of the different types of housing in my local area – terraced, detached, semi-detached, bungalow, flats etc • I can identify common land-use patterns in my local area and say how some of these aspects have changed over time – farming, housing, industrial, leisure etc • I can explain how the cities of Leeds and Bradford are similar and different.	• Asia is the largest continent in the world and is located in the Northern Hemisphere. • There are many different climate zones across Asia. • There are many topographical features of Asia such as deserts, tropical rainforests, and the highest mountains in the world. • Asia can be split into five regions and is made up of many countries (48) • Different factors affect life expectancy, such as how wealthy or poor a person's country is, whether they are male or female, their health care, diet, nutrition, and exercise. • Earth is made up of four layers: inner core, outer core, mantle, and crust. • Tectonic plates are pieces of the rocky outer layer of Earth known as the crust. • Tectonic plates move in 3 different ways – away from each other, which forms ridges/volcanoes, towards each other, which causes earthquakes and forms mountains, volcanoes or slide against each other, causing earthquakes. • The boundaries of these plates are called fault lines. • A volcano is an opening in Earth's crust that allows magma, hot ash, and gases to escape. • The majority of volcanoes in the world form along the boundaries of Earth's tectonic plates. • The Pacific Ring of Fire is an arc around the Pacific Ocean where most of the world's volcanoes are formed and earthquakes occur. • I can explain the differences between dormant, active and extinct volcanoes. • Eruptions can be catastrophic, damaging towns and farmland, and even taking lives. • Volcanic eruptions can benefit the surrounding area as it creates fertile ground. • An earthquake is the shaking and vibration of Earth's crust due to movement of Earth's tectonic plates. • Seismic waves spread out from the focus. The waves are felt most strongly at the epicentre, becoming less strong as they travel further away. • The magnitude (how powerful an earthquake is) is measured by a Moment Magnitude Scale. • Depending on whether a country is rich or poor, the effects of an earthquake can differ. • A tsunami is a sequence of huge waves of water that usually occur in oceans or large lakes. • Tsunamis destroy the land, housing/business, infrastructures etc and have an enormous effect on the lives of humans.	• South America is a continent in the Southern hemisphere. • There are many different climate zones across South America. • Mainland South America is made up of 12 different independent countries and 1 territory. • There are various religions, languages, and currencies across South America. • There are different industries across South America, with countries exporting a range of different products. • A tropical rainforest is an area with tall evergreen trees. • They have hot temperatures and high amounts of rainfall all year round. • Tropical rainforests are located along the Equator—in the equatorial climate zone, between the tropics of Cancer & Capricorn. • The Amazon Rainforest is the largest tropical rainforest in the world. • Tropical rainforests have four different layers: emergent layer, canopy layer, understory layer, and forest floor. • Each layer has certain characteristics and access to differing amounts of sunlight and rainfall. • Tropical rainforests are home to many animals. • The animals within a rainforest have adapted to live there. • The Amazon Rainforest is home to many different indigenous people and their settlements. • Some tribes are known to us and some are still uncontacted. • The people within the tribes live a traditional way of life. • There are similarities and differences between the tribes. • The Yanomami tribe is the largest in the Amazon Rainforest. • Large areas of the rainforest are being cut down (deforestation) to allow a different land use. • Many species of plants and animals, as well as indigenous people are losing their homes. • A river is a body of water that flows across the land. • A river will have a source, a course, and a mouth. • A river does not travel in straight lines—it meanders across the land. • Rivers cause erosion of the land. • A river deposits the rock and soil it has eroded. • Erosion and deposition create the meanders of a river. • Rivers are a natural habitat for plants and animals. • Humans use rivers in different ways, such as transport, agriculture, and energy. • The way a river is used can have positive or negative consequences.

