

## Geography Curriculum Progression

***“Geography is the subject that holds the key to our future”***

***Michael Palin***

### **Purpose and Aims of our Geography Curriculum:**

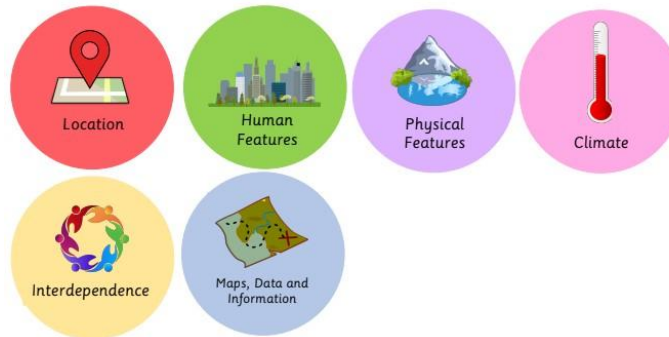
A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people and remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments together with a deep understanding of the Earth’s key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth’s features at different scales are shaped, interconnected and change over time.

The national curriculum for geography aims to ensure that all pupils:

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

We have chosen ‘big ideas’ (also known as ‘threshold concepts’) that run through our geography curriculum. These help children to develop conceptual understanding over time and to link old learning to new learning and are tracked and taught through the National Curriculum. These concepts are:

- Location
- Human features
- Physical features
- Climate
- Interdependence
- Maps, Data and Information



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### The National Curriculum Breadth of Study in Geography

	KS1		KS2	
	Year 1 / Year 2		Year 3 / Year 4	Year 5 / Year 6
<b>Skills / Disciplines</b>	<ul style="list-style-type: none"> <li>● Develop contextual knowledge of places on land and at sea including physical and human characteristic</li> <li>● Understand how physical and human geographical features arise and are interdependent and change over time</li> <li>● Have skills that enable them to collect, analyse and communicate with data gathered in fieldwork</li> <li>● Interpret a range of maps, diagrams globes, photos and information systems</li> <li>● Communicate geographical information through maps, numerical and qualitative skills and writing at length</li> </ul>			
<b>Knowledge</b>	<p><b>In the context of their immediate locality:</b></p> <ol style="list-style-type: none"> <li>1. Name and <b>locate the 7</b> continents and 5 oceans of our world.</li> <li>2. Name locate and identify the countries and capital cities of the UK and surrounding seas.</li> <li>3. Understand similarities of place in a small area of the UK and a small area of a contrasting non-European country.</li> <li>4. Identify seasonal and weather patterns in the UK.</li> <li>5. Locate the hot regions of the world and the cold in relation to the poles and the equator.</li> <li>6. Use basic geographical vocabulary of physical features (beach, cliff, forest, hill, mountain, sea, ocean, river, soil, valley vegetation, season , weather) and of human features (city, town, village, farm, factory, farm, house, office, port, harbour shop).</li> <li>7. Identify UK countries, countries, continents and oceans on maps, globes and atlases</li> <li>8. Use compass directions and locational directional language- near/far, left/right) to describe features and routes on a map.</li> <li>9. Use aerial photos to recognise landmarks and basic features, devise simple maps and use basic symbols with a key.</li> <li>10. Use field and observational skills to study the geography of the school and its grounds and the key human and physical features of the surrounding environment.</li> </ol>		<p>Beyond the <b>local</b> to Europe and North and South America:</p> <ol style="list-style-type: none"> <li>1. Locate world's countries using maps to focus on Europe, N and S America concentrating on environmental regions key physical and human characteristics, countries and major cities.</li> <li>2. Name and locate <b>places</b>-counties and cities of UK-geographical regions with human, physical characteristics and topographical features ( hills, mountains, coasts and rivers) land use patterns and understand how they have changed over time.</li> <li>3. Identify the position and significance of latitude, longitude, equator, Northern and Southern hemisphere, N and S poles, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones.</li> <li>4. Understand geographical similarity and difference through a study of human and physical geography of a region of the UK, a region in a European country and a region within North or South America.</li> <li>5. Describe and understand aspects of <b>physical</b> geography including climate zones, biomes and vegetation belts, mountains, volcanoes and earthquakes and the water cycle.</li> <li>6. Describe and understand aspects of <b>Human geography</b> including settlement, land use, economic activity, trade links, natural resources, energy, food minerals and water.</li> <li>7. Use maps, atlases globes and digital mapping skills to locate countries and describe features.</li> <li>8. Use compass, grid ref 4 and 6 and key (including OS maps) to build knowledge of the UK and wider world.</li> <li>9. Observe measure and record in the field to present human and physical features in the local area using sketch maps, plans, graphs and digital means.</li> </ol>	

#### **How learning builds from the Early Years :**

The key concepts for geography are introduced in the Early Years Foundation Stage. They are revisited through topics and detailed information about vocabulary is contained in the EYFS plans.

**Location:** Know the location of their town/ village on a map of the UK. Know the location of a contrasting place on a map. Know what a country, sea and ocean are.

**Maps:** Know that a map is an image representing a place, and that symbols are used to show places on a map. Read and follow a simple map in the school grounds. Map favourite places in the local area in relation to their school.

**Climate:** Know the main weather conditions of the 4 seasons, and their names.

**Physical and human features:** Learn the different types of home that people live in in the locality. Learn about the significant places that are close to home and form part of their community. Learn that some features are physical and some are human features. Investigate some physical and human features of another location, a beach and farm.

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Our 2-year Cycle Long Term Overview of Geography (How we have organised the N.C. Breadth of Study)

Cycle A 2021 - 2022	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Whole School Theme</b>	Our Local History Who were my ancestors and Where do we live?	Celebrating Difference	Make a Mark		Natural World What makes the world wonderful and how can I care?	Location, location
<b>EYFS Theme</b>	Houses and Homes	Light and Dark inc space	Fantasy and Adventure	Transport and Journeys	Places in our community/world	Places - animals
<b>Whole School Core Values</b>	Creativity and Wonder	Respect	Aspiration	Joy	Empathy	Resilience
<b>Fundamental British Values</b>	Mutual respect for and tolerance of those with different faiths and beliefs, and for those without faith		Democracy and The rule of law		Individual liberty	

<b>EYFS Breadth of Study</b>	<b>Festivals and celebrations</b>	Settling in Harvest	Bonfire night Remembrance day Diwali Christmas Anti-bullying week	Chinese New Year	Mother's Day Easter	Father's Day	Summer solstice Eid Transition to next class
<b>Year 1&amp;2 Breadth of Study</b>	<b>Geography History</b>		Simple map and basic fieldwork Local Maps and fieldwork			Continents and Oceans	Seasonal and daily weather patterns / Hot and Cold areas of the world  Orienteering
<b>Year 3&amp;4 Breadth of Study</b>	<b>Geography History</b>		Compare regions with in Europe emphasis contrast Italy and Bath			Mapping Shoscombe Field Work  Orienteering	The World's Climate Zones and Biomes Antarctica
<b>Year 5&amp;6 Breadth of Study</b>	<b>Geography History</b>	Orienteering	The UK – & compare and contrast 2 UK towns Liverpool and Bristol			Global Trade and Fair Trade	Rainforest / Brazil - climate change human impact

**Cycle B 2022 - 2023 Geography**

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**Cycle B - 2022 - 2023**

Cycle B 2022 - 2023	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Whole School Theme	Our Local History	3 Corners of the world	Leaders/ Power Who makes history?	?	Blue Planet	What Goes Bang? Our Amazing World
EYFS Theme	Houses and Homes	Light and Dark inc space	Fantasy and Adventure	Transport and Journeys	Places in our community/world	Places - animals
Whole School Core Values	Creativity and Wonder	Respect	Aspiration	Joy	Empathy	Resilience
Fundamental British Values	Mutual respect for and tolerance of those with different faiths and beliefs, and for those without faith		Democracy and The rule of law		Individual liberty	

EYFS Breadth of Study	Festivals and celebration s	Settling in Harvest	Bonfire night Remembrance day Diwali Christmas Anti-bullying week	Chinese New Year	Mother's Day Easter	Father's Day	Summer solstice Eid Transition to next class
Year 1&2 Breadth of Study	Geography History		Our United Kingdom, Countries, Capitals and Seas			Comparison Local areas in Bath and Hong Kong  Orienteering Compass direction	Local Area and Galapagos Islands
Year 3&4 Breadth of Study	Geography History	Orienteering	America compares a region within UK.			Rivers and Waterfalls around the world	The United Kingdom(Physical Geography
Year 5&6 Breadth of Study	Geography History		Kenya - A changing country			Mountains and Water Cycle	Volcanoes and Earthquakes Orienteering

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Summary of key knowledge and vocabulary that we teach through our Big Ideas /Geographical concepts within each phase

	<i>EYFS- YR</i>	<i>KS1 1 - Year 1 and Year 2</i>			<i>LKS2 - Year 3 and Year 4</i>			<i>UKS2 - Year 5 and Year 6</i>		
<i>Cycle A unit title</i>	Weather- Seasons of the year Where I live and play	A:2 Simple map and field work Local area study Shoscombe and School Area	A:5 Continents and Oceans	A:6 Seasonal and daily weather patterns Hot and Cold areas of the world	A:2 Compare regions Italy and Bath of the UK	A:5 Mapping Shoscombe Fieldwork Orienteering	A:6 Antarctica	A:1 Orienteering	A:5 Global and Fair trade - Emphasis China	A:6 The Rainforest, Brazil - Human impact Endangered animals and climate change
<i>Cycle B unit title</i>	Hot and Cold places The UK- 4 Countries	B:2 The UK - Countries, capital cities and seas - focus on Lyme Regis	B:5 Comparison Local areas in Bath and Hong Kong	B:6 Comparison Local Area and Galapagos	B:2 USA compared with region of the UK	B:5 Rivers and waterfalls around the world	B:6 The United Kingdom Physical Geography	B:2 Kenya a Changing Country	B:5 Mountains and the water cycle	B:6 Volcanoes and earthquakes
			B:5 Orienteering							B:6 Orienteering

