



# Geography Curriculum 2023-2024

## EARLY YEARS FRAMEWORK

Reception	Understanding the World		<ul style="list-style-type: none"> <li>• Draw information from a simple map.</li> <li>• Recognise some similarities and differences between life in this country and life in other countries.</li> <li>• Explore the natural world around them.</li> <li>• Recognise some environments that are different to the one in which they live.</li> </ul>
ELG	Understanding the World	People, Culture and Communities	<ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>• 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.</li> </ul>
		The Natural World	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons.</li> </ul>

## NATIONAL CURRICULUM PROGRAMME OF STUDY

Key Stage 1 National Curriculum Expectations	
Locational Knowledge	Pupils should be taught to: <ul style="list-style-type: none"> <li>• name and locate the world's seven continents and five oceans;</li> <li>• name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> </ul>
Place Knowledge	Pupils should be taught to: <ul style="list-style-type: none"> <li>• 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</li> </ul>
Human and Physical Geography	Pupils should be taught to: <ul style="list-style-type: none"> <li>• 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</li> <li>• use basic geographical vocabulary to refer to:               <ul style="list-style-type: none"> <li>○ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>○ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> </li> </ul>

<p>Geography Skills and Fieldwork</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• 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</li> <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</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>
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**Key Stage 2 National Curriculum Expectations**

<p>Locational Knowledge</p>	<p>Pupils should be taught to:</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>Place Knowledge</p>	<p>Pupils should be taught to:</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>Human and Physical Geography</p>	<p>Pupils should be taught to describe and understand key aspects of:</p> <ul style="list-style-type: none"> <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>Geography Skills and Fieldwork</p>	<p>Pupils should be taught to:</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>

**GEOGRAPHY OVERVIEW: SPRING TERM – ‘EXPLORE’**

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

		<p>How does the weather change each day? How can we record this?</p> <p>What makes a house a home? What would it be like to have no home? How can we help the homeless?</p> <p><b>Fieldwork</b> Why might people want to move and live in this area? Explore.</p> <p>Can you sketch two different types of house?</p> <p>Which is your favourite house? Can you take a photo of it? Annotate the photo – What do you like about this house?</p> <p>Can you record the number of different types of houses on this road?</p> <p>How can we record our information on a graph? What does this tell us about the new houses in this area?</p>
<p>KEY VOCABULARY: YEAR 1</p>	<p>Locational: United Kingdom, the countries, capital cities and seas. Place: country, similarities, differences, weather, traditions, human features, physical features Mapping and Fieldwork: left/right, up/down, straight on, map, direction, like/dislike, route, aerial, globe,</p>	
<p><b>Year 2</b> <b>Why are our Oceans so Special?</b> <b>Global Issue: Plastic Pollution/Conservation of Oceans</b></p>	<p>The children will complete a homework project on UK holidays and study the features of a typical coastal town eg. Cleethorpes. The children will learn about the world's seven continents and five oceans. They will study the weather in the continents in relation to the equator and the N/S Poles, as well as measuring and recording the daily weather.</p> <p>As a contrasting non-European country, they will study a typical coastal village in Madagascar. They will recognise similarities/differences between their own and other lives.</p> <p>They will study a map showing where the coral reefs around the world are located. They will be able to give reasons why the coral reefs around Madagascar are under threat.</p> <p>The children will study the effects of plastic pollution in our oceans.</p>	<p>Where have you been for a coastal holiday in the UK? What are the human and physical features of a coastal town/Cleethorpes?</p> <p>What are the human and physical features of a coastal town in Madagascar? How do these compare to Cleethorpes?</p> <p>What is it like to live in a Madagascan village?</p> <p>What are the continents of the world?</p> <p>Can you name the world's oceans? Which oceans are warm/cold? How do you know? Do all oceans look the same?</p> <p>In which oceans do we find coral reefs? What creatures live in and around the coral reefs? Is this the same for all oceans? Why?</p>