Disciplinary Knowledge (Skills)	• Identify, locate and label the different climate zones in the world. • Locate and label different environmental regions of Europe. • Locate and label the countries of Europe on a range of maps. • Locate and label some of the major cities of Europe. • Use maps, atlases, globes and digital/computer mapping to locate The Alps region and related mountains to describe the features studied. • Label the features of a mountain. • Use secondary sources to investigate The Alps, mountains and the impact of tourism.	• Use eight points of the compass to describe locations in relation to each other e.g. Leeds is north-east of Huddersfield. • Use four-figure grid references to identify locations on maps, including OS maps. • Identify and use OS map symbols. • Create maps and keys of the local area. • Observe human and physical features in the local area. • Measure and record human and physical features in the local area using graphs. • Create sketches and plans of the local area. • Use digital technologies to investigate the local area, including using aerial views.	• Use atlases and maps to name and locate physical characteristics and topographical features within the continent of Asia. • From reading/research pupils to describe some of the physical features in Asia. • Complete a map with a colour key to identify different regions in Asia. • Use atlases and digital resources to locate countries and their capital cities in the different regions. • From research, collate information on population size, language, and life expectancy in different countries in Asia. • Rank Asian countries in terms of life expectancy to show the spread of different rates across Asia. Drawing conclusions based on what they have found. • Label on a world map the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle. • Describe what the term plate tectonics means and describe what tectonic plates are. • Use maps to help assemble the tectonic plates together correctly and to locate countries at marked plate boundaries. • Use/draw diagrams to explain what happens at the different plate boundaries.	• Use atlases, maps and tables to name and locate physical and humans features within the continent of South America and locate rainforests and major rivers in the world. • Identify, locate and label different climate zones in South America with a simple key. • Label on a world map the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle. • Interpreting maps, tables, diagrams to extract information. • Use atlases, maps and digital technologies to locate countries of the world where rainforests are found. • Label a map to show areas/countries where rainforests are found. • Identifying the layers of the rainforest and matching descriptions for each layer. • Use secondary sources to investigate the plants, animals and people of the rainforests and the uses of Amazon river. • Considering the positive and negative consequences of deforestation and preparing ideas to participate in a debate. • Identify and label basic features and uses of rivers. • Considering similarities and differences between uses of Amazon River and River Aire. • Create diagrams and plans to describe and label the water cycle (science)
Vocabulary	Climate Zone, temperate, tropical, mountainous, arid, polar, Mediterranean Europe, continent, landmass, countries, capital city, region, population, inhabitants Alps, Pyrenees, Mountain range, peak, boundary, extends, summit, base, peak, tourism	country, county, city, town, village Pudsey, Leeds, Bradford, York, West Yorkshire, North Yorkshire, South Yorkshire, Lancashire, Greater Manchester River Aire, River Wharfe, Leeds-Liverpool canal retail, housing, agriculture, bus station, train station, detached, semi-detached, flats, bungalow, terraced. aerial view, route, compass, fieldwork	Equator, Northern Hemisphere, Southern Hemisphere, Tropic of Cancer, Tropic of Capricorn, Arctic, Antarctic Circle climate zone, topography, life expectancy, population, region, crust, inner core, mantle, outer core, tectonic plates, crater, lava, magma chamber, main vent, secondary vent, volcanic eruption, active, dormant, extinct, erupt, geothermal energy, volcanic ash, epicentre, fault lines, seismic waves, aftershock, debris, earthquake-proof, engineer, seismic energy, landslide, natural disaster, tsunami.	Climate, continent, hemisphere, human, currency, export, industries, language, population, religion, territory, trade Equator, humid, rainfall, temperature, tropical rainforest Canopy, deciduous, emergent, evergreen, forest floor understory adapted, camouflage, decomposer, predator, prey, species. Ancestors, hammock, indigenous, loincloth, settlement, traditional, tribe Agriculture, cattle ranching, clearing, deforestation, logging, palm oil Groundwater, source, course, mouth, meander, deposition, erosion Dam, energy, hydroelectric power, irrigation, reservoir transport

UKS2 Knowledge and Vocab Summary					
	Global Issues: Climate Change	**Geography of the UK: Settlement & Land use**	**North America – inc Trade (Chris Q – pg 161-165)**	**Grand Canyon**	**Yorkshire (combined Local history unit): Mapping & fieldwork**
NC	• Describe and understand key aspects of human and physical geography – land use, how climate zones effect how land is used, climate change, greenhouse effect, global warming. • use maps, atlases, globes and digital/computer mapping to locate areas & describe features studied.	• 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. • Describe and understand key aspects of human geography – including **types of settlement and land use** • 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 • Use digital/computing mapping to locate and describe features studied	• Identify the Prime/Greenwich Meridian and time zones (including day and night) • Locate the world's countries, using maps to focus on **North America**, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • Describe and understand key aspects of physical geography, including **climate zones, biomes and vegetation belts** • Describe and understand key aspects of human geography, including: economic activity including **trade links** and **food**	• Understand geographical similarities and differences through the study of human and physical geography of a region within **North America** • Describe and understand key aspects of physical geography, including: **biomes, vegetation belts and rivers** • Describe and understand key aspects of human geography, including: **types of settlement and land use**	• 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 • Understand geographical similarities and differences through the study of human and physical geography of **a region with the United Kingdom – The Yorkshire Dales** • 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.
