

**Geography Curriculum Progression**  
**Curriculum Drivers; Landmarks (significance, use, what they represent)**  
**Landscape, Tourism, Global Impact (natural resources, trade links, economy)**

Year Group	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Nursery 2's	Exploring the nursery around me	My local area-explore and respond to different natural phenomena	Walk to Asda			
Nursery 3's	My family – where do you live? Talk about our teddies/the Gruffalo's journeys – what journeys have you been on?	Dinosaur environment – how is it different to yours? Link to different parts of the world - Look at hot and cold countries Christmas around the world	New year – how is it celebrated around the world Transport Discuss different parts of the world – how would you get there?		Looking at different countries - compare to jungle	
Reception		Our Local area	Snow and Ice	Easter/Spring/New life/countryside Including - recognise some environments that are different from the ones in which they live	Animals and environments  Pirates/Islands  Draw information from a simple map  Link recognises some similarities and differences between life in this country and life in other countries as the pirates travel to different islands around the world	Travel Recognise that some environments that are different from the one in which they live  Recognise some similarities and differences between life in this country and life in other countries
Year 1		<b>Local Area – Daubhill</b> Local area fieldwork walk <i>Drivers: Landscape, Landmarks</i>		<b>Local Area</b> <i>Drivers: Landscape Landmarks</i>		<b>Australia</b> Role play <i>Drivers: Landmarks, Tourism</i>
Year 2	<b>Local Area – Bolton and local environment</b> Walk to Bolton Town Centre incorporating fieldwork  <i>Drivers: Landscape, Landmarks</i>		<b>Continents and oceans Maps, Atlases and Globes, Aerial photos</b>  <i>Drivers: Landmarks, Global Impact</i>		<b>Unique United Kingdom</b>  <i>Drivers: Landmarks, Tourism</i>	
Year 3		<b>France</b> <i>Drivers: Landmarks, Tourism</i>		<b>Rivington – Local area Mountains</b> Trip to Rivington Pike <i>Drivers: Landscape, Tourism</i>		<b>Natural Disasters</b> <i>Drivers: Landscape, Global Impact</i>
Year 4	<b>India</b> <i>Drivers: Landscape, Global Impact</i>		<b>North America (Canada, USA, Mexico)</b> <i>Drivers: Landscape, Tourism</i>		<b>Regional area Southport rural/urban/coastal locations</b> Visit to Southport incorporating fieldwork <i>Drivers: Landmarks,</i>	

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					<i>Tourism</i>	
Year 5	Rivers – physical features, water cycle, human impact (Mardale Hawsewater) River Fieldwork study United Utilities Water Workshop <i>Drivers: Landscape,            Global Impact</i>			Brazil – settlement, <i>Drivers: Tourism</i>		Rainforest – characteristics of a rainforest, global issues, trade <i>Drivers: Global Impact</i>
Year 6	Kenya <i>Drivers: Tourism,            Global Impact</i>		Biomes and vegetation belts <i>Drivers: Landscape</i>		Local area – existing characteristics, change of land use over time linked to industrial revolution <i>Drivers: Landscape,            Landmarks</i>	

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EYFS

**EYFS Statutory Educational Programme**

**Understanding the World** Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.

**End Points**

**Understanding the World**

ELG: Past and Present Children at the expected level of development will: - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling.

ELG: People, Culture and Communities Children at the expected level of development will: - 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 Children at the expected level of development will: - Explore the natural world around them, making observations and drawing pictures of animals and plants; 15 - 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 around them, including the seasons and changing states of matter.