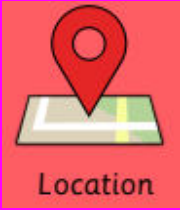
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<b>NC reference</b>	<p><b><u>A:2 Simple map and field work, Local area study AND B:5 Orienteering</u></b> use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; use and construct 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</p> <p><b><u>A:5 Continents and Oceans, climate zones</u></b> Identify and name continents and oceans in the world, and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p><b><u>A:6 Seasonal and daily weather patterns; Hot and Cold areas of the world</u></b> Seasonal and daily weather patterns in UK/Hot and cold areas of the world</p> <p><b><u>B:2 - The United kingdom</u></b> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map</p> <p><b><u>B:5 Comparison Local areas in Bath and Hong Kong</u></b> Small area of the UK, contrasting small area in non-European countries: (inc comparing climate and weather/ geographical features/homes/ jobs/transport). 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><b><u>B:6 Comparison Local Area and Galapagos</u></b> Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. Use basic geographical vocabulary to refer to: key physical 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><b><u>A:2 Compare regions Italy and Bath of the UK</u></b> 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 Compare 2 European regions: understand geographical similarities and differences through the study of human and physical geography of a region in a European country. Similarities/ differences two contrasting places, Bay of Naples case study 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. 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</p> <p><b><u>A:5 Mapping Shoscombe Fieldwork / Orienteering</u></b></p> <p><b><u>A:6 Antarctica</u></b> 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</p> <p><b><u>B:2 USA compared with region of the UK (In depth country study, including Grand Canyon)</u></b> 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 understand geographical similarities and differences through the study of human and physical geography of a region within North or South America</p> <p><b><u>B:5 Rivers and waterfalls around the world</u></b> physical geography, including: rivers, and the water cycle 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.</p> <p><b><u>B:6 The United Kingdom Physical Geography</u></b></p>	<p><b><u>A:1 AND B:6 Orienteering</u></b> 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.</p> <p><b><u>A:2 Compare and Contrast two UK towns</u></b> emphasis on Bristol and Liverpool (Urban and rural land use. Trade, farming and economic activity Compare changes in land use in Birmingham/ Local area) 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), 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</p> <p><b><u>A:5 Global and Fair trade</u></b> (Fair Trade/food location/supply chains/import and export) 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</p> <p><b><u>A:6 The Rainforest, Brazil</u></b> (Climate/Impact of tourism/ conservation and urban migration ) 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 and land-use patterns; and understand how some of these aspects have changed over time understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p> <p><b><u>B:2 Kenya - a Changing Country</u></b> describe and understand key aspects of: - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle -human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p><b><u>B:5 Mountains and Water Cycle</u></b></p>
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				<p>describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p><b>B:6 Volcanoes and Earthquakes</b> describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p>
<p><b>Essential Prior Learning (gaps to check due to covid)</b></p>	<p><b>UK:</b> <b>Location:</b> EYFS talk about the features of their own immediate environment and how environments might vary from one another.</p> <p><b>Weather:</b> Recap <b>location</b> of countries of the UK equator, poles, hot and cold places Recap on EY learning about seasonal changes/ hot cold</p> <p><b>Local area/ non-European country</b> Recall the <b>location</b> of 4 countries of the UK and the continent of Europe . Recall points of the compass from <b>UK maps, data and information.</b></p> <p>Recall definition of a <b>physical</b> and <b>human</b> feature from UK topic, and some examples</p> <p><b>Continents and Oceans:</b> recap the <b>location</b> of the UK, and Europe , North and South poles and equator.</p> <p><b>Australia:</b> <b>Location</b> of the continents and oceans, poles and equator.</p> <p>Definition of <b>physical and human features</b> and some examples.</p> <p>Understanding of the concept of <b>weather</b> and compare with <b>climate</b></p> <p>Recap compass points and simple map keys from the Serengeti <b>Maps Data and information</b></p> <p><b>Local Area:</b></p>	<p><b>Europe</b> <b>Location</b> of the continents and oceans, poles and equator.</p> <p>Recall the concept of <b>climate</b>, climate zones and the tropics from Australia topic ( should know tropical, polar and desert climate zones) Know the difference between weather and climate.</p> <p>Recall the concept of <b>physical and human features</b> and some examples from previous topics.</p> <p><b>Rivers:</b> Recall <b>physical features</b> from previous topics and <b>locations</b> of the longest rivers in the UK/ Europe.</p> <p>Recall use of OS maps and keys in Y2 in <b>maps data and information</b></p> <p><b>Antarctica</b> <b>Location</b> of continents and oceans, poles, equator . Recall world <b>climate</b> zones and the why the seasons occur from Y1/2</p> <p><b>USA</b> <b>Location</b> of world continents, oceans, location of largest capital cities in Europe.</p> <p>Recall key <b>human features</b> and landmarks from Europe.</p> <p>Recall <b>physical features</b> from Y3 locations, and the concept of a biome.</p> <p>Recall features of <b>climate zones</b> from Y3</p> <p>Know the <b>physical processes</b> which underpin lines of latitude and longitude from <b>Antarctica</b> topic, build on this to understand time zones</p>	<p><b>Rainforest</b> Recall <b>location</b> continents, equator, tropics</p> <p>Recall <b>climate zones</b></p> <p>Recall definition of a biome as a <b>physical feature</b> associated with a climate zone.</p> <p>Recall <b>physical process</b> of water cycle</p> <p>Name and <b>Location</b> of mountain ranges in Europe and US</p> <p><b>Physical process</b> of water cycle</p> <p>Recall features of mountain <b>climate</b> and <b>biome</b> from Alps Y3</p> <p>Recall and compare <b>human features</b> with human activity in the rainforest.</p> <p>Compare natural <b>resources</b> with rainforest</p> <p>Recall <b>locational</b> knowledge including mountain ranges, longest rivers</p> <p>Recall and compare natural <b>resources</b> of mountain and rainforest locations with crop and food sources.</p> <p>Recall and compare <b>interdependence</b> from US/ Antarctica/ Mountains topic</p> <p>Recall grid references and compass points</p> <p>Recall all <b>locational</b> knowledge to date</p>	

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		<p>Recall NSWE and the meaning of weather symbols. Recall the meaning of symbols and keys from previous topics content on <b>maps data and information</b></p>	<p><b>Mediterranean location study</b> Recall <b>location</b> of European countries and cities</p> <p>Recall key <b>physical</b> and <b>human</b> features of previous location studied ( Alps)</p> <p>Recall <b>interdependence</b> in Antarctica and US topics, how life adapts</p> <p>Recall use of topographical and political maps, satellite and aerial imagery, weather graphs and population data in <b>maps data information</b></p>	<p>Recall and compare <b>human features</b> including population density and urban spread with NYC in US</p> <p>Recall and compare <b>interdependence</b> in mountain and rainforest locations to the Brazilian savannah <b>UK:</b> Recall <b>location</b> of countries, cities, European capitals, rivers, mountain ranges</p> <p>Recall types of industry and trade as <b>human features</b> ( fair trade)</p> <p>Recall <b>physical features</b> of previous locations studied and how some of these are a natural resource for a country to use or trade ( USA, Fair trade)</p> <p>Recall climate and <b>climate</b> in mountainous location</p> <p>Recall and compare <b>interdependence</b> with Mountains/Antarctica</p> <p><b>Volcanoes and Earthquakes</b></p> <p>Recall <b>location</b> of tectonic plates, world mountain ranges</p> <p>Recall <b>physical process</b> of the formation of fold mountains and volcanoes</p>
<p><b>Location</b></p> 	<p><b>Location</b> Talk about the features of their own immediate environment and how environments might vary from one another.</p>	<p><b>A:2 Simple map and field work, Local area study</b> Locate Bath in the South West of England Locate village of Shoscombe in Bath and North East Somerset Know the location of their school within the local area, and the location of local points of interest using maps and symbols on maps as a point of reference. Locate and describe famous landmarks e.g. Severn Bridge, Clifton Bridge <b>A:5 Continents and Oceans, climate zones</b> The location and names of the world's seven continents, five oceans and largest seas. Location of poles and the Equator. The difference between a continent, a country and a city, and an urban and rural environment. That the United Kingdom is a country which is part of the continent of Europe  <b>A:6 Seasonal and daily weather patterns; Hot and Cold areas of the world</b> Recap EYFS seasonal changes and hot and cold places.</p>	<p><b>A:2 Compare regions Italy and Bath of the UK</b> Locate Europe's countries and capitals. Location of the Mediterranean basin within Europe Locate the Alpine region, River Volga, Rhine, River Thames. Mediterranean Sea, Pyrenees. Location of the region around Athens and/or Naples/Pompeii, and other major Italian Mediterranean/or other Mediterranean cities. Geographical similarities and differences in locations within the Mediterranean Europe houses the two smallest countries in the world: Vatican City which is located inside Rome/Italy and Monaco which is bordered on three sides by France.  <b>A:5 Mapping Shoscombe Fieldwork /Orienteering</b>  <b>A:6 Antarctica (including recap of locating countries around the world)</b> Antarctica's place on the Earth and on a map, position and significance of latitude and longitude Antarctic ice types and fauna</p>	<p><b>A:1 AND B:6 Orienteering</b>  <b>A:2 Compare and Contrast two UK towns (including recapping major towns and cities)</b> Location of the UK's major cities and towns Location of the UK's mountain ranges and largest rivers. Location of main agricultural regions of the UK and their produce. Liverpool and Bristol The protection of natural resources and environments in the UK Sources of energy, renewable energy , wind, solar, nuclear, fossil fuels Describe and understand key aspects of the physical geography including climate zones, weather patterns, vegetation belts, rivers and mountains in the UK. Name and locate UK cities and industrial land use and understand how these aspects have changed over time. Compare these to changes in the local area over time.  <b>A:5 Global and Fair trade</b></p>



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		<p>The location of the North and South Poles and Equator. Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Antarctica is the smallest continent by population numbers. This means the huge continent is only sparsely populated. On Antarctica there are only research stations for scientists and no permanent settlements. Antarctica is covered almost completely by ice. 90% of the planet's ice is located on this continent, which also makes up 60% - 70% of the world's freshwater supply. Asia is the largest continent. It has the biggest land area and the world's biggest population. Oceania/Australia is the smallest continent of the planet. Africa is the continent that has the most countries. There are 54 countries on the African continent. North America is a continent which is located entirely on the northern and western hemisphere. There are 23 countries in total on the North American continent. South America has 12 countries. Its largest country is Brazil. Europe houses the two smallest countries in the world: Vatican City which is located inside Rome/Italy and Monaco which is bordered on three sides by France. The most languages are spoken in Asia - over 2 300 languages! Antarctica is the smallest continent by population numbers. This means the huge continent is only sparsely populated. On Antarctica there are only research stations for scientists and no permanent settlements. Antarctica is covered almost completely by ice. 90% of the planet's ice is located on this continent, which also makes up 60% - 70% of the world's freshwater supply.</p> <p><b><u>B:2 - The United Kingdom</u></b>  <b>The location of</b> England, Scotland, Wales, N Ireland, the names of capital cities, the English channel, North and Irish seas, capital cities in the UK. Location within continent of Europe          Their home country is The United Kingdom, which is a union of England, Wales, Scotland and Northern Ireland. They should identify the locations of those individual countries and some of the major cities, including their nearest city Bristol and the capital city, London. Locate landmarks Stonehenge, the London Eye, Houses of Parliament, Edinburgh Castle, Caernarfon Castle          The British Isles is surrounded by the North Sea, the Irish Sea, The English Channel and The Atlantic Ocean. Location within the continent of Europe.          Comparison of human and physical features between Shoscombe and Lyme Regis.</p>	<p>Polar Regions, Antarctica's size, makeup and surrounding oceans          Location of South Georgia and Elephant Island.          The formation and movement of glaciers, and impact of glaciation</p> <p><b><u>B:2 USA compared with region of the UK (including recap of locating countries around the world)</u></b>          Countries of North America . Major cities, largest lake, longest river, highest mountain in the US.          Name and locate the US within North America.          Understanding the location of New York City, recognising key features and characteristics of the city.          Location of Grand Canyon and Hoover Dam</p> <p><b><u>B:5 Rivers and waterfalls around the world (including recap of locating countries around the world)</u></b> Know the geographical location of the main rivers in the UK inc. The Thames, and The Severn, and The Wye          Location of the longest rivers in the World and of Angel Falls in Venezuela</p> <p><b><u>B:6 The United Kingdom Physical Geography</u></b>  <b>Regions</b> - locate on map  <b>Cities</b> - (in the local area as well as major cities) Bath, Bristol, Wells, Manchester, Birmingham, Glasgow  <b>Countries</b> - (in the local and surrounding area) Bristol, Bath &amp; North-East Somerset, Cornwall, Dorset, Devon, Gloucestershire, Somerset and Wiltshire.  <b>Mountains</b> - Snowdon (highest in Wales), Ben Nevis (highest in UK), Scafell Pike (highest in England), Brecon Beacons (local)  <b>Rivers</b> - the River Severn (UK's longest river), the River Avon (local), the River Thames  <b>Coasts</b> - (in our local area) The White Cliffs of Dover (popular England), Durdle Door (local), Pembrokeshire Coast National Park (popular Wales)  <b>Human Geographical Landmarks</b> - Buckingham Palace, Blackpool Tower, Hadrian's Wall, Angel of the North, Edinburgh Castle, Titanic Belfast  <b>Local Region</b> - the South West of England          The Roman Baths, Stonehenge, the Eden Project, St Michael's Mount</p>	<p>Trade has occurred between people since the beginning of civilisation when people exchanged goods and skills within their community on a local scale. Even in the Stone Ages people exchanged goods such as tools, clothing and food. Trade only occurred on a local scale at this time. People had no contact with people from distant places.</p> <p>The scale of trade has increased through time and exchanges can now happen on a global scale. The development of communication, technology and transport have enabled trade to be carried out on this scale. A process called 'globalisation' has occurred.</p> <p>Globalisation: process of the world's countries becoming more connected as a result of international trade and cultural exchange. Trade now happens on a larger scale (global) and at a faster pace than ever before. This means we can sell and have more access to a larger range of products.</p> <p>Each country has a highest-valued export. The highest-valued export is the product that makes the country the most money through global trade.</p> <p><b><u>A:6 The Rainforest</u></b>          Location of the world's rainforests and the location of the Amazon Rainforest within South America          Know where the tropics are in relation to the Equator, <b>Tropic of Cancer</b> and <b>Tropic of Capricorn</b>.          Tropical rainforests are located in the tropics, i.e. close to the Equator. Know the tropics of Cancer and Capricorn.</p> <p>Location of Manaus, Brazil (rubber trade)</p> <p><b><u>B:2 Kenya - a Changing Country</u></b>          Locate the world's countries, concentrating on their environmental regions, key physical characteristics          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)</p> <p><b><u>B:5 Mountains and the Water cycle</u></b>          Know the location of mountain ranges in the UK e.g. Ben Nevis, Snowdon, and Scafell Pike          Know the location of the Pyrenees and the Alps          The formation and movement of glaciers, and impact of glaciation          Understand the water cycle</p>
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## Geography Curriculum Progression

		<p><b><u>B:5 Comparison Local areas in Bath and Hong Kong</u></b> Know the location of the UK and the continent of Asia Know the location of main cities and regions in local area and Asia/Hong Kong</p> <p><b><u>B:6 Comparison Local Area and Galapagos</u></b> Know the location of the UK and the continent of South America and countries in the Pacific Ocean Be able to find the Galapagos islands on a globe/map.</p>		<p>Location of the Himalayas in Asia and Nepal.</p> <p><b><u>B:6 Volcanoes and Earthquakes(including recap of locating countries around the world)</u></b> Location of the Earth's plates and the Earth's main volcanoes, earthquake zones and areas of geothermal activity. Location of Mt Etna and Vesuvius Location of the "Ring of Fire", Vesuvius and the San Andreas fault.</p>
<p><b>Human features</b></p>  <p style="text-align: center;"><b>Human Features</b></p>	<p><b><u>Seasons and weather patterns</u></b> Understand the effect of the changing seasons on the world around them</p> <p>Provide opportunities to note and record the weather</p>	<p><b><u>A:2 Simple map and field work. Local area study</u></b> Know the location of human features of the school and school grounds and the immediate local area. Know the names of the types of homes in their locality; detached, semi-detached, terraced. Roads, railway lines, footpaths, leisure facilities, museum Teach children some simple map symbols that indicate human features on a map - for our local area will be church, school, roads, bridge</p> <p><b><u>A:5 Continents and Oceans, climate zones</u></b></p> <p><b><u>A:6 Seasonal and daily weather patterns; Hot and Cold areas of the world</u></b> Weather conditions affect how humans dress and in some cases the building of their homes. Some jobs are affected by the weather, such as farming, selling ice creams etc. There are things people can do to prepare for dangerous weather. During a hurricane it is important not to stay anywhere that might flood. It is also important to stay indoors. The power might go out so it is important to have torches and emergency supplies like food and water. People may also board up their windows to help protect their house. Identify seasonal and daily weather patterns in the United Kingdom, compare 2 locations- including their own location Recognise the meaning of weather symbols. Interpret rainfall charts and log weather conditions</p> <p><b><u>Hot Places</u></b> Houses - designed to keep cool, some designed for floods during wet seasons Clothes - sun cream, cool clothing Activities - beach, swimming</p> <p><b><u>Cold Places</u></b> Houses - designed to keep warm Clothes - warm clothing Activities - ski, dog sledding, fishing</p>	<p><b><u>A:2 Compare regions Italy and Bath of the UK</u></b> Key landmarks of Europe. The population of Europe's largest capital cities. The main traded goods of the UK and other European countries. Understand terms import and export. To be aware of some of the ways people use the environment every day Key aspects of physical geography in two contrasting Mediterranean locations including, <i>climate zones, biomes and vegetation belts, rivers, mountains fault lines. Types of settlement and land use in the region, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</i> Link to history- Romans and Pompei ( Naples) and Greek history ( Athens)</p> <p><b><u>A:5 Mapping Shoscombe Fieldwork /Orienteering</u></b> Teach children a range of simple map symbols that indicate human features on a map. Find these symbols of maps of the local area.</p> <p><b><u>A:6 Antarctica</u></b> Antarctica as a polar region, seasonal/geographical variations in time, different forms of land and terrain. Visual Identification of features of Antarctic geomorphology. The formation of glaciers, ice shelves and icebergs in Antarctica. The movement of glaciers, and impact of glaciation.</p> <p><b><u>B:2 USA compared with region of the UK</u></b> Understand the different factors that affect farming livelihoods in the USA. Describe and understand the location and formation of key physical features of the landscape in the USA including the Grand Canyon.</p> <p><b><u>B:5 Rivers and waterfalls around the world</u></b></p>	<p><b><u>A:1 AND B:6 Orienteering</u></b> Teach children a growing range of map symbols that indicate human features on a map. Find these symbols of maps of the local area and the UK.</p> <p><b><u>A:2 Compare and Contrast two UK towns</u></b> Describe and understand key aspects of the physical geography including climate zones, weather patterns, vegetation belts, rivers and mountains in the UK Population distribution, major transport hubs, rail and road routes between major cities and towns. Topographical features of the UK, rivers, mountains, coasts Main vegetation belts of the UK, moorlands, forests Relief and soil zones of the UK2</p> <p><b><u>A:5 Global and Fair trade</u></b> Top ten most traded items in the world: Crude oil, Coffee, Natural gas, Gold, Brent oil, Silver, Sugar, Corn, Wheat, Cotton. <b><u>Global Trade Links</u></b> Less developed countries: -Lower average income and higher levels of poverty. -Poorer average living conditions and services such as education and healthcare. E.g. Malawi, Peru, Ecuador, Ethiopia. Primary stages of production (farming, extraction) often take place in these locations. More developed countries: -Higher average income and lower levels of poverty. -Higher average quality living conditions and services such as education. E.g. USA, UK, Denmark, Sweden. Secondary and often tertiary stages of supply chain (manufacturing, transportation and retail). Usually more developed countries such as the UK export valuable manufactured goods such as electronics and cars and import cheaper primary products such as tea and coffee.</p>

## Geography Curriculum Progression

		<p><b><u>B:2 - The United Kingdom</u></b>  Flags of the United Kingdom, Scotland, England, Wales and Northern Ireland  A city is a large place where people live and work together closely.  A capital city is a city where the government works.  In the UK, the King or Queen (monarch) decides when a town is big enough to be called a city.  Our closest city is Bath (5 miles away), then Bristol (14 miles away), then Wells (15 miles away)  Know the difference between a human and physical feature  Identify some well-known physical and human landmarks in the UK- such as Big Ben, Stonehenge</p> <p><b><u>B:5 Comparison Local areas in Bath and Hong Kong</u></b>  Understand Geographical similarities and differences both human and physical between an area in England and a contrasting non-European country.  Bath  Hong Kong</p> <p><b><u>B:6 Comparison Local Area and Galapagos</u></b>  Galapagos is mainly inhabited by animals with some human activity- houses, shops and tourist attractions.</p>	<p>Understand the water cycle  Knowledge of a river system, from its source, through the meanders of flatter land, to the estuary and its mouth.  Know the stages of a river - Erosion, transportation, deposition.  Understand the process of flooding and why and how rivers breach their banks.  Know the causes and consequences of flooding.  Understand how the use of the River Thames has changed over time.  Understand more about the physical and human geography of waterfalls ( Angel Falls, Niagara)  Know that humans have used/adapted rivers for energy, water, transportation (trade and leisure) and tourism.</p> <p><b><u>B:6 The United Kingdom Physical Geography</u></b>  <b>What is a region?</b>  The regions, formerly known as the government office regions, are the highest tier of sub-national divisions in England, established in 1994.  <u>Local Region</u> - the South West of England  The boundaries of the South West region are based upon those devised by the central government in the 1930s for civil defence administration. The large area of the region, stretching as it does from the Isles of Scilly to Gloucestershire, encompasses diverse areas which have little more in common with each other than they do with other areas of England.  <b>What is a county?</b>  A county is a way of dividing up the UK into smaller pieces of land to help with running that area.  <b>What is the difference between a city and a capital city?</b>  <i>(revision from Y1/2)</i>  A city is a large place where people live and work together closely. Whereas a capital city is a city where the government works. Our closest city is Bath (5 miles away), then Bristol (14 miles away), then Wells (15 miles away).  <b>What is a human geographical landmark?</b>  A landmark is an object or feature of a place that is easily seen and recognised from a distance, especially one that enables someone to establish their location. A human geographical landmark is a feature of the landscape that was created by humans. Landmarks can encourage visitors to the area where they will spend money.  <u>Local Region</u> - the South West of England  The South West of England is known for Cheddar cheese, which originated in the Somerset village of Cheddar, Devon cream teas, crabs, Cornish pasties, and cider. It is also home to the Eden Project, Aardman Animations, the Glastonbury Festival, the Bristol International Balloon Fiesta, trip hop</p>	<p>The human and physical geography of the UK determines what we export.  Physical - climate, temperate and maritime, natural resources and land mass  Human - education, skills and jobs of population, technology, development level and wealth.  The level of development of a country also influences the highest-value export. e.g. education and skills of population, technology, communications, transport links and accessibility, manufacturing facilities.  <b><u>The USA - highest value export</u></b>  The human geography of the USA determines its highest-value export: capital goods (air crafts, motor vehicle parts, computers, telecommunications equipment).  North America makes the most money from exporting high value and complicated manufactured products.  <i>Why?</i></p> <ul style="list-style-type: none"> <li>- The population has the necessary education and skills to make complicated and expensive products.</li> <li>- The country has the machinery and technology to produce these items.</li> <li>- Good transport links and communication systems in the country make it an attractive place for big companies to base themselves.</li> </ul> <p><b><u>A:6 The Rainforest</u></b>  Logging, deforestation. <b>Population increase</b> and agriculture in the rainforest  Trade, primary, secondary and tertiary industry.  Local and global trade  technology, transport and communications  import and export  Developed and developing countries  Logging, deforestation. <b>Population increase</b> and agriculture in the rainforest  <b>Tourism and mass urbanisation</b> have changed life in Brazil. Growth and spread of the city of Manaus and land use in cities (Coconut trees).</p> <p><b><u>B:2 Kenya - a Changing Country</u></b>  Masai Mara National Park- conservation area very important to the local people.  A protected place where tourism is rife. Tourism is increasing in areas such as the Masai Mara. Compare this to other popular tourist places such as in Thailand.  Tourism is also affecting the local area negatively- children to explore reasons for this e.g. overpopulation, economic issues etc.</p>
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<p><b>Physical Features</b></p>  <p><b>Physical Features</b></p>	<p>Where I live and play - What is it like in this place?</p>	<p><b><u>A:2 Simple map and field work. Local area study</u></b>          Know the location of human features of the school and school grounds and the immediate local area.          Rivers, woods, farms, lakes, vegetation, streams          Teach children some simple map symbols that indicate physical features on a map. For our local area this will be fields, river, simple contour lines to show we are in a valley</p> <p><b><u>A:5 Continents and Oceans. climate zones</u></b>  <u>Seas and Oceans</u>          Seas are smaller than oceans and are usually located where the land and ocean meet. Typically, seas are partially enclosed by land. Seas are found on the margins of the ocean and are partially enclosed by land.</p> <p><u>Climate</u>          Cold - long, cold winters, cool summers, snow          Temperate - mild summers, cool winters, rain          Warm - hot summer, warm winter, not much rain          Tropical - dry, hot season and wet, warm season</p> <p><b><u>A:6 Seasonal and daily weather patterns; Hot and Cold areas of the world</u></b>          Weather conditions change daily, and are measured by the speed of the wind, the amount of rainfall and the air temperature.</p> <p>Clouds are made of tiny droplets of water that float in the air. When it rains, the clouds release the water. When there are lots of clouds it is cooler because the sun's rays can't warm the earth. When there are less clouds it is warmer because the sun's rays can warm the earth.</p> <p>The four seasons are Spring, Summer, Autumn and Winter. Colder weather comes in Autumn and Winter and warmer weather comes in Spring and Summer. Our days of sunlight are longest in the Summer and shortest in the Winter. The</p>	<p><b><u>A:2 Compare regions Italy and Bath of the UK</u></b>          The Alps are the youngest and most densely populated mountain range in Europe. They were formed about 65 million years ago          Italy sits on two tectonic plates, the Eurasian and African, which move about 12 cm a year, making the country one of the most seismically active in Europe          Mount Vesuvius dominates the Bay of Naples, and is the only active volcano on mainland Europe to have erupted in the last 100 years. The area has a number of beaches, and small islands like Capri and Ischia</p> <p><b><u>A:5 Mapping Shoscombe Fieldwork / Orienteering</u></b>          Teach children a range of simple map symbols that indicate physical features on a map. Find these symbols of maps of the local area.</p> <p><b><u>A:6 Antarctica</u></b>          The formation and movement of glaciers, ice shelves and icebergs in Antarctica and impact of glaciation.</p> <p><b><u>B:2 USA compared with region of the UK</u></b>          The significance of lines of latitude and longitude and time zones in US and Antarctica          The formation of the Grand Canyon. The definition of hurricanes and droughts</p> <p><b><u>B:5 Rivers and waterfalls around the world</u></b>          Water cycle.          Stages of a river.          Erosion, transportation, deposition.          Name the physical stages of a river upper course, middle course, lower course          Name the features of each course -          upper- v-shaped valleys, waterfall, tributaries          middle -loop, curve, meander          lower - u-shape, estuary</p>	<p><b><u>A:1 AND B:6 Orienteering</u></b></p> <p><b><u>A:2 Compare and Contrast two UK towns</u></b>          Topographical features of the UK, rivers, mountains, coasts          Main vegetation belts of the UK, moorlands, forests          The ecosystem of British moorlands          Relief and soil zones of the UK</p> <p><b><u>A:5 Global and Fair trade</u></b>          Everything we want and need cannot be sourced within the national borders of the United Kingdom. We therefore import items such as food products from other countries.          The physical geography of the UK prevents us from growing certain foods here - climate and limited space means we are unable to grow enough/the range of foods we require.          The human and physical geography of the UK determines what we export.          Physical - climate, temperate and maritime, natural resources and land mass          Human - education, skills and jobs of population, technology, development level and wealth.          The physical geography of a country can influence what the highest-value export is - natural resources, coasts, rivers and lakes, climate.  <u>Liberia - highest value export</u>          The physical and human geography of Liberia determines its highest-value export: rubber. Rubber comes from the rubber tree which produces a milky white sap (latex rubber).  <i>Why?</i></p> <ul style="list-style-type: none"> <li>- Rubber trees require a specific climate (tropical and very humid).</li> <li>- Education in Liberia was greatly affected by the Liberian Civil War which lasted a total of 14 years. Although it ended in 2003, the country and services are still recovering; supplies are low and there is a shortage of qualified teachers.</li> </ul>


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		<p>tilting of the earth on its axis as it rotates around the sun results in seasons where weather changes. Different types of weather are more common in certain seasons.</p> <p>In warmer climates it tends to be very sunny (so have a high temperature) and not have much rain. Colder climates have very low temperatures so rather than rain it is likely to snow.</p> <p>Some weather can be very dangerous. A flood is an overflow of water. A hurricane is a storm with very strong winds. Hurricanes can cause flooding.</p> <p><u>Hot Places</u> Weather - mostly dry, very hot, little rain Plants - hardy plants that can survive harsh conditions Animals - animals who have adapted to survive heat, eg. fennec foxes, dung beetles, camels</p> <p><u>Cold Places</u> Weather - very cold, snow and ice Plants - hardy plants that can survive harsh conditions Animals - animals who have adapted to survive cold, eg. penguins, polar bears, seals</p> <p><b><u>B:2 - The United kingdom</u></b> A sea is an area of salt water. A beach is the area where the sea meets the land.</p> <p><b><u>B:5 Comparison Local areas in Bath and Hong Kong</u></b> Key features of Hong Kong 260 islands, hilly mountainous terrain, city life.</p> <p><b><u>B:6 Comparison Local Area and Galapagos</u></b> Galapagos- Hilly, mountainous</p>	<p>source</p> <p><b><u>B:6 The United Kingdom Physical Geography</u></b> A landmark is an object or feature of a place that is easily seen and recognised from a distance, especially one that enables someone to establish their location. A physical geographical landmark is a naturally occurring feature of the landscape. Landmarks can encourage visitors to the area where they will spend money.</p> <p><b><u>Mountains</u></b> A mountain is a landform that rises high above the surrounding terrain in a limited area. They are made from rocks and earth. Generally, mountains are higher than 600 metres. Those less than 600 metres are called hills. Mountains are often found together in a group called a mountain range.</p> <p><u>Local Region</u> - the South West of England The only true mountains in southwest UK are the Brecon Beacons and neighbouring ranges, all contained within Brecon Beacons National Park, though even these are not especially dramatic or craggy compared with Snowdonia in north Wales, or many other peaks further north.</p> <p><b><u>Coasts</u></b> A coastline or a seashore is the area where land meets the sea or ocean, or a line that forms the boundary between the land and the ocean or a lake. Waves, tides, and currents help create coastlines. When waves crash onto shore, they wear away at, or erode, the land. But they also leave behind little parts of the sea, such as shells, sand dollars, seaweeds, and hermit crabs. Sometimes these objects end up as more permanent parts of the coastline. Coastal changes can take hundreds of years. The way coasts are formed depends a lot on what kind of material is in the land and water. The harder the material in the land, the harder it is to erode. Coastlines of granite, a hard rock, stay pretty stable for centuries.</p> <p><u>Local Region</u> - the South West of England Most of the region is located on the South West Peninsula, between the English Channel and Bristol Channel. It has the longest coastline of all the English regions, totalling over 700 miles (1,130 km). Much of the coast is now protected from further substantial development because of its environmental importance, which contributes to the region's attractiveness to tourists and residents.</p> <p><b><u>Rivers</u></b></p>	<p>This reduces peoples' access to the education that might allow them to work in a much broader range of jobs.</p> <p><b><u>A:6 The Rainforest</u></b> Features of the rainforest - The structure of the rainforest, canopy, emergent layer. The ecosystems of the rainforest. Know that rainforests are biomes. Some are temperate, others are tropical.</p> <p><b><u>B:2 Kenya - a Changing Country</u></b> Massai Mara national park- conservation of this through human processes.</p> <p><b><u>B:5 Mountains and the water cycle</u></b> Water cycle and rainfall in the rainforest</p> <p><b><u>B:6 Volcanoes and Earthquakes</u></b> The structure of the world's tectonic plates The formation of fold, dome fault-block, volcano Formation of glaciers and avalanches.</p>
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<p><b>Climate</b></p>  <p><b>Climate</b></p>	<p>Understand the effects of the changing seasons on the natural world around them</p>	<p><b><u>A:2 Simple map and field work, Local area study</u></b> Use of digimaps to look at climate zones -Investigate local weather patterns over time</p> <p><b><u>A:5 Continents and Oceans, climate zones</u></b> Climate refers to the average weather conditions over a long period of time. Different parts of our world experience different climates due to their location.</p> <p><b><u>A:6 Seasonal and daily weather patterns: Hot and Cold areas of the world</u></b> To know that the weather is the conditions of the atmosphere, including temperature, wind and rain. It can change on a daily basis. To know the seasons of the Northern Hemisphere and how they affect the weather, how seasons are caused by earth moving around the sun. Name and order months of the year and the names of the seasons. To know that the world is called The Earth and that it is spherical, with two poles and an imaginary line halfway between the Poles called The Equator. To know where the hottest and coldest countries in the world are and their relationship to the equator and North and South Poles. To learn that rain is caused by droplets of water falling from clouds. To learn that wind is the movement of air and that temperature is hotter when the North of the earth is tilted</p>	<p><b><u>A:2 Compare regions Italy and Bath of the UK</u></b> Locate the world climate zones and Europe's position within them. Europe has 3 main climate zones, polar, temperate and Mediterranean. Much of Europe is in the temperate climate zone, but weather varies. Alpine climates are colder, with snow in winter and colder temperatures at higher altitudes. The tundra and taiga in Russia are features of the polar climate. The Taiga is a sub polar climate with a permafrost.</p> <p><b><u>A:5 Mapping Shoscombe Fieldwork / Orienteering</u></b> Use digimaps to understand the climate of the local area.</p> <p><b><u>A:6 Antarctica</u></b> Antarctica as a biome and the bird and sea life of the continent. Antarctica is a frozen desert with very low precipitation. Antarctica's mountainous terrain, oceans and their effects</p> <p><b><u>B:2 USA compared with region of the UK</u></b> Climate zones in the US vary with latitude and from subtropical in Florida to subpolar in Alaska. The US has desert regions. Know the tropics of Cancer and Capricorn.</p> <p><b><u>B:5 Rivers and waterfalls around the world</u></b></p>	<p><b><u>A:2 Compare and Contrast two UK towns</u></b> Regional climates in the UK and differences in climate in mountainous and coastal areas.</p> <p><b><u>A:5 Global and Fair trade</u></b> Consider the potential impact of climate change on the global trade market.</p> <p><b><u>A:6 The Rainforest</u></b> Rainforests grow in tropical climates. They are hot and humid. Tropics are the region of the Earth surrounding the Equator. They are delimited in latitude by the <b>Tropic of Cancer</b> in the Northern Hemisphere at 23 degrees N and the <b>Tropic of Capricorn</b> in the Southern Hemisphere at 23 degrees South. Mountain climate cold and higher altitude means less oxygen <b>Climate change</b> has changed life in Brazil in the Amazon. Brazil lies on the Tropic of Capricorn and has a tropical climate. Deforestation threatens local towns through flooding, overfarming is causing displacement of the natural species (plants and animals) Tropical rainforests are located in the tropics, i.e. close to the Equator. Know the tropics of Cancer and Capricorn.</p> <p><b><u>B:2 Kenya - a Changing Country</u></b> What hemisphere is Kenya in?</p>

## Geography Curriculum Progression


		<p>towards the sun in summer months. Conditions tend to be cooler in the Northern parts of the UK. Weather is affected by the seasons. Not to be confused with climate, the average and longer term weather conditions. Understand the significance of the equator in relation to climate The impact of global warming on the North and South poles</p> <p><b><u>B:2 - The United kingdom</u></b></p> <p><b><u>B:5 Comparison Local areas in Bath and Hong Kong</u></b> The climate in Hong Kong and Galapagos is different from the UK. Hong Kong is closer to the equator so it has a warmer climate. Climate is measured by taking the average temperatures and weather patterns over 30 years. Sub-tropical climate zones in Hong Kong: arid, temperate, and tropical Causes of extreme weather events such as hurricanes and typhoons.</p> <p><b><u>B:6 Comparison Local Area and Galapagos</u></b> Galapagos: Three climate zones: humid, try and transition zone.</p>	<p>Know the names of the world's climate zones and the tropical climate zone of Venezuela</p> <p><b><u>B:6 The United Kingdom Physical Geography</u></b> The UK has a temperate climate. In general, this means that Britain gets cool, wet winters and warm, wet summers. It rarely features the extremes of heat or cold, drought or wind that are common in other climates. The weather conditions are also very changeable. Not all parts of the UK have the same climate.</p> <p>The general pattern of the climate across the UK has four distinct regions: south-east – cold winters, warm and dry summers south-west – mild and very wet winters, warm and wet summers north-west – mild winter, cool summers and heavy rain all year north-east – cold winter, cool summers and steady rain all year</p>	<p>What effect will the equator have on this country? Temperature, produce and daily lives.</p> <p><b><u>B:5 Mountains and the water cycle</u></b> Mountains have their own climate, sometimes called Alpine. The higher up you go the colder it gets. Mountains also receive a lot of rainfall. This is because air travelling over land is forced up and over any mountains in its path .This air cools as it rises causing the condensation of any water vapour it was carrying into huge clouds (made up of tiny droplets) ready to burst at any moment. We often see snow at the top of mountains. Mountain climate, cold and higher altitude means less oxygen because the temperature is so cold.</p> <p><b><u>B:6 Volcanoes and Earthquakes</u></b> Climate around Volcanoes</p>
<p><b>Interdependence</b></p>  <p>Interdependence</p>	<p><b><u>Weather</u></b> Encourage chn to observe how animals behave differently as the seasons change</p>	<p><b><u>A:2 Simple map and field work. Local area study</u></b> That human activity can change the local area and affect the natural environment. Other people rely on farming and other goods. People's actions can affect plants, animals and places.</p> <p><b><u>A:5 Continents and Oceans, climate zones</u></b></p> <p><b><u>A:6 Seasonal and daily weather patterns: Hot and Cold areas of the world</u></b> To know that weather is affected by the seasons Some jobs are affected by the weather, such as farming, selling ice creams Use of digimaps to look at climate zones -Investigate local weather patterns over time Begin to understand the effects of climate change: That human activity can create waste in a variety of ways The effects that people's actions have on the natural environment</p> <p><b><u>B:2 - The United kingdom</u></b></p> <p><b><u>B:5 Comparison Local areas in Bath and Hong Kong</u></b> To be aware of some of the ways people use the environment every day How people's actions can affect plants, animals and places</p>	<p><b><u>A:2 Compare regions Italy and Bath of the UK</u></b> Interdependence of natural and human processes in the context of Europe Countries in the EU have particular trade links and relationships, pupils need to know some of the main traded goods of a particular European country and compare those to the UK. Know the main economic activity in a Mediterranean city (agriculture, shipping and tourism in Naples ) and compare it to economic activity in Bristol/Bath. The south of Italy relies very heavily on tourism and therefore the Mediterranean climate and the Mediterranean Sea are essential in order to bring visitors to the area</p> <p><b><u>A:5 Mapping Shoscombe Fieldwork / Orienteering</u></b> Notice links between physical features on a map to human features, e.g. main routes often follow the course of a river (ancient route)</p> <p><b><u>A:6 Antarctica</u></b> The importance of Antarctica in providing a habitat for sea life and birds, and regulating the Earth's temperature. Issues associated with the conservation, preservation and regeneration of the environment</p>	<p><b><u>A:1 AND B:6 Orienteering</u></b> Use maps to help explain interdependence in land use by humans.</p> <p><b><u>A:2 Compare and Contrast two UK towns</u></b> The interdependence on the natural environment for farming and settlements in the UK How relief, climate and soil zones affect farming activity in the UK</p> <p><b><u>A:5 Global and Fair trade</u></b> Use import/export routes to notice interdependence on a global scale. What food is imported into the UK? <b><u>Cotton Supply Chain</u></b> Stages of the supply chain often occur at different locations around the world. Cotton clothing is a manufactured product that contains raw materials from different locations. Cotton needs to be processed, packaged and transported from one location to another as it is transformed into the finished product.</p> <ul style="list-style-type: none"> <li>- Primary- The raw material cotton is harvested in Peru and zips/buttons are imported from India and China.</li> <li>- Secondary- These materials are all transported to Turkey where they meet and are manufactured in factories to make the finished</li> </ul>

## Geography Curriculum Progression

		<p><b><u>B:6 Comparison Local Area and Galapagos</u></b>          That human activity can create waste in a variety of ways          How people's actions can affect plants, animals and places          To be aware of the global economy and that different countries rely on one another for goods, services and knowledge. There are tribes that live in the city. The local economy relies on tourism.</p>	<p>The effects that people's actions have on the natural environment</p> <p><b><u>B:2 USA compared with region of the UK</u></b>          The impact of droughts and flooding on farming. The human impact of hurricanes in the US</p> <p><b><u>B:5 Rivers and waterfalls around the world</u></b>          Know the human impact that flooding has and the negative impact of pollution on rivers.          Know that a river is used for washing, fishing and irrigation on the River Zambezi.</p> <p><b><u>B:6 The United Kingdom Physical Geography</u></b>          The physical features of the UK have influenced where people have chosen to settle and transport links. Identify why early settlers may have chosen Bath and Bristol.</p> <p>Physical features and tourism are closely interdependent - identify key areas of interest in the UK for tourists.</p>	<p>product (cotton t-shirts, jumpers and other items).</p> <ul style="list-style-type: none"> <li>- Tertiary- The finished clothing items are then transported to stores in different locations around the globe. Many are sent to Europe and the North America where there are many consumers who want these products.</li> </ul> <p>Global trade links countries together.  <a href="https://www.fairtrade.org.uk/what-is-fairtrade/where-fairtrade-works/">https://www.fairtrade.org.uk/what-is-fairtrade/where-fairtrade-works/</a></p> <p><b><u>A:6 The Rainforest</u></b>          Rainforest is a rich and diverse provider of food for humans. The rainforests are used by humans to develop agriculture and use mineral resources. Amazon rainforest produces one- fifth of the world's oxygen.          Mountain communities use fertile land and natural resources</p> <p>The interdependence of global trade and that more developed countries export valuable manufactured goods and import less valuable, primary products. Disadvantages of globalisation for developing countries.          Mountain environments provide precious minerals for mining. Land around mountains can be fertile. The location and distribution of natural food resources around the world, the global supply chain for cotton, coffee, tea and other food products The ethics of global and fair trade.          The interdependence of global trade and that more developed countries export valuable manufactured goods and import less valuable, primary products          Around 80% of the food eaten in the developed world originally came from the rainforest.          How deforestation and climate change impact urbanisation in Manaus Brazil</p> <p><b><u>Cultural Capital:</u></b>  <i>Discussion of the human impact on climate and habitat, and reflect on Christian teaching about good environmental stewardship and courageous advocacy.          Reflect on communities and cultures in the rainforest environment, what makes them unique. Contrast how the indigenous population have lived in harmony with the environment compared to modern industrial cultures.</i></p> <p><b><u>B:2 Kenya - a Changing Country</u></b>          An urban area is a built-up area/a city. Urban areas are densely populated.          Nairobi is the capital city of Kenya.          Nairobi is rapidly urbanising, which means the population is increasing and the area is becoming more built up.</p>
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## Geography Curriculum Progression

				<p>Rural - urban migration = people moving from rural areas to live in urban areas.            Push factors = reasons why people want to leave rural Kenya (e.g. lack of job opportunities, few educational opportunities, poor quality of life, etc.)            Pull factors = reasons why people are attracted to the city (e.g. the perception of a better quality of life, more job opportunities, etc.)</p> <p><b><u>B:5 Mountains and the water cycle</u></b>            Mountain communities use fertile land and natural resources            Tourism is an important source of income in the Himalayas. Many mountain paths are now popular with foreign trekkers and professional climbing groups. Many of the Sherpa people, who traditionally live high up in the Himalayas of Nepal, earn a living as porters and guide            Mountain environments provide precious minerals for mining. Land around mountains can be fertile            The location and distribution of natural food resources around the world, the global supply chain for cotton, coffee, tea and other food products            The ethics of global and fair trade.</p> <p><b><u>B:6 Volcanoes and Earthquakes</u></b></p>
<p><b>Maps, Data and Information</b></p>  <p>Maps, Data and Information</p>	<p><b><u>Map Skills</u></b>            Draw information from a simple map.            Familiarise children with the name of the road, and or village/town/ city the school is located in.            Offer opportunities for children to draw maps of their immediate environment            Draw information from a simple map</p> <p>Recognise some environments that are different</p>	<p><b><u>A:2 Simple map and field work, Local area study AND B:5 Orienteering</u></b>            Locate Shoscombe on a map and understand its proximity to Bristol and Bath.            Recognise the human and physical features of the school and its grounds            Create small scale map of school grounds and construct basic symbols in a key            Use knowledge of NSWE to describe locations in school grounds.            Know the 4 points of a compass and 2 figure grid references.            Using small scale OS digital mapping use maps to identify and label the types of housing in the locality. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features            Know that maps have symbols to represent places and a key to explain them. Know the main OS map symbols relating to the local area: road, building, railway, track, wood, cycle track, museum, leisure centre, school. Know the basic features of OS maps including colours used for vegetation, buildings, roads, railways. Use knowledge to read a large scale OS map of the local area.</p>	<p><b><u>A:2 Compare regions Italy and Bath of the UK</u></b>            Know 8 compass points to locate regions, South West of England, South West of the City of Naples.            Use satellite images of the Vesuvius and Google maps to investigate human and physical features.            Data (facts) provides specific, usually measured, information about a location. This data can help us to understand the physical geography better and to understand how to look after it in the future.            Children will use data specific to European regions collected using a globe, maps, atlases and digital mapping as well as researching on the internet</p> <p><b><u>A:5 Mapping Shoscombe Fieldwork / Orienteering</u></b></p> <p>Data is a collection of facts. We can record data in many different ways - tables, charts, graphs etc.            Ensure children understand the data that is included on a map and explore a growing range of maps that show different kinds of data using digimaps. Use maps to compare changes to our local area over time.</p> <p><b><u>A:6 Antarctica(including recap of locating countries around the world)</u></b></p>	<p><b><u>A:1 AND B:6 Orienteering</u></b>            Children need to use the language of North, North-East, East, South-East, South, South-West, West, North-West.            Children need to use a compass.            Children need to use four and six-figure grid references, symbols and keys.            Children need to use a globe, a variety of maps, atlases and digital mapping.            A human feature of the environment is built and man-made, whereas a physical feature is a natural feature of the environment.            Physical and human features are represented using a range of symbols on maps, and also a map key.            Height is shown on Ordnance Survey maps using contour lines. These lines show the shape of the land.            The closer together contour lines are, the steeper the slope of the land.            Landscape features and places (both human and physical) can be located on an Ordnance Survey map through the use of grid references and grid squares.            The 'Eastings' and 'Northings' are the numbers around the edge of an OS map. To pinpoint a place you take the Eastings number first, then the Northing (along the corridor and up the stairs).</p>

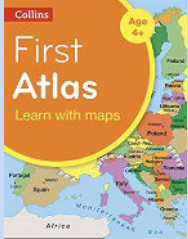
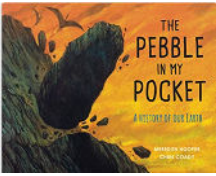
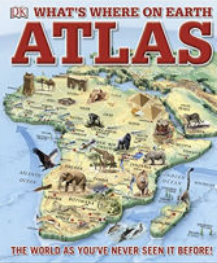
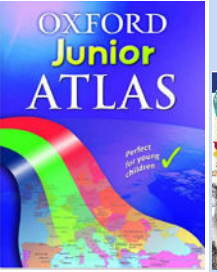
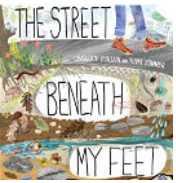
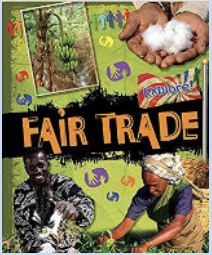
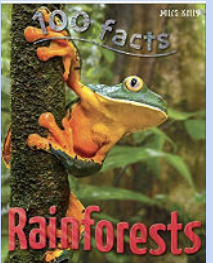
## Geography Curriculum Progression

	<p>to the one in which they live</p> <p>Understand the effect of the changing seasons on the natural world around them</p>	<p>Know that grid references help locate places and are read horizontally and vertically. Locate places on a map using 4 figure grid references. Use OS maps to plan and follow a route in the locality. Add information to digital maps such as hazards and risks, and use knowledge of grid references and OS map symbols to draw and describe a simple map. Data is a collection of facts. We can record data in many different ways - tables, charts, graphs etc. Ensure children understand the data that is included on a map and explore different kinds of maps that show different kinds of data using digimaps.</p> <p><b><u>A:5 Continents and Oceans, climate zones</u></b> Locate the continents and oceans on a world map. Locate the equator on a map. Data is a collection of facts. We can record data in many different ways - tables, charts, graphs etc. Ensure children notice key facts/data about the continents and oceans they learn about.</p> <p><b><u>A:6 Seasonal and daily weather patterns; Hot and Cold areas of the world</u></b> Use maps and digi-maps (online tool), atlases and data on weather to describe climate, location and features Use world maps, atlases and globes to identify continents and oceans studied. Use aerial images and plan perspectives to recognise landmarks and basic physical features. Data is a collection of facts. We can record data in many different ways - tables, charts, graphs etc. Weather is measured using different tools. A thermometer measures temperature, a rain gauge measures how much rain has fallen and a wind vane shows which way the wind is blowing. A forecast is a prediction, or good guess, about the future. Specifically, weather forecasting is when scientists called meteorologists use many different tools to predict what the weather in the near future will be</p> <p><b><u>B:2 - The United kingdom</u></b> Children need to use the language of North, South, East and West. Children need to view the UK on a globe, a world map and an atlas. Data is a collection of facts. We can record data in many different ways - tables, charts, graphs etc. Ensure children notice key facts/data about the countries, cities and seas they learn about.</p> <p><b><u>B:5 Comparison Local areas in Bath and Hong Kong / B:6 Comparison Local Area and Galapagos</u></b></p>	<p>Use satellite images, photographs and thermal imaging to interpret Antarctic conditions.</p> <p><b><u>B:2 USA compared with region of the UK</u></b> Use of topographical maps of the US, know where the Equator, tropics, hemispheres and North American countries are located on a map</p> <p><b><u>B:5 Rivers and waterfalls around the world</u></b> Use fieldwork to observe and record rivers in the local area using a range of methods, including sketch maps, plans and graphs</p> <p><b><u>B:6 The United Kingdom Physical Geography</u></b> Children need to use the language of North, North-East, East, South-East, South, South-West, West, North-West. Children need to view the UK on a globe, maps, atlases and digital mapping.</p>	<p>You also need an the two letter code (e.g. SK 2607) Six-figure grid references enable more accurate readings, as two more figures give the exact location within the grid square identified through the four-figure grid reference. Explore a wide range of maps that show different kinds of data using digimaps. Use maps and other data to compare changes to the UK and the world over time.</p> <p><b><u>A:2 Compare and Contrast two UK towns</u></b> Know grid references and scales on a map. Know the main OS map symbols relating to the local area 8-point compass points. 6 figure grid references, Interpret line graphs, aerial photographs</p> <p><b><u>A:5 Global and Fair trade</u></b> children need to use the language of North, North-East, East, South-East, South, South-West, West, North-West as well as symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom. Children need to view the UK on a globe, maps, atlases and digital mapping. Explore data linked to UK Exports; what, how much, where, economy</p> <p><b><u>A:6 The Rainforest</u></b> Know grid references and scales on a map. Know the main OS map symbols relating to the local area. 8-point compass points. 6 figure grid references, Interpret line graphs, aerial photographs Interpret line graphs (rainfall), aerial photographs</p> <p><b><u>B:2 Kenya - a Changing Country</u></b> Recap - Kenya is in the continent of Africa in the East. It is on the Indian Ocean</p> <p><b><u>B:5 Mountains and the water cycle</u></b> Know grid references and scales on a map. Know the main OS map symbols relating to the local area 8-point compass points. 6 figure grid references, Interpret line graphs, aerial photographs</p> <p><b><u>B:6 Volcanoes and Earthquakes</u></b> Know grid references and scales on a map. Know the main OS map symbols relating to the local area 8-point compass points. 6 figure grid references, Interpret line graphs, aerial photographs</p>
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### Geography Curriculum Progression

		<p>Children to identify the continent of Asia and South America, the country of Hong Kong and the Galapagos Islands) and the countries it borders. The ocean it borders and its capital city, South China Sea (Hong Kong) and the Pacific (Galapagos). Children will use maps and globes to identify location of the equator in relation to both the UK, Hong Kong and the Galapagos.</p> <p>Use globes, atlases and google earth. Identify and label the continents, oceans and climate zones on a world map.</p> <p>Label land regions, main cities and physical features on a map of Australia.</p> <p>Know 4 figure grid references and scales on a map. Know some OS map symbols relating to the local area.</p>		
<p><b>Vocabulary</b></p>		<p>Human feature, physical feature, rural, urban,</p> <p>Weather, seasons, axis, sun, temperature, rainfall, wind. North, South, West, East</p> <p>Country, continent, city, equator, North Pole. South Pole, island, forest, harbour, mountain, port, capital, cliff, coast, landmark, North, South</p> <p>Names of continents and five oceans.</p> <p>Compass points North, South, East and West.</p> <p>Arid, Bush fire, Coastal, Cyclone, City, Climate, Desert, Drought, Equator, Gorge: Hemisphere: Landmark, Mountain range, Population</p> <p>Grid reference, scale aerial</p>	<p>Capital city, country, hemisphere, continent, country, city, equator, North Pole. South Pole. Taiga forest, alpine</p> <p>Source, drainage basin, upper, middle, lower course, channel, tributary, erosion, transportation, deposition, meander</p> <p>oxbow lake, floodplain, mouth, estuary, delta, dam, weir, hydro-electric dams, precipitation, throughflow, water cycle, precipitation, irrigation,</p> <p>Settlement, land use, trade, tourism, transport, natural resources, tourism.</p> <p>Weather, climate, climate zones, alpine, climate change, global warming, vegetation belt, topography, import, export. Weather, climate, biome, grid reference.</p> <p>Poles, ice, shelf, glacier, tributary glacier, time zone, climate change.</p> <p>Sea, continent, region.</p> <p>Biome, canyon, climate, delta, drought, geology, latitude, longitude, population density, population distribution, climate.</p>	<p>Tropics, latitude, longitude, habitat, deforestation, emergent, canopy, shrub layer. Tropic of Cancer, Tropic of Capricorn. Interdependence</p> <p>Trade, import, export, developed, developing country, global, local, communication, transportation, primary, secondary, tertiary industry, supply chain</p> <p>landscape, altitude, peak, ridge, glacier, fold, fault, dome, mountain, plate, convergence, water cycle</p> <p>Urban, rural, crops, import, export, primary secondary tertiary industry, migration, climate, rocks, relief and soils, trade, topography, physical and human, ethnic diversity, population, transport, network.</p> <p>Equator, industries, crops, primary and secondary industry, urban, environmental footprint, sustainable development. Plate tectonics, plate boundaries, Dormant Active, extinct Magma focus, epicentre</p>

**Geography Curriculum Progression**

			<p>Erosion, flood plain, gorge, canyon, latitude, mountain, mountain range, plateau.</p> <p>Latitude, longitude, mountain, mountain range, plateau, population density, population distribution, trade, industry, agriculture, tourism .</p>	<p>magnitude</p>
<p><b>Non- Fiction Texts</b></p>		  	    	   

Geography Curriculum Progression

**End of phase expectations: using and applying their geographical knowledge**

Children must be secure in their recall of core knowledge if they are to be able to use these skills in an advancing or deep way

**Milestone 1 (Year 1 - Year 2)**

Learning Objective	Key Indicator	Basic	Advancing	Deep
To investigate places	Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?)	With the support of a teacher, some geographical questions are asked and answered.	Generally, some pertinent geographical questions are asked and answered.	A good range of pertinent geographical questions are asked and answered.
	Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area	Guided by a teacher, the key features of a location are identified and described.	There is a general understanding that different places have different characteristic features and that they can help to decide what sort of place it is.	There is a good understanding and use of the characteristic features of different areas to identify what sort of place it is.
	Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.	With support from a teacher, there is an awareness of the countries of the United Kingdom, some of the continents, oceans and countries of the world.	There is a growing knowledge of the countries of the United Kingdom and the continents, countries and oceans of the world.	There is a good knowledge of the countries of the United Kingdom, the world's continents and oceans and a rapidly growing knowledge of other countries around the world.
	Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment	With support from a teacher, simple fieldwork is carried out and the key human and physical features of the area surrounding the school are described.	A growing use of simple fieldwork skills are used and the key physical and human features of the area surrounding the school are generally described well using some geographical vocabulary.	Simple fieldwork techniques are chosen and the key physical and human features of the school are described well using geographical vocabulary
	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.	With the support of a teacher, the four countries and capital cities of the United Kingdom are named and some of their characteristics described.	The four countries and capital cities of the United Kingdom are named and there is a growing awareness of many of their characteristic features, which are used to identify similarities and differences.	The four countries and capital cities of the United Kingdom are named and there is a good awareness of their characteristic features, which are used to create excellent comparisons.
	Name and locate the world's continents and oceans.	With the support of a teacher, the world's continents and oceans are named.	The world's continents and oceans are named accurately and there is some application of this knowledge in describing places.	The world's continents and oceans are named accurately and well reasoned descriptions of places in relation to them are provided.

### Geography Curriculum Progression

To investigate patterns	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country	With the support of a teacher locations are compared and contrasted with the use of some geographical vocabulary.	Some good comparisons, using geographical vocabulary, are applied to contrasting localities.	Good criteria, and a good grasp of geographical vocabulary used in comparing locations with contrasting characteristic features.
	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.	With the support of a teacher, seasonal and daily weather patterns in the United Kingdom are observed and recorded. There is an awareness of the Equator, North and South Poles.	Seasonal and daily weather patterns are generally observed and described with some detail. There is a growing ability to describe hot and cold areas of the world in relation to the Equator, North and South Poles.	Seasonal weather patterns are understood well, and careful observations of daily weather undertaken. There is a well developed ability to describe hot and cold areas of the world in relation to the Equator, North and South Poles.
	Identify land use around the school.	With the support of a teacher, patterns of land use near the school are investigated.	Patterns of land use are investigated and described using geographical language.	Patterns of land use are investigated and described in detail using well-chosen geographical vocabulary.
To communicate geographically	Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> <li>• key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.</li> <li>• key human features, including: city, town, village, factory, farm, house, office and shop</li> </ul>	With the support of a teacher, some basic geographical features are identified and used to describe a place.	A growing repertoire of geographical vocabulary is selected to describe places.	A large repertoire of geographical vocabulary is carefully chosen to accurately and concisely describe the key characteristics of places.
	Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.	With support from a teacher, compass directions and locational language are used to describe places.	Generally, compass directions are used accurately and locational language used appropriately to describe places.	Compass directions and locational language are used fluently and accurately to describe places with judicious detail.
	Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).	With the support of a teacher, simple maps, keys and grid references are used.	Simple maps that include keys and simple grid references are created in a number of contexts.	Maps that include keys and simple grid references and a good level of detail are created for a wide variety of purposes. Choices of symbols for keys are well reasoned.

**Geography Curriculum Progression**

**Milestone 2 (Year 3 - Year 4)**

Learning Objective	Key Indicator	Basic	Advancing	Deep
To investigate places	Ask and answer geographical questions about the physical and human characteristics of a location	There are some good examples of geographical questions about the characteristics of a location.	A developing range of geographical questions are asked and answered accurately.	Some very pertinent questions that uncover the nature of a location are asked and answered
	Explain own views about locations, giving reasons.	When prompted, views about a location are generated with some use of geographical vocabulary to explain them.	Geographical vocabulary is generally used to explain reasons for likes and dislikes about locations.	Clear and well-chosen geographical vocabulary is used to explain likes and dislikes about locations.
	Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.	Some fieldwork techniques are applied when investigating the local area.	A growing range of fieldwork techniques are chosen and applied when investigating the local area.	Competent use of well-chosen fieldwork techniques is applied to a range of studies of locations.
	Use a range of resources to identify the key physical and human features of a location.	There is some awareness of the range of resources that can be used to investigate a place and to identify its characteristics.	Resources are chosen in order to investigate and describe the characteristics of places.	Well-chosen resources are selected to investigate places and describe, in some detail, their characteristic features.
	Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; understand how some of these aspects have changed over time.	With some support from a teacher, knowledge of the counties and cities of the United Kingdom is revised and built upon and some key features of its regions explored.	The names of the counties and major cities of the United Kingdom are identified and many of the key features of its regions described using geographical vocabulary.	Fluent recall of the counties and major cities of the United Kingdom and a growing understanding of the nature of its regions are used to provide clear descriptions that include well-chosen geographical vocabulary.
	Name and locate the countries of Europe and identify their main physical and human characteristics.	With the support of a teacher, some of the names of the countries in Europe and some of their characteristics are identified.	A growing number of European countries are known and their characteristic features identified using geographical vocabulary.	A large number of European countries are known and criteria are created to show similarities and differences betw

**Geography Curriculum Progression**

To investigate patterns	Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles and date/ time zones. Describe some of the characteristics of these geographical areas	There is some awareness of the terms that can be used to describe geographical patterns.	There is a good level of application of a growing range of terminology to describe geographical patterns.	There is an excellent knowledge and well-chosen application of terminology to describe geographical patterns
	Describe geographical similarities and differences between countries.	With support from a teacher, similarities and differences between countries are identified.	Criteria are chosen from a list to help describe the similarities and differences between countries.	Well-reasoned criteria are created to describe the similarities and differences between countries.
	Describe how the locality of the school has changed over time.	With the support of a teacher, some of the changes to the locality of the school over time are identified and described using some geographical language.	Geographical language is selected to describe changes to the locality of the school over time.	Careful vocabulary choices and well-reasoned areas for research are used to provide clear and interesting details of how the locality of the school has changed over time.
To communicate geographically	Describe key aspects of: <ul style="list-style-type: none"> <li>• physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle.</li> <li>• human geography, including: settlements and land use.</li> </ul>	With guidance from a teacher, some terminology is used to describe locations geographically.	When reminded of the range of known geographical vocabulary, descriptions include a good level of detail.	An in-depth understanding of geographical terms is well chosen to provide accur
	Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.	With guidance from a teacher, position and direction is described using some detail and reference to the United Kingdom.	When reminded of the known ways to describe position and direction, a good range of terminology and reference points, including the United Kingdom and the continents of the world, is used.	A very good understanding of the many ways to reference position and direction are carefully chosen to provide interesting descriptions that include reference to the United Kingdom, continents, oceans and major landmarks of the world.



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**Milestone 3 (Year 5 - Year 6)**

Learning Objective	Key Indicator	Basic	Advancing	Deep
To investigate places	Collect and analyse statistics and other information in order to draw clear conclusions about locations	With support from a teacher, a range of statistics is collected and analysed and some conclusions about locations are drawn.	A growing range of statistical and other information is selected and used to draw some conclusions about locations.	A wide range of statistical and other information is well chosen and used to draw pertinent conclusions about a location
	Identify and describe how the physical features affect the human activity within a location.	There is some awareness that physical features of a location affect human activity and some examples are given.	There is a growing awareness that a range of physical features affect human activity and a variety of good examples are given.	A good awareness that many physical features and events influence human activity is used to describe the possibilities and limitations for human activity.
	Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.	With support from a teacher, a range of geographical resources are used to give some details and opinions of the characteristic features of a location.	Detailed descriptions and opinions of places justified by using a growing range of geographical resources.	Highly detailed descriptions and well-reasoned opinions are developed by using appropriate geographical resources.
	Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways.	With guidance from a teacher, different types of fieldwork are used to investigate and record details of places.	Different types of fieldwork are chosen to investigate and record, in a number of ways, details of places.	Different types of fieldwork are suggested and used to find specific details of a range of diverse places and to record and present findings in a variety of ways.
	Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map).	There are some good observations about the different representations of a location.	A number of interesting and pertinent observations about various representations of locations are developed and explored.	Some very insightful and well thought out opinions of different representations of a place are presented and explored.
	Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including	Supported by structured activities, there is a growing knowledge of the world and how some aspects have changed over time.	There is a good awareness of a wide variety of places and features of the world and how some features have changed over time.	There is an extensive and well developed understanding of the world and some characteristic features of places. Similarities and differences are identified and used to create insightful comparisons,

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	hills, mountains, rivers, key topographical features and land-use patterns; understand how some of these aspects have changed over time.			including those that chart changes over time.
	Name and locate the countries of North and South America and identify the main physical and human characteristics of a particular location.	There is a growing awareness of the countries of North and South America and, with support, some key characteristics of particular location are described.	There is a good awareness of the countries of North and South America and a growing depth of understanding of a particular location.	There is a good awareness of the countries of North and South America and a deep understanding of a particular location.
To investigate patterns	Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles, and time zones (including day and night).	With some support, the geographical significance of some geographical features and zones are described.	There is a growing understanding of, and some good descriptions of, the significance of geographical features and zones.	There is an in-depth understanding of and some excellent descriptions of the significance of geographical features and zones.
	Understand some of the reasons for geographical similarities and differences between countries.	With support, some reasons for geographical similarities and differences between countries are explored.	There is a growing understanding of some of the similarities and differences with some good examples provided.	There is a good understanding of a wide range of physical and human geographical similarities between countries which are described very well.
	Describe how locations around the world are changing and explain some of the reasons for change.	With support, changes within locations are described.	There is a growing awareness of how some locations around the world are changing with some good explanations of the reasons for the changes.	There is a broad understanding of many changes in locations around the world with an in-depth understanding of some of the changes, which are clearly explained.
	Describe geographical diversity across the world.	There is some awareness of geographical diversity and some good examples are given.	There is a growing understanding of the range of geographical diversities that exist and some good examples are given.	Many types of diversity are understood and some are explained with a high degree of pertinent geographical description
	Describe how countries and geographical regions are interconnected and interdependent.	There is some awareness of how geographical regions are linked and some examples are given.	There is a growing understanding of various links between geographical regions which are described well.	A wide range of links between geographical regions are understood and described with a high level of accurate detail.

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To communicate geographically	Describe and understand key aspects of: <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: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.</li> </ul>	There is some awareness of the key physical and human geographical zones with some examples given.	There is a growing understanding of some of the key physical and human geographical zones with some good examples given.	There is a broad understanding of the key physical and geographical zones with an in-depth understanding of some.
	Use the eight points of a compass, four figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.	With support from a teacher, position and direction are described using a number of terms to demonstrate knowledge of the world.	With increasing independence and application of terminology, knowledge of the world is described well.	Fluent understanding of terminology and a good knowledge of many characteristic features of the world is used to give detailed descriptions of locations and patterns.
	Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).	With guidance, maps that identify patterns are created.	Through investigation, patterns are identified and depicted on maps.	Through thorough investigation, a wide variety of patterns are investigated and depicted on maps.