Lense	Human Features Diversity Physical Processes	Location Physical Features Human Features Human Processes Techniques	Location Diversity Human Features Human Processes	Location Physical Features Physical Processes Human Features	Location Physical Features Human Features Human Processes Techniques
Assessment	What is climate change?		Why is North America such a diverse continent? How might life differ for a person living in 2 different countries in North America?	What is the Grand Canyon and how was it formed?	Why is the Yorkshire Dales National Park an important area to protect and how can we do so?

Substantive Knowledge	• Climate is the average weather conditions in a place for long period of time. (30 years or more) • There are approximately five types of climate: subpolar, temperate, Mediterranean, arid, and tropical. • There are three main types of land we use: agricultural land, forest land, and urban land. • Climate changes such as rises in temperature and increases in rainfall can affect how we use land. • Climate change is a long-term change of temperature and weather patterns in a place. • Climate change can refer to a particular location or the planet as a whole. • The more greenhouse gases there are in the atmosphere the more the heat gets trapped, which increases Earth's temperature. • The rise in the planet's temperature is often referred to as global warming. • Climate change is a long-term alteration of temperature and typical weather patterns in a place. • Burning fossil fuels produces energy, but also releases greenhouse gases. • The consequences of global warming will affect billions of people, all around the world. • The effects of global warming include glaciers and polar ice melting, sea levels rising, patterns of rainfall changing, producing floods or droughts, and habitats changing. • Within different climate zones, certain crops and vegetation grow. • Climate change may cause weather patterns to be less predictable. • Unexpected weather patterns can make it difficult to maintain and grow crops in areas that rely on farming. • Farming depends on regular temperature and rainfall levels. • A global citizen is someone who is aware of the wider world and understands their place in it. • There are simple steps each of us can do to reduce our greenhouse emissions and our carbon footprint. • The Paris Agreement is an international treaty which aims to reduce the emissions that different countries produce and prevent the global temperature from increasing further. • Greta Thunberg is an environmentalist activist known for her activism around the climate crisis.	• I know that the UK is divided into counties. • I can name several counties in England. • I know that our school is in Pudsey (a town), that is in the city of Leeds and the county of West Yorkshire. • I know where West Yorkshire is in relation to the UK. • I can name several major cities of the UK. • I can explain the difference between a town, city, county and country. • I know the names of the 9 geographical regions of England. • I can identify some human features of the different geographical regions – e.g. famous national landmarks/attractions, population. • I can identify some of the UK's main physical features of the different geographical regions – hill, mountains, coasts, rivers • I know the names 4 different types of settlement – hamlet, village, town, city and can describe what these mean and the differences between them. • I can identify land use patterns in the UK – farming/agriculture, built-up areas, industrial, housing, retail, wooded etc • I can say how land use in the UK has changed over time.	• I know that North America is a continent in the northern hemisphere. • I know that it is the third largest continent. • I know that there are over 20 countries in North America, including USA, Canada and Mexico. • I know that is it bordered by the Arctic Ocean, Atlantic Ocean, Pacific Ocean and the Caribbean Sea. • I know it has an estimated population of 580 million. • I know the prime meridian is the line of 0° longitude, the starting point for measuring distance both east and west around Earth. • I know there are different time zones around the world. • I can name different climate zones –polar, temperate, arid, tropical, Mediterranean, mountains and know that every climate zone can be found in North America. • I can name the different biomes – desert, savannah, temperate forest, tropical rainforest, grasslands, tundra. • I know North America has a diverse set of agricultural resources and in North America farmers harvest – oranges, sugar cane, coffee, cocoa and banana. • I know fruits, vegetables and cotton are predominant on the warm sub-tropical zones of Mexico. • I know cool temperate zones are ideal for fruits, such as apples and peaches and are also suitable for cotton and corn agriculture. • I can name some key physical and human characteristics of North America – The Great Lakes, Statue of Liberty, Niagara Falls etc • I know Lake Superior is the largest freshwater lake in the world. • I know Mount Mackenzie is an active volcano in Alaska and the highest peak in North America.	• I know the Grand Canyon is in the state of Arizona, in the USA. • I know The Grand Canyon is a steep-side canyon carved by the Colorado River. • I know that the Colorado River rises in the Rocky Mountains in Colorado, and flows into the Gulf of Mexico. • I know it is 1450 miles long and has formed numerous canyons along its course, the most famous being The Grand Canyon. • I know rivers are vital for irrigation, agriculture, fishing, hydro-electricity, navigation routes for shipping. • I know and can explain how the Grand Canyon is formed. • I can name some of the different biomes and climate conditions of the Grand Canyon. • I can say how The Grand Canyon is used by humans (both locals and tourists) and how human behaviour has changed it. • I can identify the types of settlement and land use around the Grand Canyon – Havasupai tribe. • I know rivers are sacred to the Native American Indigenous peoples who, for centuries, before European colonisation learnt how to use this limited, precious resource wisely. • I can name the significant physical features of rivers. • I know what erosion and deposition is. • I know confluence means where 2 or more rivers join together.	