



HOLLY PRIMARY SCHOOL

Happiness Pride Commitment

Geography

Progression of Knowledge

Key substantive and disciplinary knowledge to be taught in each year group.

Holly Primary School
Head8@holly.notts.sch.uk

Geography: Foundation Stage and Key Stage 1

National Curriculum		Locational Knowledge		Place Knowledge	Human and Physical Geography	
		Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.	Name and locate the world's seven continents and five oceans.	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.	Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.	Use basic geographical vocabulary to refer to: • beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather • city, town, village, factory, farm, house, office, port, harbour and shop.
EYFS	Nursery	<u>Journeys/ Mapping</u> Know that a journey travels from one place to another. <u>Contrasting Location</u> Know that there are different countries in the world.		<u>Contrasting Location</u> Know that not all places are the same. Know that some places are far away and we cannot walk there.	<u>Seasons and Weather</u> Know that the weather can be described using basic vocabulary such as: rain, sun, cloudy, thunder. Know that when the weather is cold, I need to wear a coat.	<u>Contrasting Location</u> Know that some places are different to Forest Town when looking at photos or artefacts. <u>Dragons/Dinosaurs</u> Know that land can be used differently e.g. beach, woodland, volcano, mountains (small world) <u>Environment</u> Know that we should use litter bins to safely throw rubbish away.
	Reception	<u>Journeys/ Mapping</u> Know that there are key areas within the school such as: my classroom, fairy garden, hall, field, forest area etc. and find them. Know where they live. Know that our school is located in Forest Town. Know that a globe is a model of the Earth.		<u>Journeys/ Mapping</u> Know that there are features that define our immediate environment. Know that people in the school environment have different roles and can name some.	<u>Seasons and Weather</u> Know that the weather changes each day in Forest Town and be able to talk about this.	<u>Contrasting Location</u> Know that simple language can be used to describe contrasting environments. <u>Journeys/ Mapping</u>

		<p>Know that the basic colour key on a map or globe; sea – blue, land – green.</p> <p><u>Contrasting Location</u> Know that there are other countries in our world and begin to name some of significance to myself or my learning (e.g. South Africa/ Brazil).</p>	<p><u>Contrasting Location</u> Know that there are similarities and differences between life in this country and life in other countries and give examples. (e.g. food/ transport/ houses/ schools/ weather etc)</p>	<p>Know that there are features of seasons – leaves fall off some trees in Autumn, it sometimes snows in Winter etc.</p> <p>Know that there are changes in the natural world around them. (Ongoing)</p> <p>Know that we can match suitable clothing to associated weather conditions.</p> <p><u>Contrasting Location</u> Know that the weather is different in places outside of Forest Town.</p> <p><u>Mapping</u> Know that an island is a piece of land surrounded by water.</p>	<p>Know that we have shops, schools, bus stop, postbox, pubs and a church in our local area.</p> <p><u>Dragons/Dinosaurs</u> Know that land can be used differently e.g. beach, woodland, volcano, mountains, creating their own settings including some drawn elements. (small world)</p> <p><u>Environment</u> Know that there are ways we can help to protect the environment.</p>
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Year 1/2	A	<p><u>School and local area</u> Know that our school is in Forest Town and our closest town is Mansfield. Know that we live in England. Know that England is in the U.K.</p> <p><u>Features of a seaside town</u> Know and identify on a map the four countries that make up the United Kingdom (England, Wales, Scotland and Northern Ireland).</p> <p>Know the corresponding capitals for the countries of the UK and identify them on a map (London, Cardiff, Edinburgh, and Belfast).</p> <p>Know and identify (on a map) the surrounding seas of the UK (North Sea, Atlantic Ocean, English Channel and Irish Sea).</p> <p>Know the characteristics of the four countries and capital cities in the U.K.</p>	<p><u>Continents and oceans</u> Know and identify on a map the 7 continents (Europe, Asia, Africa, North America, South America, Australasia and Antarctica). Know and identify on a map the 5 oceans (Atlantic, Pacific, Indian, Arctic, Southern).</p> <p><u>Kenya</u> Know and locate Kenya on a world map.</p> <p>Know the location of Kenya in relation to the Equator and within the continent of Africa. Know the location of the Kapiti Plain in relation to Kenya.</p> <p>Know the location of Nairobi as the capital city.</p>	<p><u>School and local area</u> Know that all streets have a name and a postcode. Know their own address and the address of the school. Know the types of houses that are in our local area (flats, terraced, semi-detached, detached).</p> <p><u>Continents and oceans</u> Know that the continent we live in is called Europe.</p> <p><u>Kenya</u> Know the similarities and differences between a small area of the United Kingdom and of a small area in a contrasting non- European country (Forest Town v Nairobi).</p> <p><u>Features of a seaside town</u> Know that the United Kingdom is a group of islands which are part of the European Continent. Know that the seaside is the area where the land meets the sea and the boundary is known as the coast.</p>	<p><u>Kenya</u> Know the location of hot areas of the world in relation to the Equator.</p> <p><u>School and local area</u> Know and use basic Geographical vocabulary to refer to key human and physical features of the local environment.</p> <p><u>Kenya</u> Know and name the following human and physical geographical vocabulary to describe a European and Non-European settlement. (Forest Town v Nairobi). soil, vegetation, mountain, forest, hill, river, valley, village, factory, town, city, farm, house.</p> <p><u>Features of a seaside town</u> Know basic geographical vocabulary to refer to key physical and human features of both seaside town and local town (Seaside unit). Coast, cliff, beach, sea, ocean, hill. Harbour, port, town, office, shop.</p>
	B	<p><u>Making Forest Town Fantastic!</u></p>	<p><u>Hot and cold places</u></p>	<p><u>Making Forest Town Fantastic!</u></p>	<p><u>Changing weather</u> Know about seasonal</p>

		<p>This will enable the Year 1 children to gain the local area knowledge studying through a different lens.</p>	<p>Recapped through a different lens for children new to Year 1. Know and locate the Equator and the North and South Poles.</p> <p>Know that China is located within the continent of Asia.</p> <p>Know that Hong Kong is located within China.</p>	<p>Know about the local area surrounding our school. Know local buildings in the surrounding locality (school, shop, church, houses).</p> <p><u>Hot and cold places</u> Know features of hot and cold places in the world (Antarctica & China (Hong Kong)).</p>	<p>and daily weather patterns in the U.K: Know the weather is changeable and this makes the seasons. Know that the weather can be in more than one season. Know weather-specific vocabulary and link words to the correct seasons using geographical language to describe the weather patterns and record observations over time using weather symbols.</p> <p><u>Hot and cold places</u> Know the location of cold areas of the world in relation to the Equator and the North & South poles. Know that the Polar worlds consists of the Arctic and Antarctic. Know that the Antarctic contains no countries. Know that Hong Kong in China is located North of the Equator.</p>	<p>Know and use basic Geographical vocabulary to refer to key human and physical features of the local environment.</p>
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Geography: Key Stage 2

		Locational Knowledge			Place Knowledge	Human and Physical Geography	
		Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.	Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.	Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).	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.	Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.	Describe and understand key aspects of human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.
Year 3/4	A	<p><u>Mediterranean</u> Know that the Mediterranean lies at the crossroads of 3 continents: Europe, Africa and Asia.</p> <p>Know and locate some of the countries that surround the Mediterranean and their capital cities.</p> <p>Know that Italy is a Mediterranean country.</p> <p>Know that Italy is split into regions (20).</p>	<p><u>Land use and settlements</u> Know and locate cities in England on a map. Know key topographical features in areas of the UK. Know land use patterns and changes over time in the UK.</p>	<p><u>Mediterranean</u> Know where the Equator and the Northern hemisphere are on a map. Know that longitude lines go vertically across a map and latitude lines go horizontally across a map. Know what a tropic is. Know that the Tropic of Cancer is in the Northern Hemisphere.</p>	<p><u>Mediterranean</u> Know geographical similarities and differences through the study of human and physical geography of a region in the U.K and a region in a European country (Italy – Emilia Romagna region – Bologna).</p>	<p><u>Extreme Earth</u> Know and name the layers of the Earth. Know what the key natural features of volcanoes and earthquakes are. Know and understand that the distribution of earthquakes and volcanoes follows a pattern (Pacific ring of fire). Know and understand the effect of volcanic eruptions and earthquakes on</p>	<p><u>Land use and settlements</u> Know that there are different key uses of land and how this use of land has changed over time. Know that a settlement is a place where people establish a community. Know that settlements can vary in size from a small village, town to a large city. Know that settlements start in different places for different reasons - defence, availability of building materials for shelters, fuel, water for</p>

		Know that Bologna is in the Emilia-Romagna region.				<p>humans and why people choose to live in areas affected by them.</p> <p>Know that the movement of tectonic plates impacts physical features.</p> <p><u>Mediterranean</u> Know the similarities and differences in climate between the region of Emilia-Romagna, Italy and Nottinghamshire, U.K and the cities of Bologna & Nottingham.</p>	<p>drinking, food and crops and flat land for building easily.</p> <p>Know that many of the places people live in today are thousands of years old and were created by early settlers such as the Romans, Vikings and Anglo-Saxons.</p> <p><u>Mediterranean</u> Know and understand key aspects of human geography including economic activity including trade links, and the distributions of natural resources including food and energy.</p>
B	<p><u>Rainforests – The Congo</u> Know that the Congo rainforest is within the continent of Africa.</p> <p>Know that the Congo rainforest spans 6 countries.</p> <p>Know the changes over time that have</p>	<p><u>Locality Study – Sherwood Forest</u> Know that East Midlands is the region in England that we live in. Know that there are 7 counties within this region (Derbyshire, Staffordshire, Rutland, Leicestershire, Nottinghamshire, Northamptonshire and most of Lincolnshire).</p>	<p><u>Rainforests – The Congo</u> Know where the Equator, Northern and Southern hemisphere are on a map. Know that longitude lines go vertically across a map and latitude lines go horizontally across a map. Know what a tropic is.</p>	<p><u>Locality study – Sherwood Forest</u> Know geographical similarities and differences through the study of human and physical geography of a region in the U.K (local area study – East Midlands).</p>	<p><u>Locality Study – Sherwood Forest</u> Know and understand the importance of forests in our local area and the impact that humans can have.</p>	<p><u>Locality Study – Sherwood Forest</u> Know and identify human and physical characteristics, including key landmarks and land use, of the local area.</p> <p>Know what is grown and made in the East Midlands.</p>	

	<p>occurred in the Congo rainforest.</p> <p><u>Australia</u> Know that Australia is within the continent of Australasia.</p> <p>Know that Canberra is the capital city of Australia.</p> <p><u>Extreme Earth</u> Know where the most active earthquake and volcanic areas are in the world.</p> <p>Know the significance of the location between earthquakes and volcanoes in relation to the world's tectonic plates.</p> <p>Know that the Ring of Fire is a string of volcanoes and sites of seismic activity around the edges of the Pacific Ocean.</p>	<p>Know and locate on a map the main cities in the East Midlands (Nottingham, Leicester, Lincoln, Derby and Northampton). Know key uses of local land and how use of land has changed over time.</p>	<p>Know that the Tropic of Capricorn is in the Southern Hemisphere.</p> <p><u>Australia</u> Know where the Equator and Southern hemisphere are on a map. Know there are time zones (including day and night).</p> <p><u>Extreme Earth</u> Know the position and significance of latitude, longitude, Equator, Northern & Southern Hemisphere.</p>		<p><u>Rainforests – The Congo</u> Know the importance of the Congo on the ecosystem.</p> <p>Know that animals and plants have adapted to the climate.</p> <p>Know why people are choosing to live in the Congo and the challenges they face.</p> <p>Know what deforestation is and its impact.</p> <p>Know what climate zones, biomes and vegetation belts are.</p> <p><u>Australia</u> Know and understand key aspects of physical geography including climate zones. Know the human and physical geography of different locations in Australia and the key landforms of these places.</p>	<p>Know that the East Midlands exports a number of products.</p> <p>Know why trade is important and the importance of trade links and distribution.</p>
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<p>Year 5/6</p>	<p>A</p>	<p><u>Rivers</u> Know, name and locate a number of the World's longest rivers: Nile, Amazon.</p> <p><u>Japan: Climate and biomes</u> Know that Japan is within the continent of Asia.</p> <p>Know that Tokyo is the capital city of Japan.</p> <p>Know the location of surrounding countries on a map.</p>	<p><u>U.K Tourism</u> Know and locate the UK's most visited tourist destinations.</p> <p><u>Rivers</u> Know, name and locate the main rivers in the U.K and those local to our area.</p>	<p><u>Japan: Climate and biomes</u> Apply the knowledge of latitude and longitude to identify the location of countries on a map. Apply the knowledge of the Tropics of Cancer & Capricorn to describe environmental regions.</p>	<p><u>U.K Tourism</u> Know and identify the human and physical environments for tourism (natural landscapes, historical sites, religious building etc).</p>	<p><u>Rivers</u> Know the main features of the water cycle (evaporation, condensation, precipitation, ground water/collection).</p> <p>Know and name the key features of a river.</p> <p>Know a range of advantages and disadvantages of how rivers are used.</p> <p>Know that a dam is a structure built across a river to hold water back and reasons why these are used.</p> <p><u>Japan: Climate and biomes</u> Know that an ecosystem is a system of plants and animals which are interconnected and working together.</p> <p>Know that an ecosystem covering a large area of a continent is called a biome.</p>	<p><u>U.K Tourism</u> Know and understand how land has been used for tourism across the U.K.</p> <p>Know that tourism is the movement of people to places away from where they work and live.</p> <p>Know that ecotourism is tourism with minimal impact on the environment and be able to locate examples of this is our area.</p> <p><u>Rivers</u> Know why early settlements would develop near rivers.</p> <p>Know why rivers are important for trade links.</p>
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B	<p><u>North America: The Rocky Mountains</u> Know that North America is made up of 23 countries.</p> <p>Know that USA, Canada and Mexico are 3 of the main countries in North America.</p> <p>Know that the Rocky Mountains are 1 of the 3 main mountain regions within North America.</p> <p><u>South America - Brazil</u> Know that South America is made up of 12 countries and be able to name and locate a number of them.</p>	<p><u>Plastic Pollution: Oceans</u> Know that the U.K. lies between the North Atlantic Ocean and the North Sea.</p>	<p><u>South America - Brazil</u> Revisit, consolidate and apply the knowledge of latitude and longitude to identify the location of countries on a map. Apply the knowledge of the Tropics of Cancer & Capricorn to describe environmental regions. Know time zones and compare these to Prime/Greenwich Meridian.</p>	<p><u>Plastic Pollution: Oceans</u> Know and understand the defining features of a marine place.</p> <p><u>South America - Brazil</u> Know that there are key differences in how people live across and within cities.</p>	<p><u>Plastic Pollution: Oceans</u> Know that the major bodies of water on Earth are seas and oceans.</p> <p>Know that the oceans are made up of 5 layers.</p> <p>Know how the oceans are changing due to climate change.</p> <p>Know how human activities are affecting our oceans.</p> <p><u>North America: The Rocky Mountains</u> Know that a mountain is a natural elevation of the Earth's surface.</p> <p>Know the key features of a mountain (peak,</p>	<p><u>South America - Brazil</u> Know that urbanization is when the population shifts from rural to urban areas.</p> <p>Know that the indigenous people play an important role in Brazil's culture.</p>	

		<p>Know that the capital city of Brazil is Brasilia.</p>				<p>summit, face, foot, slope and plateau).</p> <p>Know that there are 5 different types of mountains (fold, fault, block, dome, plateau) and that the Rocky mountains are an example of a fold mountain.</p> <p><u>South America - Brazil</u> Know that the climate varies across different cities in Brazil.</p>	
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Disciplinary Knowledge							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Enquiry and investigation	Know how to make relevant comments about their environment.	Know how to answer simple questions. Know how to answer questions making direct comparisons between two observations.	Know how to ask and answer simple geographical questions when investigating different places and environments.	Know how to ask and respond to more searching geographical questions when investigating different places and environments including 'how?' and 'why?'	Know how to ask and respond to more searching geographical questions using evidence to support answers.	Know how to ask and respond to questions that are more causal e.g. What happened in the past to cause that? How is it likely to change in the future?	Using responses to questions posed, know how to make predictions and test simple hypotheses about people, places and geographical issues.
		Know and identify similarities and differences when studying places and features e.g. hot and cold places of the world.	Know and identify and describe similarities, differences and e.g. comparing their lives with those of children in other places and environments.	Know and identify similarities, differences and patterns when investigating different places, environments and people.	Know and identify and describe similarities, differences and patterns when investigating different places, environments and people.	Know and recognise geographical issues affecting people in different places and environments.	
Communicating Geographical information	Know how to express ideas and feelings about the environment.	Know and use maps and other images to talk about everyday life e.g. where they live, journeys to school etc. Know and express views about the environment.	Know how to draw, speak or write about simple geographical concepts such as what they can see where. Know and express views about the environment and recognise how it affects them.	Know and express their opinions on environmental issues. Know and recognise how people can affect the environment both positively and negatively.	Know and recognise that other people may think differently about environmental issues. Know and recognise the impact that humans have on our environment and suggest ways forward.	Know how to develop their views and attitude to critically evaluate responses to local geographical issues or global issues and events.	Know how to reach geographical conclusions, give reasons and critically evaluate and debate the impact of geographical processes and human effects on the world, from given evidence.

		Know and communicate simple geographical information using pictures, charts, maps and simple labelling.	Know and communicate simple geographical information using pictures, charts, maps and through writing.	Know how to analyse and communicate geographical information by constructing simple maps, labelled diagrams, age-appropriate graphs and through writing, using appropriate geographical vocabulary.	Know how to analyse and communicate geographical information through a range of methods e.g. digital maps, detailed diagrams, graphs and through writing at length, using appropriate geographical vocabulary.	Know how to collate, analyse and communicate geographical information using numerical and quantitative data to write at length, using appropriate geographical vocabulary.	Know how to collate, analyse and communicate geographical information using numerical and quantitative data to write at length, using appropriate geographical vocabulary. Choose an appropriate method to present this information and give reasons for this.
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	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Mapping Navigation & landscapes	Know that maps are pictures of places. Know how to use a simple map to move around the school. Know simple	Know that we can describe the place of something. This is called its location. Know that a map can tell you	Know that a picture on a map represents a place or feature in the real world. Know that a map is a 2D	Know that a map can show a small area of land or a large area of land.	Know that a large-scale map is one that shows lots of detail, normally over a smaller area and a small-scale map is one that shows less detail over a larger area.	Know that six-figure grid references are split into two groups of three digits. Know that the first two digits of the first group represent the numbers on the x-axis.	Know that an Ordnance Survey map is a detailed map produced by the British government map-making organization.

	directional and positional language. Know that there are some human and physical features on a map.	where to go. Know how to use a simple picture map to move around the school and local area.	representation of the real, 3D world. Know how to follow a route on a map.	Know that the boundary of a country or region can be marked by a physical feature or can be invisible but marked by a line on a map. Locate boundaries of countries and regions.	Know how to match boundaries (e.g. find same boundary of a country or region on different scale maps).	Know that the first two digits of the second group represent the numbers on the y-axis. Know that the last digit of each group of three represents going across/up the box as if it were split equally into ten columns and rows.	Know how to follow a short route on an OS map, using symbols and a key. Know how to follow a short route on a variety of scaled maps.
		Know and use directional language such as near and far, up and down, left and right, forwards and backwards.	Know that a compass can describe the location of something relative to the centre point. Know how to use simple compass directions (North, South, East, West).	Know that a symbol on a map, just like a picture, represents a place or feature in the real world. Know how to follow a route on a map with symbols. Know how to describe and follow a journey between two places/features using 4 figure compasses (NSEW). E.g. Move north two steps, then west three steps.	Know how to locate places and features on a range of maps using a variety of scales. Know how to follow a route on a large-scale map. Know that when giving an 8-figure compass direction, north or south come first, then east or west.	Know how to use six-figure grid references to describe a location on a map, including the use of a key. Know and describe the features shown on an OS map by using the key and symbols.	
		Know that an aerial photograph is a photograph taken from above.	Know how to use aerial photographs and plan perspectives to recognise		Know how to use 8 figure compass directions to describe a route or landscape.	Know how to compare two landscapes using maps.	Know that geographical sources such as



		Know how to use aerial photographs to recognise landmarks.	landmarks and basic human and physical features.	Know how to describe and follow a journey between two places/features using letter/number grid references as the start and finish.	Know that when reading four-figure grid references the first two numbers represent the x-axis and the second two numbers represent the y-axis. Know that four-figure grid references take you to a box within the grid. Know how to use four-figure grid references to describe a location on a map, including the use of a key.		maps can tell us about human behaviour. Know how to make geographical conclusions based on analysis of a landscape using maps.
				Know and identify features using 4 figure compasses (NSEW). E.g. The Nile runs from south to north in Egypt.	Know and identify features on a digital or computer map.		

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing maps	<p>Know how to use pictures to create a basic map.</p>	<p>Know that we can copy pictures from photographs and maps to create our own map.</p> <p>Know how to draw basic maps, including appropriate pictures to represent places or features.</p> <p>Know how to use photographs and maps to identify features.</p>	<p>Know that a symbol is a pictorial representation of a real-world object.</p> <p>Know that a key provides the names of a symbol to avoid having to label each symbol on a map.</p> <p>Know how to draw or make a map of real or imaginary places.</p> <p>Know how to use and construct basic symbols in a key.</p>	<p>Know that standard symbols are used across lots of different maps to make them easier for people to understand and become familiar with.</p> <p>Know how to draw or make a map of a real location that includes human and physical features.</p> <p>Know how to use standard symbols.</p>	<p>Know that a sketch is a drawing of an area from a given viewpoint.</p> <p>Know and understand that a map is an aerial perspective of an area with 2D symbols representing the world.</p> <p>Know that the positioning of symbols on a map is important and must be accurate in relation to one another as maps are used for navigating.</p> <p>Know how to draw a map based on a fieldwork sketch with positioning of key features located accurately in relation to one another.</p>	<p>Know how to draw a map with positioning of key features located accurately in relation to one another and use OS symbols.</p>	<p>Know that map scale is the relationship between distance on the map and distance in real life.</p> <p>Know how to draw a map that shows appropriate distance between places or features based on a given scale.</p>

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Fieldwork	<p>Know how to make basic observations of the local environment by examining photographs, maps and visiting local places.</p>	<p>Know how to observe and describe daily weather patterns.</p> <p>Know how to orally comment on observations about what they see.</p> <p>Know how to carry out a small survey of the local area/school using a proforma to collect data e.g. tally chart.</p>	<p>Know and identify seasonal and daily weather patterns.</p> <p>Know how to orally comment on observations about what they see using descriptive language and suggest reasons for these.</p> <p>Know how to carry out a small survey of the local area/school using a proforma to collect data e.g. tally chart analysing the data found.</p>	<p>Know how to observe and name physical and human features of the environment.</p> <p>Know how to record findings from fieldwork and present these using a range of graphs and charts.</p> <p>Know and use numerical language to make geographical observations.</p>	<p>Know how to observe, name and explain physical and human features of the environment.</p> <p>Know how to record and present findings using a range of graphs and charts, interpreting the information gathered.</p>	<p>Know how to observe, measure and record human and physical features using detailed sketches, plans and graphs.</p> <p>Know and use appropriate methods for data collection such as interviews, questionnaires and observations.</p> <p>Know and use a range of numerical and quantitative skills to analyse and present data collected from fieldwork observations, measurements and recordings.</p>	<p>Know how to observe, measure and record human and physical features using detailed sketch maps, plans, graphs and digital technologies.</p> <p>Know and select appropriate methods for data collection such as interviews, questionnaires and observations.</p> <p>Know and use a range of numerical and quantitative skills to analyse, interpret and present data collected from fieldwork observations, measurements and recordings.</p> <p>Know how to evaluate the quality of evidence collected and suggest improvements.</p>

Sketching		Know how to create plans using simple features in their familiar environment.	Know how to create plans with simple features and labels in their familiar environment.	Know how to draw an annotated sketch with descriptive labels and indicating direction and position from an observation.	Know how to draw an annotated sketch with descriptive and explanatory labels and indicating direction and position from an observation.	Know and use sketches with annotations to explain geographical processes and patterns as evidence in an investigation.	Know and use sketches with annotations to explain geographical processes and patterns as evidence in an investigation. Know how to evaluate the effectiveness of their field sketch and suggest improvements.
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	Autumn 1 Passport to Geography and Map Skills	Autumn 2 Development	Spring 1 Hot Deserts and Tropical Rainforest	Spring 2 Rivers	Summer 1 Globalisation and Sustainability	Summer 2 Fieldwork
Year 7	<p>Learning Cycle 1: Describe your location in the world Learning Cycle 2: Explain core themes that run through the geographical curriculum Learning Cycle 3: Where, using a range of map skills, would you locate an airport in Mansfield and why?</p> <p>Key themes covered: Landforms, Urban, Rural, Infrastructure</p>	<p>Learning Cycle 1: Explain global differences in development Learning Cycle 2: Evaluate the causes and consequences of a lack of development Learning Cycle 3: Evaluate strategies to reduce the development gap</p> <p>Key themes covered: Urban, rural, inequalities, Development</p>	<p>Learning Cycle 1: Evaluate the opportunities and challenges offered in a global biome Learning Cycle 2: Evaluate strategies to reduce risk in a global biome Learning Cycle 3: Evaluate whether the road development in the Peruvian Amazon should go ahead?</p> <p>Key themes covered: Opportunities, challenges, Distribution, Ecosystems, Social, Economic, Environmental, characteristics, adaptations</p>	<p>Learning Cycle 1: Explain the physical processes associated with rivers. Learning Cycle 2: To explain the formation of river landforms Learning Cycle 3: To evaluate strategies to manage river flooding</p> <p>Key themes covered: Erosion, deposition, transportation, processes, landforms</p>	<p>Learning Cycle 1: Evaluate the impacts of globalisation Learning Cycle 2: To what extent do we live in a sustainable world?</p> <p>Key themes covered: Globalisation, development, sustainable, consumption, supply</p>	<p>Learning Cycle 1: To plan, carry out and evaluate a fieldwork study</p> <p>Key themes covered: Planning, enquiry, methodology, analysis, conclusions, evaluation</p>

Geography themes													
Cycle A							Cycle B						
	Autumn		Spring		Summer			Autumn		Spring		Summer	
EYFS	Journeys- mapping in the local area	Seasons and weather	Dragons and castles- Land use and physical features within small world settings	Pirates- Mapping	Looking after the environment	Contrasting Location- South Africa + Zulu Tribe	EYFS	Journeys- mapping in the local area	Seasons and weather	Dinosaurs- Land use and physical features within small world settings	On the Farm- Mapping	Looking after the environment	Contrasting Location- Amazon Rainforest + Brazil
KS1	School and the local area.		Key features of a UK place: Seaside.		Continents and oceans. Kenya		KS1	Making Forest Town Fantastic!		Changing weather.		Hot and cold places	
LKS2	Land use and settlements.		Extreme Earth.		Mediterranean.		LKS2	Locality study – Sherwood Forest.		Rainforests – The Congo.		Australia.	
UKS2	U.K tourism		Rivers		Japan: climate zones and biomes.		UKS2	Plastic pollution: Oceans		North America – The Rocky Mountains.		South America – Brazil.	

Key Vocabulary							
	EYFS	<u>Journeys/ Mapping</u> Map, Forest Town, town, building, house, road, shop, pub, church, flat, hill, forest, journey, globe	<u>Seasons/ Weather</u> Night, day, light, dark, seasons, Summer, Winter, Autumn, Spring, nocturnal, hibernate, weather, before, after.	<u>Dragons/ Dinosaurs</u> Woodland, beach, mountains, Volcano, fossil, extinct,	<u>Pirates/ Farm</u> Map, above, under, along, around, through, next to, Island, mountains, Caribbean, beach Farm, fields, pond, Kenya.	<u>Environment/ Recycling</u> Earth, Sun, Moon, recycling, environment, protect, ocean, land, litter, cans, glass, plastic, paper, mountains.	<u>Safari/ Jungle</u> Transport, world, country, same, different, habitat. Safari, South Africa, desert, Zulu tribe, Jungle, rainforest, Amazon, Brazil, river
Year 1/2	A	<u>Our school and our local area</u> Address, postcode, school, buildings, grounds, compass, directions, position, north, south, east, west, near, far, left, right, route, aerial view, map, key, symbols, roads, transport, the UK, changes, human, physical, Mansfield, England.		<u>Seaside</u> United Kingdom, England, Scotland, Wales, Northern Ireland, town, city, village, sea, beach, hill, mountain, London, Belfast, Cardiff, Edinburgh, capital city, world map, locate, cliff, coast, ocean, hill, port, harbour, features.		<u>Continents and Oceans</u> Continent, equator, world map, ocean, Europe, Africa, Asia, Australasia, North America, South America, Antarctica, globe, atlas, world, Earth. <u>Kenya Study</u> Compare, capital city, London, country, population, weather, similarities, differences, village, city, cattle, farming, Africa, Kenya, Nairobi, river, forest, mountain, plain, town wildlife, landmark.	
	B	<u>Making Forest Town Fantastic!</u> Address, postcode, buildings, village, town, flats, terraced house, hospital, path, road, shop, street, compass, directions, north, south, east, west, forest, hill, detached house, park, bungalow, train, station, map, key, symbols, position, route, journey, human/physical features.		<u>Changing weather</u> Weather, change, seasons, Spring, Summer, Autumn, Winter, cloud, cold, fog, gale, hot, rain, showers, snow, sun, warm, blizzard, flood, heatwave, hurricane, tornado, chart.		<u>Hot and cold places: Antarctica</u> Temperature, climate, weather, adapt, North Pole, South Pole, Equator, Antarctica, Arctic, Asia, China, Hong Kong, humid, tropical., habitat.	
Year 3/4	A	<u>Land use and settlements</u> Land use, mountain, hill, peak, farming, National Park, green urban, natural land, sea/ocean, coastline, river, settlement, rural, urban, hamlet, village, town, city, population, county.		<u>Extreme Earth</u> Volcano, volcanoes, crust, mantle, earth, structure, outer core, inner core, tectonic plates, magma, lava, ash, erupted, magma chamber, crater, main vent, eruption cloud, active, dormant, extinct, earthquake,		<u>Mediterranean</u> Mediterranean, atlas, southern hemisphere. Northern hemisphere, Lines of latitude, lines of longitude, equator, tropic of cancer, tropic of Capricorn, Arctic circle, Antarctic circle, Greenwich meridian, prime meridian, human features, physical features, fair trade, air	

			epicentre, mercalli scale, tsunamis, tornadoes, twister.	pollution, comparison, similar, differences, climate, rainfall, topography, elevations, continents, Europe, Italy, Mansfield, Nottinghamshire, Appenines, River Maun, River Reno, River Po, River Nile, population, region, coastlines, seas.
	B	<u>Locality Study – Sherwood Forest</u> County, border, region, grid reference, route, trade, export, import, Eastings, Northings, urban, rural, human & physical features.	<u>Rainforests- The Congo</u> Rainforest, Biome, biodiversity, Equator, Tropic of Cancer, Tropic of Capricorn, emergent layer, canopy, understory, forest floor, deforestation, logging, mining, climate change, endangered, extinct, habitat, flora, fauna, vegetation, indigenous people.	<u>Australia</u> Ordnance Survey Symbol, Key, Co-ordinates, Four figure grid reference, Weather, Climate, Physical features, Human features, equator, states, landmarks, diverse landscape, digital maps
Year 5/6	A	<u>U.K industry & tourism</u> Landmark, county, region, coastline, landscape, land use, industry, retail, tourism, manufacturing, energy, renewable.	<u>Rivers</u> Water cycle, evaporation, condensation, precipitation, overland flow, mouth, channel, source, hydro-electric power, meander, tributary, ox-bow lake, v-shaped valley, dam, irrigation, floodplain.	<u>Japan</u> Climate, latitude, Equator, hemisphere, temperate, tropical, arid, climate zones, Arctic circle, Antarctic circle, biome, Tropics of cancer/Capricorn, ecosystem.
	B	<u>Plastic pollution: Oceans</u> Pollution. Plastic. Biodegradable. Marine. Recycling. Conserve. Endanger. Renewable. Reuse.	<u>North America: The Rocky Mountains</u> Mountain, equator, longitude, latitude, continent, physical feature, human feature, The Rocky Mountains, The Andes, The Appalachian Mountains, Sierra Nevada, fold mountain, tectonic plates, grid reference, climate, settlement, volcanic mountain, plateau mountain, fault-block mountain, dome mountain, climate change, continuous data, push factor, pull factor, contour line, altitude, mountain range, peak, summit, slope, plateau, foot, face.	<u>South America – Brazil</u> Brazil, Brasilia, Rio de Janeiro, slum, rural, urban, ecosystem, tropical rainforest, Caatinga (desert), Pantanal (wetlands), Cerrado (savannah), Pampas, Atlantic forest, urbanization, Rochinha favela, Barra da Tijuca, inequality, poverty, indigenous. Amazon basin, Amazon Rainforest.