	<p><a href="#">Fieldwork Study – Environmental issue: Why do people drop litter on the path outside school?</a></p> <p>Fiction book: Somebody Swallowed Stanley by Sarah Roberts.</p>	<p>How does plastic pollution effect the health of our oceans? – focus on coral reefs near Madagascar</p> <p>Which sea creatures are endangered? How can we help to save these creatures?</p> <p><b>Fieldwork</b> Children to ask adults a simple multiple-choice style question. Why do you think people drop litter on the path outside school?</p> <p>Can you make a sketch of the area?</p> <p>Which material is the cause of most litter?</p> <p>What have you found out as a result of your fieldwork?</p>
<p>KEY VOCABULARY: YEAR 2</p>	<p>Locational: The 7 continents and 5 oceans, Madagascar, continent, town, village, coast Place: culture, farming, population, wealth, weather/seasons, way of life, employment, pier, harbour, sand-dunes, cliffs Mapping and Fieldwork: compass, N,S,E and W, direction, aerial view, key, symbols, human, physical, direction</p>	
<p>Year 3 <b>Are Mountains the same Everywhere?</b> <b>Global Issue: Environmental impact of Tourism.</b></p>	<p>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 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 weather patterns and climate on the mountains and study the environmental impact of tourism.</p> <p><a href="#">Fieldwork Study – How does the winter and summer weather differ?</a></p> <p>Fiction book: Fire on the Mountain by Jane Kurtz.</p>	<p>Can you identify mountains on a map? Where are the highest mountains in the UK/ world?</p> <p>What are the key features of a mountain? Can you identify a valley, the summit, foot and slope? Are all mountain ranges the same?</p> <p>What is the weather usually like on a mountain? What is the difference between a weather forecast and climate?</p> <p>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?</p> <p>What is it like to live on a mountain?</p> <p>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?</p>

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

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



	<p>Fiction books: Malala's Magic Pencil by Malala Yousafzai and The Journey by Francesca Sanna.</p>	<p>describe the location of Spain's major cities? Can you use an OS map to locate places?</p> <p>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?</p> <p><b>Fieldwork</b> What is Fairtrade?</p> <p>Devise a Questionnaire to complete outside Asda: eg.</p> <p>What do your results show?</p>
<p><b>KEY VOCABULARY: YEAR 5</b></p>	<p>Locational: Europe - it's countries and capital cities, main rivers 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 zones, routes, distance, coordinates, destination</p>	
<p><b>Year 6</b> <b>What is the impact of Natural Disasters?</b> <b>Global Issue: Climate Change</b></p>	<p>The children will identify the world's climate zones and the key characteristics and features of each zone. They will learn about global biomes and the Earth's structure. They will learn about the causes and the consequences of the following natural disasters to the environment and on people's lives:</p> <ul style="list-style-type: none"> <li>• Earthquakes</li> <li>• Volcano eruptions</li> <li>• tsunamis</li> <li>• hurricanes / storms / tornadoes</li> <li>• floods</li> <li>• forest fires</li> <li>• droughts</li> </ul> <p>Links to recent disasters/events will be made wherever possible. The children will study two contrasting areas which are prone to earthquakes – Alaska in NA and the Philippines. They will locate some counties and cities in the UK and compare Doncaster with Lindisfarne.</p>	<p>What is a natural disaster?</p> <p>Can you use an atlas to locate countries where major natural disasters have occurred? Where do these countries lie in relation to lines of longitude and latitude? Can you name 3 important lines of latitude?</p> <p>What is the Ring of Fire?</p> <p>How are volcanoes formed and why do they erupt? What causes an earthquake?</p> <p>Why do people still live near volcanoes?</p> <p>What are the human and economic impacts of natural disasters? Can you list similarities and differences between two regions which have suffered from an earthquake?</p> <p>Why is it important to have organisations that help with natural disasters? Do we have a responsibility to support these organisations?</p>

	<p><a href="#">Fieldwork Study – Why do you think Holy Island is a popular place to visit?</a></p>	<p>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?</p> <p>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?</p> <p><b>Fieldwork</b> What would attract a tourist to Lindisfarne?</p> <p>What are the key features of the village?</p> <p>What data could you collect that would tell us more about tourism on Holy Island?</p>
<p><b>KEY VOCABULARY: YEAR 6</b></p>	<p>Locational: Continents, Oceans, countries all over the world, State, Alaska, North America, Philippines, longitude, latitude, Tropics of Cancer and Capricorn, Lindisfarne</p> <p>Place: climate, volcanic, tectonic plates, deforestation, economic, population, rural, urban</p> <p>Natural disaster, strand, mantle, outer core, inner core, magma, active, dormant, extinct, earthquake, epicentre, shock wave, magnitude, tsunami, tornado, renewable energy, climate change, global warming, fossil fuels, carbon footprint</p>	

**GEOGRAPHY PROGRESSION OF SKILLS**

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

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

						people attempt to manage improved environments.	activities affect the environment and recognise that people attempt to manage improved environments.
<b>Human and Physical Geography</b>	<p>Understanding the world: Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons.</p>	<p>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.</p> <p>Identify seasonal and daily weather patterns.</p>	<p>Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p>	<p>Describe and understand key aspects of mountains including climate zones</p> <p>Explain the type of settlement and land use, and economic activity in different localities eg tourist mountainous areas.</p>	<p>Describe and understand key aspects of climate zones, biomes and vegetation belts and the water cycle.</p> <p>Explain the types of settlement and land use, economic activity, including trade links, and the distribution of natural resources including energy, food, minerals and water in different localities.</p> <p>Describe how people can both improve and damage the environment.</p>	<p>Describe and understand key aspects of climate zones.</p> <p>Explain the types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water in different localities.</p> <p>Fairtrade</p>	<p>Describe and understand key aspects of volcanoes and earthquakes, looking at plate tectonics and the Ring of Fire.</p> <p>Collect and analyse statistics and other information in order to draw clear conclusions about locations relating to climate zones, biomes and vegetation belts, economic activity including trade links, and the distribution of natural resources including energy, food, minerals</p>
<b>Geography skills and Fieldwork.</b>	<p>The Natural World</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p>	<p>Use world maps, atlases and globes to identify the UK and its countries and surrounding seas.</p>	<p>Use world maps, atlases and globes to identify seven continents and five oceans.</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and</p>

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

	Gathering Information	Sketching and Drawing Information	Collecting Audio/Visual Information	Measuring	Representing Information
EYFS		Make simple drawings of man-made and natural features of the local area and wider local area.	Children can take pictures with support of man-made and natural objects in the local area.	Use age appropriate mathematical skills to count objects linked to geography.	
Y1	<p>Name and describe what they can see around the school grounds and further afield.</p> <p>Investigate the local area and why people visit certain shops/places.</p> <p>Investigate an environmental issue linked to the local area and carry out an enquiry.</p>	<p>Draw features they observe in their familiar environment.</p> <p>Sketch and draw certain aspects of physical and human geography in their own locality.</p>	<p>Take a photo as a record of what they have seen when exploring different environments.</p> <p>Take a recording of what they have seen and heard when exploring different environments.</p>	Use age appropriate mathematical knowledge to count objects linked to geography.	With support create a tally chart and pictogram of found information.
Y2	<p>Ask an adult a range of pre-prepared questions.</p> <p>Gather information using a range of methods (counting, tally, pictures etc) and say with support why they might use a certain method over another.</p> <p>Investigate the local area and talk to people to find out why they have visited these areas.</p> <p>Investigate an environmental issue linked to the local area and carry</p>	<p>Draw what they observe when collecting information. Add colour, texture and detail to prepared field sketches.</p> <p>Add labels to correct features.</p>	<p>Take a photo as a record of what they have seen when exploring different environments and compare different photos.</p> <p>Take a recording of what they have seen and heard when exploring different environments and compare videos.</p>	Use age appropriate mathematical knowledge to count known objects when carrying out fieldwork using different methods (tally, counting in 2s)	<p>Create a tally and block graph from information gathered.</p> <p>Say what they have found as a result of fieldwork.</p>

	out a survey into it with local people				
	<b>Gathering Information</b>	<b>Sketching and Drawing Information</b>	<b>Collecting Audio/Visual Information</b>	<b>Measuring</b>	<b>Representing Information</b>
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