• I know that we live in the county of West Yorkshire. • I can name some of the surrounding counties. • I know the Yorkshire Dales is a National Park in the county of Yorkshire in the north of England. • I know there are 15 National Parks in the UK and each one has been designated as a protected landscape because of its special qualities. • I know National Parks are areas that contain stunning natural beauty – moors, valleys, hills, rivers and scenic villages, lots of wildlife and cultural heritage. • I can name some of the rivers that flow through the Yorkshire Dales –e.g. Ure, Swale, Wharfe, Aire • I can name the significant physical features of rivers. • I know what erosion and deposition is. • I know confluence means where 2 or more rivers join together. • I know the Bolton Abbey estate is in The Yorkshire Dales and includes the ruins of a 12th century monastery. • I know that Malham Cove, a towering limestone cliff, is in the Yorkshire Dales. • I know the three peaks of Pen-y-ghent, Ingleborough and Whernside are the best-known hills in the Yorkshire Dales National Park. • I can name some other physical features in the Yorkshire Dales – e.g. limestone pavements around Malham and Ingleborough, Gordale Scar, Aysgarth Falls • I know much of the rural area is used for agriculture – growing crops, breeding sheep & rearing cattle. • I know what other industries are based in Yorkshire Dales. • I know many of the residents live in small villages and hamlets or in farmsteads. • I know tourism is an important contributor to the local economy. • I can name some of the activities tourists take part in – hiking, caving, railway, • I can explain some of the positive and negative impacts tourism has on the local environment. • I can suggest ways to limit the negative human impact to the area.
Disciplinary Knowledge (Skills)	• Identify different climate zones in the world. • Locate and label different countries on climate zone map of the world. • Analyse pie charts to identify land use in different countries. • Investigate what causes climate change and global warming. • Analyse line graphs to investigate the changes in global temperature. • Research land use in countries in different climate zones. •	• Locate and label on a map of the UK counties of the UK. • Locate and label on a map of the UK major cities. • Locate and label on a map of the UK the 9 geographical regions. • Locate and label on a map of the UK key hills, mountains, rivers and coasts. • Use digital technologies (google earth), OS maps and atlases to explore humans and physical features studied and land use in UK • Use four and six figure grid references, symbols and keys on OS maps • Use the eight points of the compass to say where counties and/or cities are in relation to each other. E.g. North Yorkshire is east of Lancashire • Compare and analyse data on different counties or geographical regions – population, area	• Explore different times zones across the world, focussing on North America and comparing/calculating differences. • Locate and label on a map the countries and major cities of North America. • Locate and label the Earth's biomes and climate zones focusing on North America. • Explore, compare and graph information about the populations of different countries or different cities in North America. • Compare and contrast the housing for a typical person in Mexico City and in New York City. • Describe, with examples, the diversity that is associated with the climate zones that are found in North America. • Explore production of food and other important trades across North America.	• Locate the Grand Canyon on a map and identify key features. • Investigate and explain the process for how it was formed – look at the process of water erosion, including rain, ice and rivers and how this has shaped the Grand Canyon over millions of years. • Draw maps/plans of the area of increasing complexity and range of scales. • Compare biomes and climates in the gorge and north rim of the canyon and present findings in tables, graphs, diagrams and pictures. • Investigate how the Colorado River is used. • Compare Colorado River to a local river – River Aire/Wharfe?	• Locate and label the Yorkshire Dales and its main physical and human features (hills, mountains, rivers, villages, tourist sites etc). • Use 8 compass points confidently and accurately and use 4 and 6 figure co-ordinates confidently to locate features on a map. • Use digital mapping to explore land use in the area. • Look at patterns (e.g. in land use) and explain the reasons behind it. • Visit Bolton Abbey/or Malham and conduct fieldwork - mapping landscape and completing river study. To include the below: • Draw a variety of maps based on data & plans of increasing complexity. • Use/recognise OS map symbols. • Follow a short route on OS map. Describe features shown on map. • Rivers: flow speed with a tennis ball, mapping a cross section of the river, • Suggest questions for investigating – e.g. how has tourism impacted the local area? How is it similar different to local area? Why are people there? • Use primary and secondary sources of evidence in investigations. Interview people from area during visit. • Collect, record and analyse evidence and draw conclusions from field work data.

