



# Curriculum Progression Map - Milestones 2019-2020



## Geography - Locational Knowledge

Year group		Key skills and 'sticky' knowledge	Key vocabulary	Links to curriculum drivers VOCABULARY DIVERSITY ASPIRATION HEALTH AND WELL BEING (Including aspirational figures to be studied)
F1	After 1 term in F1	<ul style="list-style-type: none"> <li>I can play with small-world models such as a farm, a garage or a train track.</li> <li>I know that I attend school and I am part of nursery.</li> <li>I know some features of the school grounds.</li> <li>I know what a farm/town/seaside look like in pictures.</li> </ul>	Map, country, town, world, Sutton-in-Ashfield field, building, shop, library, school, Nursery, house, bungalow, classroom, hall, playground, garden, farm, crop, barn, seaside, sea, beach, ocean, sand, weather, sunshine, cloudy, frost, ice, wind, rain, hail, snow, woodland, trees, forest, jungle, rainforest, savannah,	Diversity - studying China and India and their celebrations. Looking at different countries climate and environment around the world and looking how they are different to where we live.  Aspirations - Looking at different occupations around the world.
	After 2 terms in F1	<ul style="list-style-type: none"> <li>I can notice features of objects in the environment</li> <li>I know what a woodland environment looks like and some animals that live there.</li> <li>I can talk about things I have seen outside and identify some features - trees/buildings/ fences/road/shop.</li> </ul>		
	By the end of F1	<ul style="list-style-type: none"> <li>I know there are different places in the world and not everything is the same.</li> <li>I know some animals that live on a farm and that food grows on a farm.</li> <li>I can talk about what a farm is like.</li> <li>I know that farms and towns are different.</li> <li>I know that some animals live in a jungle.</li> <li>I know that a jungle/farm/seaside is different to where we live in the town.</li> </ul>		
F2	After 1 term in F2	<ul style="list-style-type: none"> <li>I can ask questions about aspects of my familiar world such as the place where I live or the natural world.</li> <li>I know there are different places in the world and not everything is the same.</li> <li>I know the purpose of a bridge.</li> <li>I know that farms produce food.</li> <li>I can talk about and identify things that they can see in the environment - e.g. trees, buildings, fields, monuments, bridges, walls.</li> <li>I can build bridges for a purpose.</li> <li>I can use blocks and bricks to build houses/farms/towers.</li> </ul>	Map, atlas, globe, world, town, city, farm, countryside, seaside, compare, same, different, buildings, field, country, Sutton-in-Ashfield, England, Africa, Kenya, India, China, language, seasons, weather, hot, cold, habitat, mountains, desert, ocean, river, forest, Arctic, jungle, rainforest, environment, recycle, protect, weather, rain, stormy, dark clouds, bright sky, foggy, sunny, frost,	Diversity - studying China and India and their celebrations  Aspiration - Jane Goodall and David Attenborough - environmental scientists
	After 2 terms in F2	<ul style="list-style-type: none"> <li>I can talk about what a farm is like.</li> <li>I know that farms and towns are different.</li> <li>I know we live in town called Sutton-in-Ashfield.</li> <li>I know that we live in a country called England.</li> <li>I know some animals that live on a farm, in the jungle, in the Arctic, in an ocean, in the mountains, in the woods, in a garden</li> <li>I know that some countries have different climates, different buildings, different celebrations, people wear different clothes, different animals live there, different foods grow there, ways of life can be different.</li> <li>I know that to travel to some places we need to use different forms of transport.</li> </ul>		
	By the	<ul style="list-style-type: none"> <li>I can talk about the features of my own immediate environment and how</li> </ul>		

	end of F2	<p>environments might vary from one another.</p> <ul style="list-style-type: none"> <li>• I know about similarities and differences between myself and others, and among families, communities and traditions.</li> <li>• I know that some buildings are old and some are new.</li> <li>• I can compare places/environments/habitats and talk about what they look like, what lives there, the temperature.</li> <li>• I can compare different buildings for their purpose and age.</li> </ul>	icy, windy	
Year 1	<ul style="list-style-type: none"> <li>• Name and locate the 4 countries of the UK and their Capital Cities</li> <li>• Locate and name the Seas that surround the UK</li> <li>• Know and identify on a map the four countries that make up the United Kingdom (England, Wales, Scotland and Northern Ireland).</li> <li>• Know the corresponding capitals for the countries above and identify on a map (London, Cardiff, Edinburgh and Belfast).</li> <li>• Know and identify (on a map) the surrounding seas of the United Kingdom (North Sea, Atlantic Ocean, English Channel and Irish Sea).</li> </ul>	Country, countries, Capital City England, Scotland Northern Ireland, Wales, London, Edinburgh, Cardiff, Belfast, United Kingdom, seas, North Sea, English Channel, Irish Sea		
Year 2	<ul style="list-style-type: none"> <li>• Name and locate the world's 7 continents and 5 oceans</li> <li>• Know and identify on a map the seven continents (Europe, Asia, Africa, North America, South America, Australasia and Antarctica).</li> <li>• Know and identify on a map the five oceans (Atlantic, Pacific, Indian, Arctic and Southern).</li> </ul>	Continent, Oceans, Atlantic, Pacific, Indian, Arctic, Europe, Africa, Asia, North America, South America, Antarctica, Australia	Aspiration- Look at the earth from the space station- aspire to be astronauts Diversity- Using map to locate countries and continents	
Year 3	<ul style="list-style-type: none"> <li>• Locate the world's countries on maps</li> <li>• Locate the counties and cities in the UK</li> <li>• Identify the tectonic plates and lines of longitude and latitude that make up the Earth#</li> <li>• On a map of England identify the counties that are famous for mining</li> <li>• Locate USA, Croatia, Jamaica, France, on world maps- part of wider curriculum learning</li> <li>• Know that the Earth's crust is made up of tectonic plates and that these plates move over time</li> <li>• Use lines of longitude and latitude to identify countries on a map.</li> <li>• Know that longitude lines go vertically across a map and latitude line go horizontally across a map.</li> <li>• Know where the equator, tropic of cancer and Capricorn on a world map.</li> <li>•</li> </ul>	Tectonic plates, longitude, latitude, Croatia, Jamaica, France,	Diversity- Link knowledge of countries from other subjects	
Year 4	<ul style="list-style-type: none"> <li>• Locate countries in Europe on maps</li> <li>• Name and locate capital cities of countries in Europe</li> <li>• Know where some European countries are on a map.</li> <li>• Know the capital cities of some European countries.</li> <li>• Identify capital cities of some European countries on a map.</li> <li>• To demonstrate locational knowledge of countries in relation to each other: e.g. United Kingdom is North of France.</li> </ul>	Germany, France, Spain, Russia, Italy, Norway, Sweden, Poland, Greece, Berlin, Paris, Madrid, Moscow, Rome, Oslo, Stockholm, Warsaw, Athens.	Diversity- Recognise how life of others is similar and different to ours. -Link knowledge of other countries in relation to each other with learning in other curriculum areas.	

<b>Year 5</b>	<ul style="list-style-type: none"> <li>• <i>Locate the world's countries on maps (Africa, North and South America)</i></li> <li>• Know where some key countries in Africa are on a map- In particular Egypt, South Africa and Kenya</li> <li>• Know where some key countries in North and South America are on a map: USA, Canada and Mexico</li> <li>• Locate capital cities or major cities of these countries.: Washington DC, Ottawa, Mexico City, Nairobi, Cape Town, Ciaro</li> <li>• Know where the equator, tropic of cancer and Capricorn on a world map.</li> <li>• Know what a tropic is.</li> <li>• Know that the tropic of cancer is in the Northern Hemisphere</li> <li>• Know that the tropic of Capricorn is in the Southern Hemisphere</li> <li>• Know the tropics are the region where the sun passes directly overhead.</li> <li>• Name countries that are on the Tropic of Capricorn</li> <li>• Name countries that are on the Tropic of Cancer</li> </ul>	Tropic, Tropic of cancer, tropic of Capricorn, Egypt, South Africa,	
<b>Year 6</b>	<ul style="list-style-type: none"> <li>• <i>Name and locate countries and major cities of the world on maps</i></li> <li>• Know where some key countries are on a map</li> <li>• Know where the capital cities are for these countries on a map</li> </ul>		



## Curriculum Progression Map - Milestones



### Geography - Place Knowledge

Year group		Key skills and 'sticky' knowledge	Key vocabulary	Links to curriculum drivers VOCABULARY DIVERSITY ASPIRATION HEALTH AND WELL BEING <i>(Including aspirational figures to be studied)</i>
<b>FI</b>	After 1 term in FI	<ul style="list-style-type: none"> <li>• I know what a farm/town/seaside look like in pictures.</li> </ul>	Map, country, town, world, Sutton-in-Ashfield field, building, shop, library, school, Nursery, house, bungalow, classroom, hall, playground, garden, farm, crop, barn, seaside, sea, beach, ocean, sand, weather, sunshine, cloudy, frost, ice, wind, rain, hail, snow, woodland, trees, forest, jungle,	Diversity - studying China and India and their celebrations. Looking at different countries climate and environment around the world and looking how they are different to where we live.  Aspirations - Looking at different occupations around the world.
	After 2 terms in FI	<ul style="list-style-type: none"> <li>• I know what a woodland environment looks like and some animals that live there.</li> </ul>		
	By the end of FI	<ul style="list-style-type: none"> <li>• I know there are different places in the world and not everything is the same.</li> <li>• I know that farms and towns are different.</li> <li>• I know that a jungle/farm/seaside is different to where we live in the town.</li> </ul>		

			rainforest, savannah,	
F2	After 1 term in F2	<ul style="list-style-type: none"> <li>I know there are different places in the world and not everything is the same.</li> <li>I can talk about and identify things that they can see in the environment - e.g. trees, buildings, fields, monuments, bridges, walls.</li> </ul>	Map, atlas, globe, world, town, city, farm, countryside, seaside, compare, same, different, buildings, field, country, Sutton-in-Ashfield, England, Africa, Kenya, India, China, language, seasons, weather, hot, cold, habitat, mountains, desert, ocean, river, forest, Arctic, jungle, rainforest, environment, recycle, protect, weather, rain, stormy, dark clouds, bright sky, foggy, sunny, frost, icy, windy	Diversity - studying China and India and their celebrations  Aspiration - Jane Goodall and David Attenborough - environmental scientists
	After 2 terms in F2	<ul style="list-style-type: none"> <li>I know we live in town called Sutton-in-Ashfield.</li> <li>I know that we live in a country called England.</li> <li>I know that some countries have different climates, different buildings, different celebrations, people wear different clothes, different animals live there, different foods grow there, ways of life can be different.</li> <li>I can build a replica Chinese monument.</li> <li>I can compare different countries and ways of life to England - India, China, Kenya and talk about the similarities and differences.</li> </ul>		
	By the end of F2	<ul style="list-style-type: none"> <li>I can talk about past and present events in my own life and in the lives of family members.</li> <li>I know about similarities and differences between myself and others, and among families, communities and traditions.</li> <li>I can, in pretend play, imitate everyday actions and events from own family and cultural background, e.g. making and drinking tea.</li> <li>I learn that they have similarities and differences that connect them to, and distinguish them from, others.</li> </ul>		
Year 1		<ul style="list-style-type: none"> <li>Study the human and physical geography of a small area of the UK (Sutton-In-Ashfield)</li> <li>Know that a village is smaller than a town</li> <li>Know the town we live in is called Sutton-in-Ashfield.</li> <li>Know the county we live in is called Nottinghamshire.</li> <li>Know that the country we live in is England.</li> <li>Know that the United Kingdom is an island in Europe.</li> <li>Know that all streets have a name and a post code.</li> <li>Know their own address and the address of the school.</li> <li>Know local buildings in the surrounding locality (school, shop, town, library, vets and church) linked to the locality walk.</li> <li>Know the purpose of the above buildings, also including (hospital, supermarket, bus station and dentist) e.g. Know I go to the doctors if I am ill. I go to the bus station to travel somewhere.</li> <li>Know the types of houses that are in our local area (flats, terraced, semi-detached, detached)</li> </ul>	village, town, county, Europe, England, island Country, continent, buildings, local, street, postcode	Aspiration- Know jobs of local people
Year 2		<ul style="list-style-type: none"> <li>Identify the similarities and differences between a small area of the UK and a non-EU country.</li> <li>Know that the region we live in is called the East Midlands.</li> <li>Know the types of houses that are in our local area (flats, terraced, semi-detached, detached)</li> <li>Know that the continent we live in is called Europe.</li> <li>Know that the United Kingdom is a group of islands which are part of the European Continent.</li> </ul>	flat, terraced, semi-detached, detached Settlements, climate, drought, urban, rural, regions, similarities, differences, physical, human, landmarks	Diversity- Studying a small area of Africa. We tackle stereotypes of life in Africa. We compare the lives of Africans to ourselves.

	<ul style="list-style-type: none"> <li>• Know and explain how two settlements (one European and non-European) are geographically similar or different.</li> <li>• Know and name the following physical geography vocabulary to describe a European and non-European settlement (coast, cliff, mountain, beach, forest, hill, sea, ocean, river and valley).</li> <li>• Know and name the following human geography vocabulary to describe a European and non-European settlement (city, town, village, factory, farm, house, office, port, harbour and shop).</li> </ul>		
Year 3	<ul style="list-style-type: none"> <li>• Identify land-use patterns and change over time</li> <li>• Identify human and physical features of (Nottinghamshire) A region in the UK</li> <li>• Identify, using maps, how land use in Nottinghamshire has changed over time.</li> <li>• Know reasons for changes in land use in Nottinghamshire over time, particularly deforestation.</li> <li>• Identify the towns and cities in Nottinghamshire on a map.</li> </ul>	Nottinghamshire, Sherwood Forest, land use, deforestation	
Year 4	<ul style="list-style-type: none"> <li>• Identify similarities and differences between a region in the UK and a region of a European country (Italy)</li> <li>• Identify similarities and differences between England and a city in Italy</li> <li>• Know both places are in Europe</li> <li>• Know the climate differences between the two places.</li> <li>• Know the primary language spoken in the city in Italy</li> <li>• Know what both places are famous for.</li> </ul>	Italy, Rome, Venice, Verona, Milan, Sicily, Puglia	Diversity- Study an Italian city and understand how it is similar or different to living in an English city
Year 5	<ul style="list-style-type: none"> <li>• Identify similarities and differences between a region in the UK and a non-European region (South Africa).</li> <li>• Identify similarities and differences between England and South Africa</li> <li>• Know the climate differences between the two places.</li> <li>• Know the primary language spoken in South Africa</li> <li>• Know what both places are famous for.</li> </ul>	South Africa	Diversity- Know about the life and why Nelson Mandela is famous.
Year 6	<ul style="list-style-type: none"> <li>• Identify similarities and differences between a region in the UK and a region of a South American country (Brazil)</li> <li>• Identify similarities and differences between England and Brazil</li> <li>• Know the climate differences between the two places</li> <li>• Know what both places are famous for</li> </ul>	Brazil, Fair Trade	



Curriculum Progression Map - Milestones  
Geography - Human and Physical Geography



Year	Key skills and 'sticky' knowledge	Key	Links to curriculum
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group			vocabulary	drivers VOCABULARY DIVERSITY ASPIRATION HEALTH AND WELL BEING (Including aspirational figures to be studied)
F1	After 1 term in F1	<ul style="list-style-type: none"> <li>I can talk about what I can see and hear.</li> <li>I can explore the outdoor environment and talk about what I can see and hear.</li> </ul>	Map, country, town, world, Sutton-in-Ashfield field, building, shop, library, school, Nursery, house, bungalow, classroom, hall, playground, garden, farm, crop, barn, seaside, sea, beach, ocean, sand, weather, sunshine, cloudy, frost, ice, wind, rain, hail, snow, woodland, trees, forest, jungle, rainforest, savannah,	Diversity - studying China and India and their celebrations. Looking at different countries climate and environment around the world and looking how they are different to where we live.  Aspirations - Looking at different occupations around the world.
	After 2 terms in F1	<ul style="list-style-type: none"> <li>I can notice features of objects in the environment</li> <li>I can, in pretend play, imitate everyday actions and events from own family and cultural background, e.g. making and drinking tea.</li> <li>I can see my new friends have similarities and differences that connect them to, and distinguish them from, others.</li> <li>I know some different types of weather.</li> <li>I can identify the weather each day.</li> </ul>		
	By the end of F1	<ul style="list-style-type: none"> <li>I can ask questions about aspects of my familiar world such as the place where I live or the natural world.</li> <li>I can talk about some of the things I have observed such as plants, animals, natural and found objects.</li> <li>I can start to develop an understanding of growth, decay and changes over time.</li> <li>I can show care and concern for living things and the environment.</li> <li>I can help to look after our outdoor environment and show respect to it.</li> </ul>		
F2	After 1 term in F2	<ul style="list-style-type: none"> <li>I can ask questions about aspects of my familiar world such as the place where I live or the natural world.</li> <li>I can talk about some of the things I have observed such as plants, animals, natural and found objects.</li> <li>I know and can identify different types of weather.</li> <li>I can explore the outdoor environment and talk about what they see and can find.</li> </ul>	Map, atlas, globe, world, town, city, farm, countryside, seaside, compare, same, different, buildings, field, country, Sutton-in-Ashfield, England, Africa, Kenya, India, China, language, seasons, weather, hot, cold, habitat, mountains, desert, ocean, river, forest, Arctic, jungle, rainforest, environment, recycle, protect, weather, rain, stormy, dark clouds, bright sky, foggy, sunny, frost, icy, windy	Diversity - studying China and India and their celebrations  Aspiration - Jane Goodall and David Attenborough - environmental scientists
	After 2 terms in F2	<ul style="list-style-type: none"> <li>I can start to develop an understanding of growth, decay and changes over time.</li> <li>I can show care and concern for living things and the environment.</li> <li>I know that we use an atlas, globe, map and non-fiction books to find out information about countries.</li> <li>I know that we can use a map to follow and find things.</li> <li>I know that to travel to some places we need to use different forms of transport.</li> </ul>		
	By the end of F2	<ul style="list-style-type: none"> <li>I can talk about past and present events in my own life and in the lives of family members.</li> <li>I know that other children don't always enjoy the same things, and I am sensitive to this.</li> <li>I know about similarities and differences between myself and others, and among families, communities and traditions.</li> <li>I can, in pretend play, imitate everyday actions and events from own family and cultural background, e.g. making and drinking tea.</li> <li>I know that I have similarities and differences that connect me to, and distinguish me from others.</li> <li>I know the seasons of the year.</li> <li>I know that some buildings are old and some are new.</li> <li>I know that humans can have an impact on the environment.</li> </ul>		

		<ul style="list-style-type: none"> <li>• I know some things that we can do to help to protect the environment - recycling focus, caring for the environment and showing respect to it.</li> <li>• I can compare places/environments/habitats and talk about what they look like, what lives there, the temperature.</li> <li>• I can identify human impact on an environment and what could be done to prevent it or improve the situation.</li> <li>• I can compare different buildings for their purpose and age.</li> </ul>		
Year 1	<ul style="list-style-type: none"> <li>• Identify seasonal and daily weather patterns in the UK</li> <li>• Locate areas and countries which are hot and cold around the world (in relation to the equator and north and south poles)</li> <li>• Use geographical vocabulary to refer to key human features. e.g. hospital, supermarket, station, shop</li> <li>• I can identify the Equator on a globe and world map.</li> <li>• I know that the hot places on the globe are located around the equator</li> <li>• Know and order the seasons of the year (Spring, Summer, Autumn and Winter).</li> <li>• Know weather-specific vocabulary and link words to the correct seasons (rain, snow, sun, fog, cloud(y), hail, thunder, lightning and wind).</li> <li>• Know that the above weather can feature in more than one season.</li> <li>• Know the location of hot and cold areas of the world in relation to the equator and Poles.</li> <li>• Know that the North and South Poles are deserts.</li> <li>• Know that countries near to the equator don't have seasons because they are closest to the sun.</li> </ul>	<p>Seasons, weather, forecast, equator, South Pole, North Pole, Desert, hot places, cold Places, Spring, Summer, Autumn, Winter, school, shop, town, church, supermarket, hospital, bus station, dentist, snow, rain, sun, fog, cloudy, hail, thunder, lightning, wind</p>	<p>Aspiration- The children study Ann Bancroft and her expeditions to both the North and South Poles</p>	
Year 2	<ul style="list-style-type: none"> <li>• Be able to use some key geographical vocabulary e.g. coast, cliff, mountain, beach, forest, hill, sea, ocean, river and valley</li> <li>• I can identify key human features of London. i.e. Big Ben, St Paul's Cathedral, Bridges and Transport Systems</li> <li>• I can identify key physical features of London. i.e. River Thames</li> <li>• Know and name the following physical geography vocabulary to describe a European and non-European settlement (coast, cliff, mountain, beach, forest, hill, sea, ocean, river and valley).</li> <li>• Know and name the following human geography vocabulary to describe a European and non-European settlement (city, town, village, factory, farm, house, office, port, harbour and shop).</li> </ul>	<p>Skyline, sky scraper, light house, tide, rockpool, cliff, island, landmarks, coast, cathedral, harbour, port, beach</p>	<p>Aspiration- Children learn about Architects (Sir Christopher Wren) and Structural Engineers (Roma Agrawal) and their role in developing the London Skyline.</p>	
Year 3	<ul style="list-style-type: none"> <li>• To describe and explain key aspects of physical geography especially volcanoes and earthquakes.</li> <li>• To describe and explain key aspects of physical geography including rocks and soils.</li> <li>• To describe and explain key aspects of human geography eg. Settlements and land use, commercial use and trade links (mining).</li> <li>• Know how volcanoes are formed</li> <li>• Know what happens when a volcano erupts</li> <li>• Know the parts of a volcano</li> <li>• Know the types of volcano</li> <li>• Know why earthquakes happen</li> <li>• Identify famous volcanoes on a map</li> <li>• Know that that plates move backwards and forwards causing friction, resulting in volcanoes and earthquakes.</li> </ul>	<p>Volcanoes, earthquakes, lava, magma, eruption, crust, plates, core, mantle, cracks, plate boundaries, ring of fire, ash cloud, vent, conduit, magma chamber, crater, layers, fault line, epicentre, tremors, magnitude, Richter Scale, seismologists, metamorphic,</p>		

	<ul style="list-style-type: none"> <li>• Know that tremors can be felt and are measured in magnitude on the Richter Scale by seismologists.</li> <li>• Know the three types of rocks: metamorphic, sedimentary and igneous rocks.</li> <li>• Know that rocks and soil wear away over time (erosion/erode).</li> <li>• Know how land has been used in Nottinghamshire in the past (mining)</li> <li>• Know how settlements have changed over time since the Stone Age</li> </ul>	<p>sedimentary, igneous, mine, trade,</p>	
<p>Year 4</p>	<ul style="list-style-type: none"> <li>• Identify key aspects of human geography including: land use, factories, farms, villages, harbours and ports.</li> <li>• To describe and identify key aspects of physical geography eg. Rivers and water cycles.</li> <li>• Know key vocabulary relating to rivers and water cycles</li> <li>• Know each of the stages of the water cycle</li> <li>• Know the journey of a river from the source to the sea</li> <li>• Know key parts and features of a river</li> <li>• Know Nottingham's River is the River Trent.</li> <li>• Know the longest river in the UK is the River Severn.</li> <li>• Describe the features of key aspects of human geography</li> <li>• Know how to explain the difference between agriculture and tourism using the following vocabulary: city, village, factory, farm, office, harbour and port.</li> </ul>	<p>tourism, tourists, agriculture, city, village, factory, farm, office, harbour, port, sun, evaporation, condensation, cloud(y), wind, precipitation, streams, valley, meander, river, tributary, run-off, surface run-off, ground water, flood plain, river mouth, estuary, rainfall, source</p>	
<p>Year 5</p>	<ul style="list-style-type: none"> <li>• Describe and understand key aspects of physical geography including mountains and climate zones.</li> <li>• Describe and understand key aspects of human geography including settlements and land use.</li> <li>• Know the three largest mountains in the UK, Ben Nevis (Scotland), Snowdon (Wales) and Scafell Pike (England).</li> <li>• Know the difference between a hill and a mountain (mountain above 300m).</li> <li>• Know that most mountain ranges have been formed by movements in the Earth's crust.</li> <li>• Know and describe locations on a map or globe that experience: tropical climate, dry climate, mild climate, continental climate, polar climate and mountainous climate and discuss similarities and differences in weather conditions.</li> <li>• Know and discuss reasons for changes in climate and results in climate change.</li> </ul>	<p>tropical climate, dry climate, mild climate, continental climate, polar climate, mountainous climate, climate change, biome, settlement, mountain, peak, summit, altitude, Ben Nevis, Snowdon, Scafell Pike, Junko Tabei</p>	<p>Aspiration-Junko Tabei (mountaineer)</p>
<p>Year 6</p>	<ul style="list-style-type: none"> <li>• Describe and understand key aspects of physical geography including rainforests.</li> <li>• Describe and understand key aspects of human geography including trade links and the distribution of food.</li> <li>• Know and explain the goals of Fair Trade and know that Fair Trade crops are grown ethically</li> <li>• Know that Fair Trade produce can be identified by the Fair Trade Logo and that certain supermarkets are synonymous with selling Fair Trade products e.g. the Co-operative.</li> <li>• Know that food travels from source to supermarket, and that this distance is</li> </ul>	<p>Fair Trade, cocoa beans, bananas, crops, ethically, produce, logo, supermarkets, Co-operative, source, food miles, climate change, global</p>	

	<p>measured in food miles.</p> <ul style="list-style-type: none"> <li>• Know and explain some examples of how climate change has impacted our planet.</li> <li>• Know and explain some reasons for climate change</li> <li>• Locate the world's rainforests on a world map</li> <li>• Know the composition of rainforests including the different layers</li> <li>• Know what animals live in rainforests</li> <li>• Know and explain the reasons for deforestation</li> <li>• Know and explain the impact deforestation</li> <li>• Know how we can protect rainforests and their animals</li> </ul>	<p>warming, rainforest, deforestation, forest floor, understory, canopy, emergent</p>	
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## Curriculum Progression Map - Milestones

### Geography - Geographical Skills and Fieldwork



Year group		Key skills and 'sticky' knowledge	Key vocabulary	Links to curriculum drivers VOCABULARY DIVERSITY ASPIRATION HEALTH AND WELL BEING (Including aspirational figures to be studied)
F1	After 1 term in F1	<ul style="list-style-type: none"> <li>• I can play with small-world models such as a farm, a garage or a train track.</li> <li>• I can talk about what I can see and hear.</li> <li>• I can talk about places in photographs, pictures and books.</li> <li>• I can explore the outdoor environment and talk about what I can see and hear.</li> </ul>	<p>Map, country, town, world, Sutton-in-Ashfield field, building, shop, library, school, Nursery, house, bungalow, classroom, hall, playground, garden, farm, crop, barn, seaside, sea, beach, ocean, sand, weather, sunshine, cloudy, frost, ice, wind, rain, hail, snow, woodland, trees, forest, jungle, rainforest, savannah,</p>	<p>Diversity - studying China and India and their celebrations. Looking at different countries climate and environment around the world and looking how they are different to where we live.</p> <p>Aspirations - Looking at different occupations around the world.</p>
	After 2 terms in F1	<ul style="list-style-type: none"> <li>• I can, in pretend play, imitate everyday actions and events from own family and cultural background, e.g. making and drinking tea.</li> <li>• I can identify the weather each day.</li> <li>• I can talk about things I have seen outside and identify some features - trees/buildings/ fences/road/shop.</li> </ul>		
	By the end of F1	<ul style="list-style-type: none"> <li>• I can ask questions about aspects of my familiar world such as the place where I live or the natural world.</li> <li>• I can talk about some of the things I have observed such as plants, animals, natural and found objects.</li> <li>• I can show care and concern for living things and the environment.</li> <li>• I can talk about what a farm is like.</li> <li>• I can help to look after our outdoor environment and show respect to it.</li> </ul>		
F2	After 1 term in F2	<ul style="list-style-type: none"> <li>• I can ask questions about aspects of my familiar world such as the place where I live or the natural world.</li> <li>• I can talk about some of the things I have observed such as plants, animals, natural and found objects.</li> <li>• I can talk about and identify things that they can see in the environment - e.g. trees, buildings, fields, monuments, bridges, walls.</li> <li>• I can build bridges for a purpose.</li> <li>• I can use blocks and bricks to build houses/farms/towers.</li> </ul>	<p>Map, atlas, globe, world, town, city, farm, countryside, seaside, compare, same, different, buildings, field, country, Sutton-in-Ashfield, England,</p>	<p>Diversity - studying China and India and their celebrations</p> <p>Aspiration - Jane Goodall and David Attenborough - environmental scientists</p>

	<p>After 2 terms in F2</p>	<ul style="list-style-type: none"> <li>I can explore the outdoor environment and talk about what they see and can find.</li> <li>I can show care and concern for living things and the environment.</li> <li>I can talk about what a farm is like.</li> <li>I can build a replica Chinese monument.</li> <li>I can compare different countries and ways of life to England - India, China, Kenya and talk about the similarities and differences.</li> <li>I can talk about things I can see on a map.</li> </ul>	<p>Africa, Kenya, India, China, language, seasons, weather, hot, cold, habitat, mountains, desert, ocean, river, forest, Arctic, jungle, rainforest, environment, recycle, protect, weather, rain, stormy, dark clouds, bright sky, foggy, sunny, frost, icy, windy</p>	
	<p>By the end of F2</p>	<ul style="list-style-type: none"> <li>I can talk about the features of my own immediate environment and how environments might vary from one another.</li> <li>I can talk about past and present events in my own life and in the lives of family members.</li> <li>I can compare places/environments/habitats and talk about what they look like, what lives there, the temperature.</li> <li>I can identify human impact on an environment and what could be done to prevent it or improve the situation.</li> <li>I can compare different buildings for their purpose and age.</li> <li>I can find some things on a basic map of the classroom or outdoor area.</li> </ul>		
<p>Year 1</p>	<ul style="list-style-type: none"> <li>Use simple fieldwork and observational skills to study geography of their school and its grounds and the key human and physical features of the surrounding area.</li> <li>Use world maps, atlases and globes to identify the UK and its countries</li> <li>Know that we use an atlas, globe and a map to find out information about countries.</li> <li>I can find the UK on a world map and globe</li> <li>I can identify the 4 countries of the UK on a map of the UK.</li> <li>I can identify the capital cities of the 4 countries of the UK.</li> <li>Know, from undertaking fieldwork, that information can be gathered about our local area by observing the traffic in a survey (link maths - pictograms).</li> </ul>	<p>Atlas, globe, map, Europe, fieldwork, survey, tally, observe, map symbols, key, traffic</p>		
<p>Year 2</p>	<ul style="list-style-type: none"> <li>Use simple compass directions and directional language to describe locations on a map.</li> <li>Use aerial photographs including Google Earth to recognise landmarks and basic human and physical features</li> <li>Use world maps, atlases and globes to identify the 7 continents and 5 oceans of the world.</li> <li>Know how to use a virtual map to gather information, using index, search bar, zooming tool and orientation</li> <li>Know how to use aerial photographs (including Google Earth) to identify key landmarks- both physical and human (e.g. over London - Big Ben, River Thames, London Eye, Bridges, and Transport System).</li> <li>Know that the orientation of a compass is North.</li> <li>Know the four points of a compass (North, East, South and West).</li> <li>I can label the 7 continents of the world on a world map.</li> </ul>	<p>Virtual map, aerial photo, orientation, compass, direction, North, South, East, West.</p>		
<p>Year 3</p>	<ul style="list-style-type: none"> <li>Use maps to identify countries and features of physical geography (volcanoes).</li> <li>Use fieldwork to observe land use in an area of Nottinghamshire.</li> <li>I can use world maps to identify countries of the world.</li> </ul>	<p>Observation, OS maps</p>		

	<ul style="list-style-type: none"> <li>I can use world maps to identify the location of volcanoes.</li> <li>I can observe how the land has been used in Sherwood Forest using a range of OS maps and aerial photographs</li> </ul>		
Year 4	<ul style="list-style-type: none"> <li>Use Ordnance Survey maps and four-figure grid references to build knowledge of the United Kingdom and the wider world.</li> <li>Measure and record rainfall and temperature</li> <li>Identify the Northern and Southern Hemisphere</li> <li>Use OS maps to build knowledge of the UK</li> <li>Use four-figure grid references to build knowledge of the UK</li> <li>Measure and record rainfall.</li> <li>Measure and record temperature.</li> </ul>	two-figure grid reference, four-figure grid reference, rainfall, millimetres	
Year 5	<ul style="list-style-type: none"> <li>Measure, record and present aspects of physical geography using graphs</li> <li>Know how to use graphs to record features such as temperature or rainfall across the world.</li> <li>Know that rainfall and temperature can be presented in graphs and know how to interpret this information (link to maths).</li> </ul>	graph	
Year 6	<ul style="list-style-type: none"> <li>Use six-figure grid references and Ordnance Survey maps to build knowledge of the UK and wider world</li> <li>Use lines of longitude and latitude to locate places</li> <li>Recognise and use time zones and identify the Greenwich meridian</li> <li>Use six-figure grid references on OS maps to locate positions</li> </ul>	Six-figure grid reference, time zone, Greenwich meridian	