

Geography Curriculum 2023-2024

EARLY YEARS FRAMEWORK

Reception	Understanding the World		 Draw information from a simple map. Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. Recognise some environments that are different to the one in which they live. 		
ELG	Understanding the World	People, Culture and Communities	 Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 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. 		
		The Natural World	 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. 		

NATIONAL CURRICULUM PROGRAMME OF STUDY

Key Stage 1 National Curriculun	n Expectations			
Locational Knowledge	Pupils should be taught to:			
	 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	Pupils should be taught to:			
	• 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	Pupils should be taught to:			
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 			

Geography Skills and	Pupils should be taught to:
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
	 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

Key Stage 2 National Curriculum Expectations			
Locational Knowledge	 Pupils should be taught to: 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 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 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) 		
Place Knowledge	 Pupils should be taught to: 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 		
Human and Physical	Pupils should be taught to describe and understand key aspects of:		
Geography	• physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle		
	 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 		
Geography Skills and	Pupils should be taught to:		
Fieldwork	 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 key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world 		
	 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. 		

GEOGRAPHY OVERVIEW: SPRING TERM – 'EXPLORE'

YEAR GROUP	TOPIC/THEME	KEY ENQUIRY QUESTIONS		
Reception	The children are encouraged to describe their immediate What is happening to the trees? (All 4 seasons)			
What can we learn about our	environment using knowledge from observation,	Where do we live and who lives there?		
wonderful world?	discussion, stories, non-fiction texts and maps.	What is it like outside our classroom?		
	They are introduced to different languages, customs,	What is the weather like today?		
	foods, dress and celebrations from other countries and	What places are special to our community?		
	communities.	How are these foods/clothes different to ours?		
	They will Complete Autumn/Winter/Spring/Summer	What is life like in the Arctic?		
	learning walks	Fieldwork		
	They will Celebrate seasonal religious events.	Can you sketch/draw natural and man-made objects in our school		
		environment?		
		Can you take photographs of natural and man-made objects in our		
		school environment?		
		Can you count the number of natural and man-made objects you have		
		found?		
KEY VOCABULARY: RECEPTION	Location: Arctic, Antarctic, North Pole, South Pole, land, sea, world, Planet Earth			
	Place: environment, same, different			
	Mapping and Fieldwork: map, symbol, natural, man-made			
Year 1	The children will identify the countries and capital cities of	Which countries and capital cities make up the United Kingdom?		
Where do we live?	the UK and the surrounding Seas. They will learn about	Which seas surround the UK?		
Global Issue: Homelessness	some of the national foods and traditions of these			
	countries. They will identify the key features of a location	Can you describe the national foods/traditions/flags in each of the UK		
	in order to say whether it is a city, town, village or coastal	countries? How are these different/similar?		
	area. They will compare and contrast the human and			
	physical features of the local area (around school) with	Can you show me where Class 1 is on this map of the school?		
	those of other places in the UK, particularly London	Can you draw the route from Class 1 to the Office on the map?		
	(housing focus). They will keep a weather log of seasonal			
	and daily weather patterns.	What are the physical features/human features of our school and		
		local area? Which features do you like/dislike?		
	Fieldwork study:			
	What are the new houses in the local area like?	Where do you live? Can you write your address? What does each line		
		mean?		
		How does the local area around school compare to the area around		
		the King's Palace in London?		

		How does the weather change each day? How can we record this?
		How does the weather change each day? How can we record this?
		What makes a house a home? What would it he like to have no
		home? How can we have the homeloss?
		nome? How can we help the nomeless?
		Fieldwork
		Why might people want to move and live in this area? Explore
		why mane people want to move and not in this area. Explore.
		Can you sketch two different types of house?
		Which is your favourite house? Can you take a photo of it? Annotate
		the photo – What do you like about this house?
		Can you record the number of different types of houses on this road?
		How can we record our information on a graph? What does this tell us
		about the new houses in this area?
KEY VOCABULARY: YEAR 1	Locational: United Kingdom, the countries, capital cities and	seas.
	Place: country, similarities, differences, weather, traditions,	numan features, physical features
	Mapping and Fieldwork: left/right, up/down, straight on, ma	ip, direction, like/dislike, route, aerial, globe,
Vear 2	The children will complete a homework project on LIK	Where have you been for a coastal boliday in the UK2 What are the
Why are our Oceans so Special?	holidays and study the features of a typical coastal town	human and physical features of a coastal town/Cleethornes?
Global Issue: Plastic	ag Cleathornes. The children will learn about the world's	numan and physical reactives of a coastal town/ cleetholpes:
Pollution/Conservation of	seven continents and five oceans. They will study the	What are the human and physical features of a coastal town in
Oceans	weather in the continents in relation to the equator and	Madagascar? How do these compare to Cleethornes?
Oceans	the N/S Poles as well as measuring and recording the daily	Wadagascal: now do these compare to cleetholpes:
	weather	What is it like to live in a Madagascan village?
	As a contrasting non-European country, they will study a	what is it like to live in a madagascan vinage:
	typical coastal village in Madagascar. They will recognise	What are the continents of the world?
	similarities/differences between their own and other lives	what are the continents of the world.
	They will study a map showing where the coral reefs	Can you name the world's oceans? Which oceans are warm/cold?
	around the world are located. They will be able to give	How do you know? Do all oceans look the same?
	reasons why the coral reefs around Madagascar are under	
	threat.	In which oceans do we find coral reefs? What creatures live in and
	The children will study the effects of plastic pollution in our	around the coral reefs? Is this the same for all oceans? Why?
	oceans.	
	occuris.	

	Fieldwork Study – Environmental issue: Why do people drop litter on the path outside school?	 How does plastic pollution effect the health of our oceans? – focus on coral reefs near Madagascar Which sea creatures are endangered? How can we help to save these creatures? Fieldwork Children to ask adults a simple multiple-choice style question. Why do you think people drop litter on the path outside school? Can you make a sketch of the area? Which material is the cause of most litter?
		What have you found out as a result of your fieldwork?
KEY VOCABULARY: YEAR 2	Locational: The 7 continents and 5 oceans, Madagascar, cor Place: culture, farming, population, wealth, weather/season Mapping and Fieldwork: compass, N,S,E and W, direction, ae	ntinent, town, village, coast s, way of life, employment, pier, harbour, sand-dunes, cliffs erial view, key, symbols, human, physical, direction
Year 3 Are Mountains the same	The children will identify and locate mountains on UK and world maps. They will study the formation and key features of a mountain. They will make comparisons	Can you identify mountains on a map? Where are the highest mountains in the UK/ world?
Global Issue: Environmental impact of Tourism.	between the Rockies in NA and the Peak/Lake District. They will research what the advantages and disadvantages of living on a mountain might be. They will investigate	What are the key features of a mountain? Can you identify a valley, the summit, foot and slope? Are all mountain ranges the same?
	weather patterns and climate on the mountains and study the environmental impact of tourism.	What is the weather usually like on a mountain? What is the difference between a weather forecast and climate?
	Fieldwork Study – How does the winter and summer weather differ?	Why might people visit mountains? What are the effects of tourism? Can you identify ways to limit the damage tourists can cause? What is erosion?
		What is it like to live on a mountain?
		How do people find their way around a mountain? What is an Ordnance Survey map? How are human and physical features represented on an OS map?

		How are mountains shown on a map? What are contour lines? Fieldwork What does winter look like in Doncaster? What does summer look like in Doncaster? How do our winter and summer recordings/evidence differ? Have our (Doncaster) winter/summer weather patterns changed over the past 20 years?
KEY VOCABULARY: YEAR 3	Locational: Equator, Northern Hemisphere, Southern Hemisp Scafell Pike, mountain range, Europe, North America Place: tourism, wealth, economic, climate, weather forecast, Mapping and Fieldwork: Ordnance Survey map, grid reference summit, altitude, crevasse	ohere, Everest, Fuji, Kilimanjaro, Mont Blanc, Snowdon, Ben Nevis, , erosion, population, ce, symbols, physical map, contour lines, key, peaks, slope, terrain,
Year 4 Why are Rivers so Important? Global Issue: Protecting the Homeland of Indigenous groups – Amazonian tribes	The children will locate South America and identify its countries and capital cities. They will locate the countries that the River Amazon flows through. They will find other major rivers on a world map and describe where they are geographically. They will learn about biomes and identify the biomes of the River Amazon as well as the features of a river. The children will discover how rivers are used. They will compare the course of the Amazon to that of the River Don. The children will learn about the water cycle. The children will discuss the rights and responsibilities of Indigenous Peoples of the Amazon. Fieldwork Study - Which area would be a better habitat for a fox?	Can you explain the water cycle? Can you list the features of a river's course? Which rivers have you heard of? Can you find the main rivers within each continent on a world map? Which mountain range do they start in and which sea/ocean do they flow into? Can you describe the location of these rivers using lines of longitude and latitude, hemispheres? Can you use the 8 points of a compass? Can you locate South America on a map? Which countries does the River Amazon flows through? Can you name their capital cities? Can you identify the biome (climate, flora and fauna, ecosystems) of the River Amazon and its vegetation belt? How does this compare to the River Don?

		How is the River Amazon used for economic purposes?
		How do some of the Indigenous people of the Amazon live? What are
		our responsibilities towards different communities and groups?
		Is it right to take their land? Is it right to change their way of life?
		Fieldwork
		What do foxes need to survive?
		Which area is a better habitat for foxes, the area around our local
		Lake or the Yorkshire Sculpture Park?
		Are foxes a friend or foe?
KEY VOCABULARY: YEAR 4	Locational: South America, Peru, Ecuador, Colombia, Venezu	ela, Bolivia, Brazil, Amazon,
	Place: industrial, agricultural, urban, rural, natural resources,	landmark, economy, settlement, climate, topographical features
	Mapping and Fieldwork: index, coordinates, borders, basin, e	estuary, delta, current bed, mouth, source, tributary
Year 5	The children will explore 'migration' through previous	Can you name and locate the countries of Europe? Can you give
Why do people move countries?	history topics, personal experiences within the classroom	examples of how these have changed over time? What are the capital
Global issue: Humanitarian Aid	and through stories of famous people. They will locate the	cities of some major European countries?
	places where refugees came from and plot possible routes	
	to their destinations. The children will build up a nicture of	Can you name some of the mountain ranges in Europe?
	Europe and use man skills to locate and describe key	What are the main rivers in Europe?
	features countries and canital cities. They will consider	
	reasons for displacement: war, political, natural disasters	What are the main climate zones in Europe? How do the climate
	and economic. They will consider the human and physical	zones of the LIK and Spain compare? How do these effect the
	attractions of Vorkshire and identify the main cities and	economic activity of each?
	surrounding counties. They will compare this with a region	
	in Spain (or another European country) including climate	Can you describe a physical change to the environment? Can you
	landscape features and daily lifestyles. They will identify	describe a human process, which changes the environment? Give
	the Prime/Greenwich Meridian and time zones across	reasons why some neonle move countries
	Europe and other continents	reasons why some people move countries.
	They will research the work of aid agencies, who support	Can you plot the migration route of some famous people?
	refugees and Eairtrade	can you plot the migration route of some ramous people:
		Can you compare some of the main human and physical features in
	Fieldwork Study - Do people in Doncaster buy Fairtrade	Spain to the LIK? Can you use A -figure grid references to locate or
	products?	spain to the oix: Can you use 4-ngule grid references to locate of
	products:	

		 describe the location of Spain's major cities? Can you use an OS map to locate places? Are the world's resources distributed fairly? What are our responsibilities towards different communities and groups? Do we have a responsibility to support these charitable organisations? Fieldwork What is Fairtrade? Devise a Questionnaire to complete outside Asda: eg. What do your results show?
KEY VOCABULARY: YEAR 5	Locational: Europe - it's countries and capital cities, main rive	ers and mountains, Yorkshire, Sheffield, Leeds, York, county, Spain
	Place: economic, political, war, natural disasters, population,	, climate, tourism, housing, business, city
	Mapping and Fieldwork: Prime/Greenwich Meridian, time zo	ones, routes, distance, coordinates, destination
Voor 6	The children will identify the world's climate zenes and the	What is a natural disastor?
What is the impact of Natural	the children will dentify the world's climate zones and the	
Disasters?	learn about global biomes and the Earth's structure. They	Can you use an atlas to locate countries where major natural disasters
Global Issue: Climate Change	will learn about the causes and the consequences of the	have occurred? Where do these countries lie in relation to lines of
Global issue. Climate change	following natural disasters to the environment and on	longitude and latitude? Can you name 3 important lines of latitude?
	neonle's lives:	longitude and latitude: can you hame 5 important lines of latitude:
	Earthquakes	What is the Ring of Fire?
	Volcano eruptions	
	 tsunamis 	How are volcanoes formed and why do they erupt? What causes an
	 hurricanes / storms / tornadoes 	earthquake?
	• floods	
	forest fires	Why do people still live near volcanoes?
	 droughts 	
	Links to recent disasters/events will be made wherever	What are the human and economic impacts of natural disasters?
	possible. The children will study two contrasting areas	Can you list similarities and differences between two regions which
	which are prone to earthquakes – Alaska in NA and the	have suffered from an earthquake?
	Philippines. They will locate some counties and cities in the	Why is it important to have organizations that help with patienal
	UK and compare Doncaster with Lindisfarne.	disasters? Do we have a responsibility to support these organisations?
		and the second of the second o

	Fieldwork Study – Why do you think Holy Island is a popular place to visit?	How is climate change altering the weather? Which natural disasters are occurring due to climate change? Whose responsibility is it to slow down climate change?
		Can you name some counties of the UK? Can you use 6-figure grid references to locate/plot some major cities in the UK? Can you compare two areas of the UK and identify key physical and human features?
		Fieldwork
		What would attract a tourist to Lindisfarne?
		What are the key features of the village?
		,
		What data could you collect that would tell us more about tourism on Holy Island?
KEY VOCABULARY: YEAR 6	Locational: Continents, Oceans, countries all over the world, Cancer and Capricorn, Lindisfarne Place: climate, volcanic, tectonic plates, deforestation, econo Natural disaster, strand, mantle, outer core, inner core, mag magnitude, tsunami, tornado, renewable energy, climate cha	State, Alaska, North America, Philippines, longitude, latitude, Tropics of omic, population, rural, urban ma, active, dormant, extinct, earthquake, epicentre, shock wave, ange, global warming, fossil fuels, carbon footprint

GEOGRAPHY PROGRESSION OF SKILLS

Skills and	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
knowledge							
Locational	Describe their	Name, locate and	Name the seven	Identify the	Identify the	Locate the world's	Name and locate
knowledge	immediate	identify the	continents on a	position and	position and	countries, using	some of the
	environment using	characteristics of	World Map.	significance of the	significance of	maps to focus on	countries and cities
	knowledge from	the four countries		Equator, the	latitude, longitude,	Europe (including	of the world and
	observation,	and capital cities of	Locate and label	Northern and	the Equator, the	Russia),	their identifying
	discussion, stories,	the United	the five oceans .	Southern	Northern and	concentrating on	human and physical
	non-fiction texts	Kingdom.		hemispheres.	Southern	their environmental	characteristics,
	and maps.		Locate Madagascar		Hemispheres, the	regions,	including hills,
		Name the	(a contrasting non-	Begin to locate	Tropics of Cancer	key physical and	mountains, rivers,
	Recognise some	surrounding seas of	European country).	geographical	and Capricorn, the	human	key topographical
	environments that	the United		regions on world	Arctic and	characteristics and	features and land-
	are different to the	Kingdom		maps eg. highest	Antarctic Circle.	countries and	use patterns.
				mountains.		capital cities of	Understand how

	one in which they				Begin to locate	Europe. Understand	some of these
	live.			Name some	geographical	how some of these	aspects have
				countries of North	regions on world	aspects have	changed over time.
	Explore the world			America	maps eg the	changed over time.	
	around them.			concentrating on	longest rivers.	-	Name and locate
				their environmental	-	Name and locate	counties and cities
				regions, key	Locate South	counties and cities	of the UK,
				physical and human	America,	around Yorkshire ,	geographical
				characteristics.	concentrating on	geographical	regions, identifying
					their environmental	regions. identifying	human and physical
					regions, key	human and physical	characteristics.
					nhysical and human	characteristics	
					characteristics		
					countries and	Identify the	
					canital cities	Drime/Greenwich	
					capital cities.	Meridian and time-	
Blaco	Evolain como	Talk about pooplo	Study the human	Understand	Ack and respond to	Lindorstand	Compare two
Flace	similarities and	and places within	and physical	goographical	Ask and respond to	goographical	
Knowledge	similarities and	the less	and physical	geographical	questions about the	geographical	regions which are
	afferences	the local	geography of a	similarities and	geographical	similarities and	prone to natural
	between life in this	environment. what	coastal town in the	differences through	regions of the River	differences through	disasters: Alaska
	country and life in	is it like living in	UK.	the study of human	Amazon and the	the study of human	and the
	other countries,	Doncaster? How		and physical	River Don.	and physical	Philippines.
	drawing on	would living in the	Study village life in	geography of the	Compare the	geography of	Understand
	knowledge from	capital city of	Madagascar (a	the Peak District	human and physical	Yorkshire and a	geographical
	stories, non-fiction	London be	contrasting non-	and the Rockies in	characteristics,	region in Spain (a	similarities and
	texts and maps.	different?	European country)	North America. Ask	including hills,	European country).	differences through
			and make simple	and respond to	mountains, cities,	Describe how a	the study of human
		Identify the key	comparisons.	questions and make	key topographical	range of human	and physical
		features of a		comparisons.	features and land-	and physical	geography.
		location in			use patterns.	processes changes	Describe how a
		order to say				the environment.	range of human
		whether it is a city,				Offer explanations	and physical
		town, village or				for the ways in	processes changes
		coastal area.				which human	the environment.
						activities affect the	Offer explanations
						environment and	for the ways in
						recognise that	which human

Human and and and montains contry and life theres and changes in proved geographical world: Recognise between life in this contry and life in this contry and life in this ther southers the details including: ther southers the details contry and life in this ther southers the details the details th								
Human and Physical GeographyUnderstanding the world: Recognite some similarities ocabulary to refer between life in this country and life in tother countries.Use basic geographical world: Recognite and daily weather patterns in the UK and the location of harbor and the location of hother countries.Describe and understand key aspects of climate zones, biomes and zones, biomes and zones, biomes and zones, biomes and use, economic attract world: Recognite world: Recognite between life in this processes and niculding: city, traculding: city, recording: city, fractor, harbour and shop.Describe and understand key aspects of climate zones, biomes and zones, biomes and zones, biomes and use, economic attract intro update settlement and bia use, economic attract indus; seasons.Describe and understand key aspects of climate aspects of climate zones, biomes and use, economic attract intro update settlement and bia use, economic attract intro update settlement and bia use, economic attract intro update including city, trade links, and the distribution of natural resources including energy, food, minerals and water in different board, markan house, office, port, harbour and shop.Describe had people attract port seasonal and daily weather patterns.Describe and understand key aspects of climate conclusion attribution of natural resources including energy, food, minerals and water in different localities.Describe had people attract contrison addite contrison addite settlement and daily water in different biomes and colarities.Describe had marker contrison addite contrison addite contris							people attempt to	activities affect the
Human and and and differences incountry and life recognise that geographical and differences to contry and life incucating the words. Recognise and differences to contry and life rocean, river, soil, rocean, river, soil,							manage improved	environment and
Human and Physical Geography and difference ther countries and moreas and show ther countries and including the seasons.Use basic geographical vocabulary to refer to ther countries there world in relation to the Equator and the patterns, including city, town, village, facture, farm, house, office, port, harbour and shop.Identify seasonal and daily weather patterns in the UK and the location country and life in to ther countries.Use basic geographical and daily weather patterns in the UK and the location ocean, river, soil, valley, vegetation, season and weather.Describe and understand key aspects of mountains including climate zonesDescribe and understand key aspects of mountains including climate zonesDescribe and understand key aspects of cones, biomes and vegetation belts and the location economic activity, including trade links, and the distribution of natural resources including energy, food, minerals and understand key aspects of climate zonesDescribe and understand key aspects of cones, biomes and settlement and land use, and use, economic attivity, including trade links, and the distribution of natural resources including energy, food, minerals and uotal rise.Describe and understand key aspects of climate zones.Describe and understand key aspects of c							environments.	recognise that
Human and and horkUnderstanding the wordf: Recognise some similarities between life in this to country and life in other countries.Use basic geographical and differences between life in this to cantry and life in other countries.Use basic geographical and differences between life in this to cantry and life in other countries.Use basic geographical and to locaters of the world in relation to the Equator and cold areas of the world in relation to the relation to the <b< th=""><th></th><th></th><th></th><th></th><th></th><th></th><th></th><th>people attempt to</th></b<>								people attempt to
Human and Physical Geography and differences between life in this country and life in other countries.Use basic geographical vocabulary to refer to: hot and cold areas of the world in relation to the countries, hill, mountain, sea, processes and natural world changes in the matural world the action of natural world changes in the matural world the action of natural world changes in the matural world the action of natural world changes in the matural world the action, same including the seasons.Use world maps, to and to and stap.Use world maps, to and to and stap.Describe and understand key aspects of climate zones to and the world in relation to the Equator and the geutors and techness in the seasons.Use maps, atlases, to wn, village, factor, farm, house, office, port, harbour and shop.Describe and understand key aspects of to wn, village, factor, farm, house, office, port, harbour and shop.Use world maps, atlases and globes to identify seasonal and disily weather, seasons.Describe and understand key aspects of climate to and the water collect and analyse to identify seasonal and daily weather, to identify seasonal and daily weather, kalls and beinderUse world maps, atlases and globes to identify seasonal and daily weatherDescribe and settime to identify seasonal and daily weatherDescribe and understand key aspects of climate to identify seesonal and daily weatherDescribe and understand								manage improved
Human and and Begraphy Understanding the world: Recognise some similarities country and life in other countries. Use basic gegraphical geographical geographical bases and country and life in other countries. Use basic geographical bases and country and life in other countries. Use basic geography Identify seasonal and daily weather patterns in the UK and the location of the world in relation to the forest, hill, processes and changes in the natural world them, including the seasons. Use basic geography Identify seasonal and daily weather relation to the forest, hill, processes and changes in the natural world them, including the seasons. Use world maps, factory, farm, house, office, port, harbour and daily weather patterns. Describe and understand key aspects of fundiding climate zones. Describe and understand key aspects of countries and understand key aspects of cons. Describe and understand key aspects of countries and understand key aspects of cons. Describe and understand key aspects of countries and water in different localities. Describe and understand key aspects of cons. Describe and understand key aspects of cons. Describe and understand key aspects of countries and water in different localities. Describe and understand key aspects of cons. Describe and understand key aspects of cons. Describe and understand key aspects of countries and Describe and understand key aspects of cons. Describe and understand key aspects of cons. Describe and understand key aspects of settlement and and useres and countries and Describe and understand key and the water contimerats do distipution of matural resources including energy,								environments.
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country and life in other countries.features including: beach, cliff, coast, forest, hill, 	017	between life in this	key physical	hot and cold areas	including climate	vegetation belts		earthquakes.
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drawing pictures of seas.		observations and	and surrounding	oceans.	Earth) to locate	Earth) to locate	Earth) to locate	Earth) to locate
		drawing pictures of	seas.		countries and	countries and	countries and	countries and
animals and plants.		animals and plants.						

	Use simple	Use simple	describe features	rivers, and describe	describe features	describe features
Understanding the	compass directions	compass directions	studied.	features studied.	studied.	studied.
world: Draw	(N S E W) and	(N S E W) and				
information from a	locational and	locational and	Know the eight	Know the eight	Know the eight	Extend to 6-figure
simple map.	directional	directional	points of a	points of a	points of a	grid references.
	language (eg. near	language (eg. near	compass.	compass.	compass.	
	and far; left and	and far; left and				Know longitude and
Include Story maps.	right)	right) to describe	Use 2-figure grid	Use 2-figure grid	Use 4-figure grid	latitude in depth.
	Use observational	the location of	references (maths	references (maths	references.	
	skills to study the	features and routes	co-ordinates).	co-ordinates).		Use fieldwork to
	geography of the	on a map.			Know some	observe, measure
	school, its grounds		Know some basic	Use fieldwork to	symbols and key	and record the
	and the	Use aerial	symbols and key	record the human	(including the use	human and physical
	surrounding	photographs and	(including the use	and physical	of Ordnance Survey	features in the local
	environment.	plan perspectives	of a simplified	features in the local	maps to interpret a	area using a range
	Use a simple	to recognise	Ordnance Survey	area using a range	place looking at	of methods,
	picture map to	landmarks and	map) to build their	of methods,	contour lines and	including sketch
	move around	basic human and	knowledge of the	including sketch	symbols) to build	maps, plans and
	school.	physical features.	places studied.	maps, plans and	their knowledge of	graphs, and digital
	Discuss likes/		Know why a key is	graphs, and digital	the UK and/or a	technologies.
	dislikes.	Draw a map of a	needed.	technologies.	European region in	Record and
		real place (eg add			the past and the	interpret results.
	Add simple	detail to a sketch	Make a map of a	Collect and record	present.	
	information to	map from an aerial	short route	information		Use appropriate
	maps eg labels of	photograph). Use	experienced with	through	Use fieldwork to	vocabulary. Ask
	attractions on a	class agreed or own	features in the	questionnaires and	observe, measure	geographical
	simplified map of	symbols to make a	correct order using	surveys to	and record the	questions which
	London.	key.	symbols and a key.	investigate a place.	human and physical	can be investigated.
	Describe the				features in the local	
	location of features	Use Infant Atlases	Observe and		area using a range	Compare aerial
	and routes.	to locate places.	record: rainfall,		of methods,	photographs to
			temperature,		including sketch	large scale maps.
	Make simple	Zoom in and out of	daylight hours and		maps, plans and	
	comparisons.	digital maps.	possibly plant		graphs, and digital	Lindisfarne –
			growth / numbers /		technologies.	geography
	Draw maps of	Draw a simple	types etc		Record and	focus.
	imaginary places	route.	Collect and record		interpret results –	
	from stories.		information.			

			questionnaires and	
		Use Junior Atlases	surveys.	

GENERAL FIELDWORK SKILLS PROGRESSION

	Gathering Information	Sketching and Drawing	Collecting Audio/Visual	Measuring	Representing
		Information	Information	· · ·	Information
EYFS		Make simple drawings of	Children can take pictures with	Use age appropriate	
		man-made and natural	support of man-made and	mathematical skills	
		features of the local area	natural objects in the local	to count objects	
		and wider local area.	area.	linked to geography.	
Y1	Name and describe what they can	Draw features they	Take a photo as a record of	Use age appropriate	With support create a
	see around the school grounds and	observe in their familiar	what they have seen when	mathematical	tally chart and
	further affeld.	environment.	exploring different	knowledge to count	pictogram of found
		Cluster and draw sortain	environments.		information.
	Investigate the local area and why	Sketch and draw certain	Take a recording of what they	geography.	
	people visit certain snops/places.	aspects of physical and	Take a recording of what they		
		numan geography in	nave seen and neard when		
	Investigate an environmental issue	their own locality.	exploring different		
	linked to the local area and carry		environments.		
1/2	out an enquiry.	Dec. battle above		11	
YZ	Ask an adult a range of pre-	Draw what they observe	Take a photo as a record of	Use age appropriate	Create a tally and block
	prepared questions.	when collecting	what they have seen when	mathematical	graph from information
	Gather Information using a range	Information. Add colour,	exploring different	knowledge to count	gathered.
	of methods (counting, tally,	texture and detail to	environments and compare	known objects when	Say what they have
	pictures etc) and say with support	prepared field sketches.	different photos.	carrying out	found as a result of
	why they might use a certain	Add labels to correct	Take a recording of what they	Tieldwork using	Tieldwork.
	method over another.	features.	nave seen and neard when	different methods	
	investigate the local area and talk		exploring different	(tally, counting in 2s)	
	to people to find out why they		environments and compare		
	nave visited these areas.		viaeos.		
	Investigate an environmental issue				
	linked to the local area and carry				

	out a survey into it with local people				
	Gathering Information	Sketching and Drawing Information	Collecting Audio/Visual Information	Measuring	Representing Information
Y3/4	Suggest questions to ask as part of an enquiry. Use appropriate geographical vocabulary. Record the main points shortly after. Use a database to present findings.	Pick out the key lines and features of a view in the field using a viewfinder to help. Annotate sketch with descriptive and explanatory labels. Add title, location and direction to sketch.	Suggest how photos provide useful evidence for their investigations. Use a camera independently. Locate a photo on a map. Annotate the photo. Suggest what sounds/images to record for their investigation. Commentate on the recording, describing and explaining what they see.	Use different instruments to measure. Count / record different types of information simultaneously with a tally.	Use mathematical knowledge to represent data using appropriate methods (bar chart, tally chart and line graphs) Organise results electronically on a spreadsheet.
Y5/6	Select interviewing as an appropriate method for collecting evidence. Decide on an appropriate interviewee. Prepare and carry out interview, sometimes in a formal situation. Evaluate the quality of the evidence. Use a database to interrogate and amend information collected.	Select field sketching from a range of techniques for an investigation. Evaluate quality of the evidence it gives. Annotate sketches to describe and explain geographical processes and patterns.	 Select photography from a range of techniques as the most appropriate for the evidence they need. Evaluate the quality of the evidence they collect this way. Begin to use editing techniques to make a presentation recording. Select recording from a range of techniques as the most appropriate for the evidence they need. Evaluate the quality of the evidence they collect this way. 	Select and use a range of measuring instruments in investigations including a range of measurements both metric and non- metric. Design own census, pilot and evaluate it using a data base and excel to present findings	Use mathematical knowledge to represent data using appropriate methods. Organise results electronically on a spreadsheet and use electronic data handling to show and compare results