Vocabulary	agricultural land, climate change, climate zones, forest land, urban land, atmosphere, greenhouse effect, greenhouse gases, radiation, carbon dioxide, deforestation, fossil fuels, industrial revolution, methane, drought, flood, glacier, habitat, polar, infestation, rainfall, temperature vegetation, waterlogged, activist, emissions, environmentalist, global citizen, treaty	Settlement, hamlet, village, town, city, county, country, region hamlet, village, town, city rural urban population, area/size government industrial, market town, built up, non-built up, farming, agriculture, retail, housing Big Ben, Angel of the North, Clifton Suspension Bridge, Wembley Stadium, Ben Nevis, Edinburgh Castle, Forest of Dean, Lake Windermere, Durdle Door,	Prime/Greenwich Meridian, Longitude, latitude, North America, lakes, rivers, waterfalls, Biome, climate zone, lowlands Population, population density, populous, sparsely populated, agricultural, Colonised, indigenous, Metropolitan, cosmopolitan	Colorado Plateau, altitude, elevation, Havasupai, Colorado River, gorge, river corridor, desert scrub biome, precipitation, climate, Northern Hemisphere, tectonic plates Indigenous, erosion, deposition, confluence, irrigation	Yorkshire Dales, National Park Landscape, wildlife, hill, mountain, river, valley, cove, cave, waterfall, Pen-y-ghent, Ingleborough, Whernside, Aysgarth Falls, Gordale Scar, Bolton Abbey, Malham Cove Erosion, deposition, confluence,

Progression of Geographical Skills

	EYFS (Milestone 1)	KS1 (Milestone 2)	LKS2 (Milestone 3)	UKS2 (Milestone 4)

Investigate places	• Explore the natural world around them. • Learn to appreciate and value human beings, recognising and encountering diversity.	• Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). • Identify the key features of a location to say whether it is a city, town, village, coastal or rural area. • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. • Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. • Use aerial images and plan perspectives to recognise landmarks and basic physical features. • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. • Name and locate the world's continents and oceans.	• Ask and answer geographical questions about the physical and human characteristics of a location. • Explain own views about locations, giving reasons. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. • Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies. • Use a range of resources to identify the key physical and human features of a location. • Begin to name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. • Name and locate the countries of Europe and identify their main physical and human characteristics. • Name and locate countries in Asia and identify some of their main physical and human characteristics.	• Collect and analyse statistics and other information in order to draw clear conclusions about locations. • Identify and describe how the physical features affect the human activity within a location. • Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. • Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways. • Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps). • Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. • Name and locate the countries of North and South America and identify their main physical and human characteristics.
Investigate patterns	• Recognise some environments that are different to the one in which they live. • Make comparisons between contrasting environments. • Recognise and explain some similarities and differences between life in this country and life in other countries.	• Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country. • Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. • Identify land use around the school.	• Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle. Describe some of the characteristics of these geographical areas. • Describe geographical similarities and differences between countries. • Describe how the local area has changed over time.	• Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night). • Understand some of the reasons for geographical similarities and differences between countries. • Describe how locations around the world are changing and explain some of the reasons for change. • Describe geographical diversity across the world. • Describe how countries and geographical regions are interconnected and interdependent.