KS1

*Curriculum*

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness. Pupils should be taught to:

**Locational knowledge**

- Name and locate the world’s seven continents and five oceans
- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

**Place knowledge**

- 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

**Human and physical geography**

- 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

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
- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

**Geographical skills and fieldwork**

- Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage

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	<ul style="list-style-type: none"> <li>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 Geography – key stages 1 and 2 3</li> <li>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</li> <li>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</li> </ul>			
	Year 1		Year 2	
	Knowledge	Skills	Knowledge	Skills
<i>Locational Knowledge and Place Knowledge</i>	K1a) I know human and physical features of my local area (Daubhill) using the Geography curriculum drivers. <b>(local area)</b>	S1a) I can understand geographical similarities and difference through the study of human and physical geography of my local area (Daubhill) <b>(local area)</b>	K2a) I can name and locate the world’s seven continents and five oceans <b>(Continents and oceans)</b>  K2b) Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas <b>(Unique United Kingdom)</b>	S2a) I can understand geographical similarities and difference through the study of human and physical geography of my local area (Bolton and UK countries) <b>(Unique UK)</b>
<i>Human &amp; Physical Geography: enquiry skills and communication</i>	K1a) I know human and physical features of my local area (Daubhill) using the Geography curriculum drivers. <b>(local area)</b>  K1b) I can identify seasonal and daily weather patterns in the UK. <b>(local area and Australia)</b>	S1b) I can use observational skills and ask and respond to questions about my local area (Daubhill) <b>(local area)</b>  S1c) I can find information from aerial photographs. <b>(local area and Australia)</b>	K2c) I can identify and discuss key human and physical features of the surrounding environment of my school (Bolton). <b>(local area)</b>	S2b) I can express my own views about people, places and environments <b>(local area) (Unique United Kingdom)</b>  I can complete simple tables. <b>(local area)</b>  S2c) I can begin to explain how/why in sentences. <b>(Unique United Kingdom)</b>  S2d) I use and apply Maths skills such as tables, venn diagrams and interpreting bar charts to show my learning. <b>(local area)</b>
<i>Using globes, maps and plans</i>	K1d) I can name the countries, continents and oceans studied (Australia, Europe, Pacific ocean, Indian ocean) <b>(Australia)</b>  K1e) I can identify the location of hot and cold areas of the world in relation to the equator and the North and South Poles. <b>(Australia)</b>	S1d) I can use world maps, atlases and globes to identify UK. <b>(local area)</b>  S1e) I can use world maps to identify the countries studied. <b>(Australia, local area)</b>  S1f) I can use aerial photographs to recognise basic human and physical features of the local area (Daubhill). <b>(local area)</b>		S2e) I can use world maps, atlases and globes to identify UK and its countries and the seven continents and five oceans. <b>(Unique United Kingdom)</b>  S2f) I can use aerial photographs to recognise landmarks and basic human and physical features of the local area (Bolton) <b>(local area)</b>  I can use simple digimaps. <b>(Continents and oceans, unique united kingdom)</b>  I can make a simple key on a map. <b>(local area)</b>
<i>Map work skills</i>	K1f) I can use a basic map with symbols in a key.(Daubhill) <b>(local area)</b>	S1g) I can follow a route on a prepared map. <b>(local area)</b>  S1h) I can make a simple map (e.g from a story) <b>(local area)</b>	K2e) I can use my knowledge of symbols to find information on a map. <b>(local area)</b>	S2g) I can use and construct a basic map with basic symbols in a key. <b>(local area)</b>  S2h) I can use locational and directional language (including N, S, E and W) to describe the location of

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		S1i) I can use locational and directional language to describe the location of features on a map. <b>(local area)</b>		features on a map and routes on a map. <b>(unique united kingdom)</b>  S2i) I am beginning to use simple compass directions (North, East, South, West). <b>(Unique United Kingdom)</b>  S2j) I can make a simple map. <b>(local area)</b>
<i>Fieldwork</i>	K1g) I can identify different buildings in my local area (Daubhill) <b>(local area)</b>	S1j) I can use fieldwork skills and observational skills to study the geography of my school and its grounds and the key human and physical features of its surrounding environment. (Daubhill). <b>(local area)</b>  S1k) I can use first-hand observation to investigate places – the school grounds, the streets around my school (Daubhill) <b>(local area)</b>  S1l) I can talk about the different buildings I notice on my local area walk. <b>(local area)</b>	K2f) I can identify and explain the purpose of different buildings in Bolton. <b>(local area)</b>	S2k) I can investigate why people visit Bolton and create a simple chart. <b>(local area)</b>  S2l) I can use first-hand observation to investigate places in my local area (Bolton). <b>(local area)</b>  S2m) I can record the different types of buildings I see from my walk to the town centre (between point A and point B, chosen by the teacher) <b>(local area)</b>
<i>Vocabulary</i>	K1h) I can use and understand basic geographical specific vocabulary relating to human and physical geography.  Physical – season, weather, sea, soil  Human – city, town, shop, houses <b>(all)</b>  <b>Local area</b> – map, aerial, near, far, landmark, city, rural, key  <b>Australia</b> – continent, human feature, physical feature, coast, equator, temperature  S1m) I can use mathematical vocabulary to describe position and direction. (e.g. near and far, left and right) <b>(local area and Australia)</b>		K2g) I use and understand basic geographical specific vocabulary relating to human and physical geography. <b>(Unique United Kingdom)</b>  Physical – beach, cliff, coast, forest, hill, mountain, ocean, river, valley.  Human – town, town hall, school, port, harbour, factory, farm  <b>Local area</b> – local, Bolton Town Hall, River Croal, Bolton One, Bolton Market,  <b>Continents and Oceans</b> – Asia, Africa, North America, South America, Antarctica, Europe, Arctic, Pacific, Indian, Atlantic, Southern,  <b>Unique United Kingdom</b> – England, North Sea, Scotland, Irish Sea, Wales English Channel, Belfast, Cardiff, London, Edinburgh	
<i>End points</i>	<b>By the end of year 1 pupils should be able to:</b>		<b>By the end of year 2 pupils should be able to:</b>	
	<ul style="list-style-type: none"> <li>Use and understand basic geographical vocabulary relating to human and physical features.</li> <li>Give examples of and make comparisons between human and physical features of Daubhill and identify these on aerial photographs.</li> <li>Ask and answer questions about what I have seen in my local area.</li> </ul>		<ul style="list-style-type: none"> <li>Use and understand basic geographical vocabulary relating to human and physical features.</li> <li>Give examples of and make comparisons between human and physical features (including landmarks) of Bolton and identify these on aerial photographs.</li> <li>Follow a route on a prepared map and make a simple map with symbols and a key.</li> </ul>	

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	<ul style="list-style-type: none"> <li>Follow a route on a prepared map with a key and make a simple map.</li> <li>Use simple locational and directional language to describe the location of features on a map.</li> <li>Identify seasonal and daily weather patterns in the UK.</li> <li>Name the continents, oceans and countries studied.</li> <li>Identify the UK and Australia on a world map and a globe.</li> <li>Identify the location of hot and cold areas of the world in relation to the equator and the North and South Poles.</li> <li>Use simple fieldwork skills and observational skills to study the geography of my school, its grounds and its surrounding environment.</li> <li>I can identify different buildings in my local area.</li> </ul>	<ul style="list-style-type: none"> <li>Use locational and directional language (including N, S, E and W) to describe the location of features and routes on a map that includes symbols.</li> <li>Name all continents and oceans and locate them on a world map.</li> <li>Name and locate the four countries and capital cities of the UK and its surrounding seas.</li> <li>Use simple fieldwork skills and observational skills to study the geography of the area from Daubhill to the town centre.</li> <li>Complete and interpret simple tables, Venn diagrams and bar charts to show my learning.</li> <li>Express my own views about people, places and environments.</li> <li>I can identify and explain the purpose of different buildings in Bolton</li> </ul>
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KS2				
<b>National Curriculum</b>	<p>Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, 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 should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. Pupils should be taught to:</p> <p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>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</li> <li>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</li> <li>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)</li> </ul> <p><b>Place knowledge</b></p> <ul style="list-style-type: none"> <li>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</li> </ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>Describe and understand key aspects of:</li> <li>Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>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</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>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</li> <li>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.</li> </ul>			
	Year 3		Year 4	
	Knowledge	Skills	Knowledge	Skills

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<p><b>Locational Knowledge and Place Knowledge</b></p>	<p>K3a) I can locate the world's countries, using maps to focus on Europe. <b>(France)</b>  <b>(Also briefly looked at in mountains topic)</b></p> <p>K3b) I can understand geographical similarities and differences of human and physical geography of a European country</p> <p>K3c) I can name geographical regions of the UK (lake district, Snowdonia, Cairngorms national parks) and identify their physical characteristics including some key topographical features (hills, mountains, coast and rivers). <b>(UK Mountains)</b></p> <p>K3d) I can explain the significance of the northern and southern hemisphere. <b>(Volcanoes/Earthquakes)</b></p>	<p>S3a) Use maps to locate European countries and capitals that border France <b>(France)</b></p> <p>S3b) I can locate geographical regions of the UK (lake district, Snowdonia, Cairngorms national parks) and identify their physical characteristics including some key topographical features (hills, mountains, coast and rivers). <b>(UK Mountains)</b></p> <p>S3c) I can locate the position of the northern and southern hemisphere. <b>(Volcanoes/Earthquakes)</b></p>	<p>K4a) I can understand geographical similarities and differences of human and physical geography of a region of the UK. <b>(Regional comparison)</b></p> <p>K4b) Know the names of and locate a number of North American countries (USA, Canada, Greenland, Mexico, Caribbean islands)<b>(North America)</b></p> <p>K4c) I can explain the significance of the Arctic and Antarctic circle. <b>(North America)</b></p> <p>K4d) Know the names of and locate a number of Asian countries (India, Pakistan, Nepal, China, Bangladesh)<b>(India)</b></p>	<p>S4a) Use maps to locate India and countries of Asia. <b>(India)</b></p> <p>S4b) I can locate, some key topographical features of India (hills, mountains, coast and rivers) <b>(India)</b></p> <p>S4c) I can locate the position of the Arctic and Antarctic circle. <b>(North America)</b></p>
<p><b>Human &amp;Physical Geography: enquiry skills and communication</b></p>	<p>K3e) I can describe the topographical features of mountains. <b>(Mountains)</b></p> <p>K3f) I can identify and describe the key physical and human features of France using the geography curriculum drivers. <b>(France)</b></p> <p>K3g) I can name the features of a volcano <b>(Volcanoes/Earthquakes)</b></p> <p>K3h) I can understand why some people live near volcanoes and earthquake zones. <b>(Volcanoes/Earthquakes)</b></p> <p>K3i) I can identify the layers of the earth - core, mantle, crust</p>	<p>S3d) I can communicate geographical information in a variety of different ways such as maps, diagrams, charts, sketch maps and writing. <b>(All units).</b></p> <p>S3e) I can explain the formation of volcanoes and earthquakes in simple terms <b>(Volcanoes/Earthquakes)</b></p> <p>S3f) I can explain why some people live near volcanoes and in earthquake zones. <b>(Volcanoes/Earthquakes)</b></p>	<p>K4d) I can describe similarities and differences between places. <b>(India)</b></p> <p>K4e) I can identify and describe the key physical and human characteristics of North America using the Geography curriculum drivers. <b>(North America)</b></p>	<p>S4c) I can communicate geographical information in a variety of different ways such as maps, charts, sketch maps, bar charts, venn diagrams, digital technology and writing. <b>(India and regional comparison)</b></p>

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<b>Using globes, maps and plans</b>	K3j) I understand the purpose of maps.(Mountains) K3k) I can recognise OS symbols on a map.(Mountains) K3l) I am beginning to understand scale and distance on a map. (Mountains – Rivington Pike Trip)	S3g) I can use globes and maps to name geographical regions. (Mountains)  S3h) I can use globes and maps to identify physical and human characteristics including mountains, hills and topographical features. Mountains, Volcanoes/Earthquakes)	K4f) I can use some OS symbols to make a key on a map. (Southport)	S4d) I can use globes and maps and some OS symbols to identify physical and human characteristics of towns and land use patterns (Southport)
<b>Map work skills</b>	K3m) I am beginning to use and understand OS symbols and keys to build up my knowledge of a local place, the UK and the wider world. (Mountains)	S3i) I can use simple grids with letters and numbers to locate features.(France)  S3j) I can map evidence from fieldwork (Rivington Pike)  S3k) I am beginning to use vertical aerial photographs and satellite images to learn about the physical and human features of a place. (Volcanoes and Earthquakes)	K4g) I am able to use and understand OS symbols and keys to build up my knowledge of a local place, the UK and the wider world. (Southport)	S4e) I am able to use the 8 points of a compass. (India)  S4f) I can use a four-figure co-ordinate to locate features. (India)  S4g) I can use vertical and oblique aerial photographs and satellite images to learn about the physical and human features of a place. (India)
<b>Fieldwork</b>	K3n) I can use field work to observe the human and physical features in the local area using sketch maps (Mountains – Rivington)	S3l) I can investigate the local area, looking at types of shops, services and houses. (Compare local area to Rivington Pike).		S3h) I can conduct surveys (Southport)
<b>Vocabulary</b>	K3o) To continue to develop a wider geographical vocabulary using terms such as: <b>France</b> – Europe, border, tourism, country, physical and human feature. <b>Mountains</b> – mountain, peak, valley, slope, mountain range. <b>Volcanoes and Earthquakes</b> – magma, plates, eruption, dormant, crater		K4h) To continue to develop a wider geographical vocabulary using terms such as: <b>India and the UK</b> - Physical Features / River Nile/ River Severn, Continent / NE Africa, Continent / N Europe Human Feature / pyramids, Big Ben, Cairo, London  <b>North America</b> – Climate zones, equator, Panama Canal, Hoover Dam, Grand Cannon, Niagara Falls  <b>Regional Area / Southport</b> - North West England, town, coast, tourism, OS map, co-ordinates.	
<b>End points</b>	By the end of year 3 pupils should be able to: <ul style="list-style-type: none"><li>• Use and understand a wider range of geographical vocabulary.</li><li>• Name geographical regions of the UK and their identifying physical and human characteristics including some cities and key topographical features.</li><li>• Describe the topographical features of mountains (including volcanoes).</li><li>• Use vertical aerial photographs and satellite images to learn about the physical and human features of a place.</li><li>• Identify and describe the physical and human features of France.</li><li>• Name and locate on a map some European countries (including Russia) that border France and their capitals.</li></ul>		By the end of year 4 pupils should be able to: <ul style="list-style-type: none"><li>• Use and understand a wider range of geographical vocabulary.</li><li>• Explain similarities and differences of physical and human geography of Southport and Bolton.</li><li>• Use vertical and oblique aerial photographs and satellite images to learn about the physical and human features of Southport.</li><li>• Identify and describe the physical and human features of North America.</li><li>• Name and locate a number of North American countries on a map.</li><li>• Use fieldwork to collect data that can be applied to mathematical skills in data handling.</li><li>• Use four-figure co-ordinates to locate features on a map.</li><li>• Use OS symbols to make a key on a map of India.</li></ul>	



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<ul style="list-style-type: none"> <li>• Use fieldwork to observe the human and physical features of Rivington Pike and map evidence whilst making comparisons to the local area.</li> <li>• Conduct surveys.</li> <li>• Explain the purpose of a map.</li> <li>• Understand scale and distance on a map and use some OS symbols to make a key.</li> <li>• Use simple grids with letters and numbers on a map to locate features.</li> <li>• Communicate geographical information in a variety of different ways to show my learning including sketch maps.</li> </ul>	<ul style="list-style-type: none"> <li>• Use the 8 points of a compass.</li> <li>• Communicate geographical information in a variety of different ways to show my learning.</li> <li>• Use maps to locate India.</li> <li>• Use globes and maps and some OS symbols to identify physical and human characteristics including topographical features of India.</li> <li>• Communicate geographical information in a variety of different ways to show my learning including digital technology.</li> </ul>
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KS2				
<b>National Curriculum</b>	<p>Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, 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 should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. Pupils should be taught to:</p> <p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• 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)</li> </ul> <p><b>Place knowledge</b></p> <ul style="list-style-type: none"> <li>• 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</li> </ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>• Describe and understand key aspects of:</li> <li>• Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>• 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</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>• 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</li> <li>• 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.</li> </ul>			
	Year 5		Year 6	
	Knowledge	Skills	Knowledge	Skills

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**Curriculum Drivers; Landmarks (significance, use, what they represent)**  
**Landscape, Tourism, Global Impact (natural resources, trade links, economy)**

<p><b>Locational Knowledge</b></p>	<p>K5a) I can identify and locate a number of non- European countries. <b>(Rainforests)</b></p> <p>K5b) Know the names of a number of European capitals (including Russia- Moscow)</p> <p>K5c) I know the names of and can locate a number of South American countries <b>(Rainforests)</b></p> <p>K5d) I can explain the significance of the tropic of Cancer and tropic of Capricorn. <b>(Rainforests)</b></p>	<p>S5a) I can understand geographical similarities and differences through the study of a region within South America using the Geography curriculum drivers. <b>(Rainforests)</b></p> <p>S5b) I can understand geographical similarities and difference through the study of a the UK <b>(Rainforests) ??</b></p> <p>S5c) I can locate the tropic of Cancer and tropic of Capricorn. <b>(Rainforests)</b></p>	<p>K6a) I can explain the significance of lines of longitude and latitude and time zones. <b>(Biomes)</b></p> <p>K6b) I can identify and locate a number of non- European countries. <b>(Kenya)</b></p>	<p>S6a) I can locate the position of lines of longitude and latitude and identify time zones. <b>(Biomes)</b></p>
<p><b>Human &amp;Physical Geography: enquiry skills and communication</b></p>	<p>K5e) I can describe the water cycle using a diagram.<b>(Rivers)</b></p> <p>K5f) I can describe the key aspects of physical geography <b>(Rivers)</b></p> <p>K5g) I can describe key aspects of human geography including types of settlement and land-use, economic activity and distribution of some natural resources using the Geography curriculum drivers. <b>(Brazil)</b></p> <p>K5h) I know the location of places of global significance, their defining physical and human characteristics and how they relate to one another e.g Biome Bridges using the Geography curriculum drivers <b>(Rainforests)</b></p>	<p>S5d) I can analyse geographical similarities and differences through the study of human and physical geography of a region within South America using the Geography curriculum drivers. <b>(Brazil)</b></p>	<p>K6d) I can describe the key aspects (climate, landscape, animals and plants) of biomes (Tundra, Taiga, Grassland, temperate forest, Mediterranean, desert, Savanna, rainforest). <b>(Biomes)</b></p> <p>K6e) I can describe key aspects of human geography including land-use, economic activity and distribution of some natural resources using the Geography curriculum drivers. <b>(Kenya)</b></p> <p>K6f) I know the location of places of global significance, their defining physical and human characteristics and how they relate to one another e.g. Haiti <b>(Kenya)</b></p> <p>K6g) I can understand how some aspects of human geography have changed over time. <b>(local area)</b></p>	<p>S6b) I can communicate geographical information in a variety of different ways such as maps, diagrams and writing at length <b>(Kenya)</b></p>
<p><b>Using globes, maps and plans</b></p>	<p>K5i) I can show my knowledge of the UK and the wider world by using map symbols and a key. <b>(Brazil)</b> (how do they do this - Recap lesson on what they have learned and remembered so far?)</p>	<p>S5e) I can use maps OS symbols on maps to name and locate countries and cities of the UK. <b>(Brazil)</b></p> <p>S5f) I am confidently use maps, atlases, globes, and digital mapping to locate and describe countries and features studied. <b>(Brazil)</b></p> <p>S5g) I can understand key aspects of physical geography e.g. Deforestation, Palm oil plantations <b>(Rainforests)</b></p>		<p>S6d) I can use 1:10.000 and 1:25.000 OS maps.</p> <p>S6d) I can use a scale bar on maps.</p> <p>S6e) I can use maps, atlases, globes, and digital mapping to locate and describe countries and features studied. <b>(Kenya)</b></p> <p>S6f) I can analyse types of settlement, land use and economic activity. (Local area and wider Manchester)</p> <p>S6g) I can identify climate zones on a world map (Biomes)</p>

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<b>Map work skills</b>		<p>S5h) I can draw a detailed sketch map using symbols and a key. <b>(Rivers).</b></p> <p>S5i) I can use the eight points of a compass, symbols and a key. <b>(Rivers).</b></p>		<p>S6g) I can understand and use 6 figure grid references to interpret OS maps. <b>(Local area)</b></p> <p>S6h) I can use OS maps at different scales. (Local area) S6h) I can align a map with a route. <b>(Local area)</b></p>
<b>Fieldwork</b>		<p>S5j) I use fieldwork to observe, measure and record human and physical features in the local area including sketch maps, plans, graphs and digital technologies. <b>(Brazil) (Rivers)</b></p> <p>S5k) I am able to use simple equipment to measure and record features of a river. <b>(Rivers).</b></p>		<p>S6i) I use fieldwork to observe, measure and record human and physical features in the local area including sketch maps, plans, graphs and digital technologies. <b>(Local area)</b></p> <p>S6j) I can carry out an in-depth local study looking at issues and changes in the area. <b>(Local area)</b></p> <p>S6k) I can imagine how and why an area may change in the future. <b>(Local area)</b></p>
<b>Vocabulary</b>	<p>K5j) Precise geographical vocabulary:</p> <p><b>Rivers</b> - Erosion, deposition, mouth, source, tributary, meander <b>Brazil and Settlements</b> – rural, urban, economy, settlement, tourism. <b>Rainforests</b> – deforestation, vegetation, ecosystem, rainforest, indigenous tribes.</p>		<p>K6g) Precise geographical vocabulary:</p> <p><b>Kenya</b> – Industry, trade, economic activity, import, export <b>Climate and Biomes</b> – climate, climate zone, biome, temperate, equator <b>Local area</b> – fieldwork, development, land use, settlement, innovation</p>	
<b>End points</b>	<p>By the end of year 5 pupils should be able to:</p> <ul style="list-style-type: none"> <li>• With precision, use and understand a wide range of geographical vocabulary.</li> <li>• Analyse geographical similarities and differences through the study of the human and physical geography of Brazil.</li> <li>• Locate the Amazon Rainforest and its global significance, its defining physical and human characteristics and how they relate to one another.</li> <li>• Explain key aspects of human geography (settlement and land use, economic activity and distribution of natural resources) physical geography (deforestation, palm oil and plantations) relating to the Brazil and the Amazon rainforest.</li> <li>• Identify and locate a number of countries in South America on a map.</li> <li>• Describe the key features of rivers.</li> <li>• Describe the water cycle using a diagram.</li> <li>• Present my knowledge of the UK and the wider world using map templates.</li> <li>• Use maps, atlases, globes and digital mapping to locate and describe Brazil and the Amazon rainforest.</li> </ul>		<p>By the end of year 6 pupils should be able to:</p> <ul style="list-style-type: none"> <li>• With precision, use and understand a wide range of geographical vocabulary.</li> <li>• Identify and describe human and physical characteristics within Kenya and how they relate to one another.</li> <li>• Describe key aspects of human geography including economic activity and distribution of some natural resources.</li> <li>• Identify and locate a number of African countries.</li> <li>• Explain times zones and be able to work out time differences.</li> <li>• Use 6 figure grid references to interpret a range of OS maps with different scales.</li> <li>• Align a map with a route.</li> <li>• Communicate geographical information in a variety of different ways.</li> <li>• Carry out an in-depth local study using fieldwork to observe, measure and record human and physical features in the local area.</li> <li>• Analyse types of settlement, land use and economic activity.</li> <li>• Imagine how and why an area may change in the future.</li> </ul>	

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|  | <ul style="list-style-type: none"><li>• Draw a detailed sketch map using symbols, a key and the 8 points of a key.</li><li>• I use simple equipment to measure and record data relating to rivers.</li><li>• Use fieldwork to observe, measure and record human and physical features relating to rivers.</li></ul> |  |
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