Communicate Geographically	• Read & present simple information in the form of a map. (Local study of Pudsey, Pirates)	• Use basic geographical vocabulary to refer to: - key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. - key human features, including: city, town, village, factory, farm, house, office and shop. • Use 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. • Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).	• Describe key aspects of: - physical geography, including: rivers, mountains, volcanoes, earthquakes and the water cycle. - human geography, including: settlements and land use. • Use up to eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world. • Communicate the human and physical features of areas studied by creating maps, plans and graphs.	• Describe and understand key aspects of: - physical geography, including: climate zones, biomes and vegetation belts, rivers and mountains. - human geography, including: types of settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies. • Use the eight points of a compass, six-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world. • Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).

Geographical Skills and Fieldwork Progression

	KS1	LKS2	UKS2
Geographical enquiry	Teacher led enquiries, to ask and respond to simple closed questions. Children encouraged to ask simple geographical questions. Use information books, pictures, simple maps, KS1 infant atlas and photos as sources of information. Investigate their local surroundings and make observations about where things are and why e.g., within school or local area. Make simple comparisons between features of different places.	Begin to ask/initiate geographical questions and offer their own ideas. Use NF books, stories, maps, primary atlases, pictures/photos, satellite images, aerial photographs, and internet as sources of information. Investigate places at more than one scale. Begin to collect and record evidence with some aid. Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps, temperatures/populations in different locations.	Suggest questions for investigating. Use primary and secondary sources of evidence in their investigations. Investigate contrasting and distant places. Collect and record evidence. Analyse evidence and draw conclusions e.g. compare maps of varying scales, from field work data on land use comparing land use/temperature, look at patterns and explain the reasons behind it.
Direction/ Location	Follow simple directions (up, down, left/right, forwards/backwards, NSEW)	Confidently use 4 compass points to follow/give directions. Year 4 - begin to use 8 compass points. Use letter/no. co-ordinates to locate features on a map.	Use 8 compass points with increasing accuracy and confidence. Use 4 figure coordinates to confidently locate features on a map. Begin to use 6 figure grid refs and use latitude and longitude on atlas maps.
Drawing Maps	Draw picture maps of imaginary places and from stories. Use own symbols on imaginary map. Draw simple maps of real places. (e.g. add detail to a sketch map from aerial photograph) Look down on objects to make a plan view map. Begin to understand the need for a key. Use class agreed symbols to make a simple key.	Make a map of a short route followed with features in correct order. Make a simple scale drawing. Begin to draw a sketch maps from different view points. Know why a key is needed is on map. Devise and use standard symbols.	Begin to draw a variety of thematic maps based on their own data e.g. population density/rainfall. Draw a plan view map with increasing accuracy and complexity. Draw a sketch map using symbols and a key Use/recognise OS & atlas map symbols.
Using Maps	Use a simple maps (inc pictures) to move around the school. Recognise that maps tell us about places. Follow a simple route on a map. Use a plan view. Use KS1 Infant atlas to locate places.	Use UK, world and greater range of maps. Locate places on larger scale maps/globes e.g. map of Europe, Asia, South America. Follow a route on a map with some accuracy. Begin to recognise key symbols on maps.	Locate places on a world map. Compare maps with aerial photographs/satellite images. Select a map for a specific purpose. (E.g. Pick atlas to find Mexico, OS map to find local village.) Describe features shown on OS map and follow a short route on an OS map. Use maps/atlases to find out about other features of places. (e.g. mountain regions, climate zones, land-use)
Scale/ Distance	Use relative vocabulary (e.g. bigger/smaller, near/far) Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map)	Begin to match boundaries (E.g. find same boundary of a country on different scale maps.)	Measure straight line distance on a plan. Find/recognise places on maps of different scales. (E.g. Grand Canyon.) Use a scale to measure distances. Draw/use maps and plans at a range of scales.
Fieldwork	Taking notes on a local walk and sketching to support the drawing of maps in the classroom. Taking photographs of local human and physical features.	Land use surveys of the local area – Leeds/Bradford. Creating sketches/maps/ routes of local area. Tally Charts and Bar charts to present information from fieldwork.	Variety of sketches/maps/ routes/photographs of fieldwork destination. Line graphs Data loggers

	Create Pictograms and Tally charts for basic traffic survey or land use (shops/houses) in the local areas Writing and asking questions of pedestrians at the seaside compared to the local area.	Tables to compare data collected. Comparing climates through weather apps.	Rivers: flow speed with a tennis ball, mapping a cross section of the river, kick sampling with nets. Yorkshire Dales comparison to local area: writing questions and asking local people in both localities. Collect and analyse statistics – population, land use. Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways.