



Geography Curriculum Progression Map



Understanding the World People, Culture and Communities and The Natural World

	After a third of FI	After two thirds of FI	End of FI	Vocabulary
Foundation 1	I can play with small world models. I can begin to recognise some environments, such as, a farm. I can point to some things that I notice and are of interest to me. I know that I attend school and am part of a nursery. I can begin to talk about what I can see and hear outside, in pictures and books. I can explore the outdoor environment. I can begin to identify some types of weather each day.	I can notice features of the environment. I can talk about what I have seen outside, in pictures and books. I can begin to understand the need to respect and care for the natural environment. I can begin to describe a route. I can begin to talk about some features of an environment, for example, trees in a woodland, sand on a beach. I can identify the weather each day. I can imitate everyday actions and events from my family and cultural background. I can see my friends have similarities and differences that connect them to and distinguish them from others.	I know there are different countries in the world and not everywhere is the same. I can begin to talk about some differences I can see in photographs. I can ask questions about aspects of my familiar world. I can talk about some things I have observed using specific vocabulary. I can show care and concern for living things and the environment. I can describe a route using some specific language. I can help to look after the outdoor environment.	Where, farm, woods, beach, sea, sand, trees, jungle school, nursery, house, town weather, sun, rain, snow, wind, ice see, photograph, country, different, same, map, journey
Links to Curriculum Drivers	Diversity – Me in a Bag, studying different cultures and countries. Celebrating a range of cultural celebrations during the year			
Language	Observation – It is ... It has ... Comparison – It is different. It is not the same. It looks the same because ...			



Geography Curriculum Progression Map



Geography – Locational Knowledge

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Vocabulary
Foundation 2	I can build and create features of environments in my play. I can talk about and identify things I can see in the environment, a photograph or map using some key vocabulary.		I can listen to and talk about non-fiction books, applying new knowledge and vocabulary. I can answer why questions about a text that has been read to me.		ELG: Describe the immediate environment using knowledge from observation, discussion, stories, nonfiction texts and maps, know some similarities and differences between different religious and cultural communities in this country, drawing on		Environment, habitat, photograph, country, same, different, compare, town, place, care,

	I can begin to talk about some differences between places in the world using photographs or pictures. I can ask questions about aspects of the familiar world. I can comment on what I can see on a map. I can talk about some of the features of my home town.	I can talk about some specific features of an environment, location or country that I have been learning about.	their experiences and what has been read in class, explain some similarities and difference between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.	rubbish, plastic, effect
Links to Curriculum Drivers	Diversity – Culture Box, studying different cultures and countries. Celebrating a range of cultural celebrations during the year			
Language	Observation – It is ... It has ... Comparison – It is different. They are different because ... It is not the same. It is the same because ... It looks the same because ...			
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)
Year 1	- NC name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas - Know and identify on a map the four countries that make up the United Kingdom (England, Wales, Scotland and Northern Island). - Know the corresponding capitals for the countries of the UK and identify them on a map (London, Cardiff, Edinburgh, and Belfast). - Know and identify (on a map) the surrounding seas of the UK (North Sea, Atlantic Ocean, English Channel and Irish Sea).		Country, countries, capital city, England, Scotland, Northern Ireland, Wales, London, Edinburgh, Cardiff, Belfast, United Kingdom, seas, North Sea, English Channel, Irish Sea.	
Year 2	- NC Name and locate the world’s 7 continents and 5 oceans. - 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).		Continent, oceans, Atlantic, Pacific, Indian, Arctic, Europe, Africa, Asia, North America, South America, Antarctica, Australasia.	Aspiration- Look at the Earth from the space station- aspire to be astronauts. Diversity- Using maps to locate countries and continents.
Year 3	- NC 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 - NC name and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains,		Tectonic plates, longitude, latitude, Croatia, Jamaica, France.	Diversity- Link knowledge of countries from other subjects.

	coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time - NC 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) - Know the names of and locate four countries from the Northern Hemisphere and four countries from the Southern Hemisphere. - Know the names of and locate six cities in England. - Know where the Equator, Northern and Southern Hemispheres, Arctic and Antarctic Circles are on a map. - Know the difference between Great Britain, The British Isles and the United Kingdom. - Locate USA, Jamaica, France on world maps- part of wider curriculum learning. - On a map of England, identify the counties that are famous for mining. - Use lines of longitude and latitude to identify countries on a map. - Know that longitude lines go vertically across a map and latitude lines go horizontally across a map - Know that the Earth's crust is made up of tectonic plates and that these plates move over time. - Locate the Arctic and Antarctic Circles on a map.		
Year 4	- NC 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 - NC 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 - Know the names of and locate 8 European countries. - Know the names of and locate the capital cities of 8 European countries. - Know, name and locate the main rivers in the UK. - To demonstrate locational knowledge of countries in relation to each other e.g. United Kingdom is north of France.	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.
Year 5	- NC 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 - NC 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)	Tropic, Tropic of Cancer, Tropic of Capricorn, Egypt, South Africa, Washington DC, Ottawa, Mexico City, Nairobi,	

	• Know where the main mountain regions are in the UK. • Know what is meant by the term 'tropics'. • Know where the Tropic of Cancer, Tropic of Capricorn and the Greenwich Meridian are on a world map. • • Know where some key countries in Africa are on a map-Egypt, South Africa, Kenya. • Locate capital or major cities - Washington DC, Ottawa, Mexico City, Nairobi, Cape Town, Ciara. • Know where the equator, Tropic of Cancer and Tropic of Capricorn are on a world map. • Know that the Tropic of Cancer is in the Northern Hemisphere. • Know that the Tropic of Capricorn is in the Southern Hemisphere. • Know the tropics and the region where the sun passes directly overhead. • Name countries that are on the Tropic of Cancer. • Name countries that are on the Tropic of Capricorn. •	Cape Town, Ciara.	
Year 6	• NC 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 • Know about time zones and work out differences. • Know and locate developed nations and cities compared to underdeveloped nations. • Know and locate high, middle and low income countries. • Know, name and locate a number of South and North American countries. •		



Geography Curriculum Progression Map - Milestones

Geography - Place Knowledge



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Vocabulary
Foundation 2	I can build and create features of environments in my play. I can talk about and identify things I can see in the environment, a photograph or map using some key vocabulary.		I can point out some similarities and differences between life in this country and other countries with the use of visuals.		ELG: Describe the immediate environment using knowledge from observation, discussion, stories, nonfiction texts and maps, know some similarities and differences between different religious and cultural		Environment, habitat, photograph, country, same, different, compare, town,

	I can begin to talk about some differences between places in the world using photographs or pictures. I can ask questions about aspects of the familiar world. I can comment on what I can see on a map. I can talk about some of the features of my home town.	I know that I live in a town called Sutton-in-Ashfield in the country England.	communities in this country, drawing on their experiences and what has been read in class, explain some similarities and difference between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.	place, care, rubbish, plastic, effect
Links to Curriculum Drivers	Diversity – Culture Box, studying different cultures and countries. Celebrating a range of cultural celebrations during the year			
Language	Observation – It is ... It has ... Comparison – It is different. They are different because ... It is not the same. It is the same because ... It looks the same because ...			
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)
Year 1	- NC Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom - Know the physical features of hot and cold places in the world- weather, wildlife - Know some basic human features of the locality around the school (local area study – immediate vicinity of the school) - Know the town we live in is called Sutton-in-Ashfield. - Know the county we live in is called Nottinghamshire. - Know that the country we live in is England. - Know that all streets have a name. - Know local buildings in the surrounding locality of the school (school, shop, town, library, vets and church) linked to the locality walk. - 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. - Know the types of houses that are in our local area (flats, terraced, semi-detached, detached) around the school		town, England, island buildings, local, street,	Aspiration- Know jobs of local people
Year 2	- NC 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 - Know some basic differences between a place in England and that of a small place in a non-European country. - Know the types of houses that are in our local area (flats, terraced, semi-detached, detached) - Know that the continent we live in is called Europe.		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.

	• Know that the United Kingdom is a group of islands which are part of the European Continent. • Know and explain how two settlements (one European and non-European) are geographically similar or different. • 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). • 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).		
Year 3	• NC understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom • Know how land use in Nottinghamshire has changed over time. • Know reasons for changes in land use in Nottinghamshire over time, particularly deforestation. • Identify the towns and cities in Nottinghamshire on a map.	Nottinghamshire, Sherwood Forest, land use, deforestation	
Year 4	• NC 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 • Know the main differences and similarities between living in the UK and a Mediterranean country. • Know both places are in Europe • Know the climate differences between the two places. • Know the primary language spoken in the city in Italy • Know what both places are famous for.	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	• NC 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 • Know and explain the main differences and similarities between living in the UK and a country in the Southern Hemisphere. • Know the climate differences between the two places. • Know the primary language spoken in South Africa • Know what both places are famous for.	South Africa	Diversity- Know about the life and why Nelson Mandela is famous.
Year 6	• NC 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 • Know and give detailed descriptions and considered opinions the main differences and similarities between living in the UK and a country in South America. • Know the climate differences between the two places • Know what both places are famous for	Brazil, Fair Trade	



Curriculum Progression Map - Milestones

Geography - Human and Physical Geography



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Vocabulary
Foundation 2	I can build and create features of environments in my play. I can talk about and identify things I can see in the environment, a photograph or map using some key vocabulary. I can begin to talk about some differences between places in the world using photographs or pictures. I can ask questions about aspects of the familiar world. I can comment on what I can see on a map. I can talk about some of the features of my home town.		I can compare places and environments. I can show care and concern to the environment. I know that humans can impact the environment.		ELG: Describe the immediate environment using knowledge from observation, discussion, stories, nonfiction texts and maps, know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class, explain some similarities and difference between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.		Environment, habitat, photograph, country, same, different, compare, town, place, care, rubbish, plastic, effect
Links to Curriculum Drivers	Diversity – Culture Box, studying different cultures and countries. Celebrating a range of cultural celebrations during the year						
Language	Observation – It is ... It has ... Comparison – It is different. They are different because ... It is not the same. It is the same because ... It looks the same because ...						
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)	
Year 1	- NC 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 - NC Use basic geographical knowledge 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, shop - Know that the weather is changeable in the UK and this makes the seasons. - Know which is the hottest and coldest season in the UK.				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,		Aspiration- The children study Ann Bancroft and her expeditions to both the North and South Poles

	- Use simple Geographical language to describe the weather and record observations of this over time using basic weather symbols. - Know that the weather can be in more than one season. - Know and order the seasons of the year (Spring, Summer, Autumn and Winter). - Know weather-specific vocabulary and link words to the correct seasons (rain, snow, sun, fog, cloud(y), hail, thunder, lightning and wind). - I know that the hot places on the globe are located around the equator - Know that the North and South Poles are both deserts. - Know what a desert is.	dentist, snow, rain, sun, fog, cloudy, hail, thunder, lightning, wind	
Year 2	- NC Be able to use some key 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 - Know and use geographical vocabulary to describe a European and non-European settlement. - Know the main differences between city, town and village and explain some of the advantages and disadvantages of living in them. - Know and identify the following physical features: mountain, lake, island, valley, river, cliff, forest and beach. - Know that countries near to the equator don't have seasons because they are closest to the sun. - I can identify key human features of London. i.e. Big Ben, St Paul's Cathedral, bridges, skyscrapers and transport systems, - I can identify key physical features of London. i.e. River Thames	Skyline, sky scraper, light house, tide, rockpool, cliff, island, landmarks, coast, cathedral, harbour, port, beach	Aspiration- Children learn about Architects (Sir Christopher Wren) and Structural Engineers (Roma Agrawal) and their role in developing the London Skyline.
Year 3	- NC describe and understand key aspects of physical geography, including: climate zones, volcanoes and earthquakes - 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 - Know what causes an earthquake. - Know and label the different parts of a volcano. - Know how countries can prepare and protect themselves from the effects of an earthquake. - Know how tsunamis are formed. - Know how volcanoes are formed - Know what happens when a volcano erupts - Know the types of volcano - Identify famous volcanoes on a map - Know that that plates move backwards and forwards causing friction, resulting in volcanoes and earthquakes. - Know that tremors can be felt and are measured in magnitude on the Richter Scale by seismologists. - Know the three types of rocks: metamorphic, sedimentary and igneous rocks. - Know that rocks and soil wear away over time (erosion/erode). - Know how land has been used in Nottinghamshire in the past (mining) - Know how settlements have changed over time since the Stone Age	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, sedimentary, igneous, mine, trade,	
Year 4	NC describe and understand key aspects of: physical geography, including: climate zones rivers and the water cycle	tourism, tourists, agriculture, city,	<u>Aspiration</u> <u>William Kamkwamba (1987 -)</u>

	- 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 - Know why most cities are located by a river. - Know the impact of the water cycle e.g. potential flooding. - Know and use geographical vocabulary relating to rivers and the water cycle to describe geographical processes. - Know each of the stages of the water cycle. - Know and locate the world's longest rivers. - Know the journey of a river from the source to the sea - Know and label the key parts and features of a river - Know Nottingham's river is the River Trent. - Know the longest river in the UK is the River Severn. - Know how to explain the difference between agriculture and tourism using the following vocabulary: city, village, factory, farm, office, harbour and port.	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	Malawian inventor and author who built a wind turbine to power multiple electrical devices using materials collected from gum trees, bicycle parts and scrap yards. Since invented solar powered water pump. See book and film 'The Boy Who Harnessed The Wind.'
Year 5	- NC 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 - Know the names of the world's largest mountains. - Know what is meant by biomes and what are the features of a specific biome. - Know the causes and impact of climate change - Know the three largest mountains in the UK, Ben Nevis (Scotland), Snowdon (Wales) and Scafell Pike (England). - Know the difference between a hill and a mountain (mountain above 300m). - Know that most mountain ranges have been formed by movements in the Earth's crust. - 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. - Know and discuss reasons for changes in climate and results in climate change.	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	Aspiration-Junko Tabei (mountaineer)
Year 6	- NC 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 - Know the names of and locate some of the world's deserts. - Know what deforestation is. - Know and evaluate the impact of climate change and how it could impact on their own lives. - Know the main human and physical differences between developed and developing nations. - Label the layers of a rainforest.	Fair Trade, cocoa beans, bananas, crops, ethically, produce, logo, supermarkets, Co-operative, source, food miles, climate change, global warming, rainforest, deforestation, forest floor, understory, canopy, emergent	

	• Know what climate zones and vegetation belts are and explain the key aspects of these. • Locate the world's rainforests on a world map • Know the composition of rainforests including the different layers • Know what animals live in rainforests • Know and explain the reasons for deforestation • Know and explain the impact deforestation • Know how we can protect rainforests and their animals • Know and explain the goals of Fair Trade and know that Fair Trade crops are grown ethically • 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. • Know that food travels from source to supermarket, and that this distance is measured in food miles. • Know and explain some examples of how climate change has impacted our planet. • Know and explain some reasons for climate change		
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Curriculum Progression Map - Milestones

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Vocabulary
Foundation 2	I can build and create features of environments in my play. I can talk about and identify things I can see in the environment, a photograph or map using some key vocabulary. I can begin to talk about some differences between places in the world using photographs or pictures. I can ask questions about aspects of the familiar world. I can comment on what I can see on a map. I can talk about some of the features of my home town.		I can draw a simple map. I can talk about things I can see or have found out from a map.		ELG: Describe the immediate environment using knowledge from observation, discussion, stories, nonfiction texts and maps, know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class, explain some similarities and difference between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.		Map, route, atlas, globe, journey
Links to Curriculum Drivers	Diversity – Culture Box, studying different cultures and countries. Celebrating a range of cultural celebrations during the year						

Language	Observation - It is ... It has ... Comparison - It is different. They are different because ... It is not the same. It is the same because ... It looks the same because ...		
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)
Year 1	- NC 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. - NC Use world maps, atlases and globes to identify the UK and its countries - Know where the equator, North Pole and South Pole are on a globe. - Know the name of the nearest town or city. - Know how to follow a simple road map. - Use simple fieldwork and observational skills to study the geography of their school and its grounds. - Know, from undertaking fieldwork, that information can be gathered about our local area by observing the traffic in a survey (link maths - pictograms). - Create a map of the local area- where we have walked and buildings we have seen. - Know that we use an atlas, globe and a map to find out information about countries. - I can find the UK on a world map and globe - I can identify the 4 countries of the UK on a map of the UK. - I can identify the capital cities of the 4 countries of the UK.	Atlas, globe, map, Europe, fieldwork, survey, tally, observe, map symbols, key, traffic	
Year 2	- NC use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map - NC use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key - NC use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage - Know which is N, E, S and W on a compass. - Know and use simple positional language. - Know the name of the nearest town or city and locate it on a map. - Know the 7 continents of the world and label them on a map. - Devise a simple map; and use and construct basic symbols in a key. - Know that the orientation of a compass is North. - Know how to use a virtual map to gather information, using index, search bar, zooming tool and orientation	Virtual map, aerial photo, orientation, compass, direction, North, South, East, West, left, right, below, next to.	

	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).		
Year 3	- NC use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - NC use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world - NC 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. - Know and name the 8 points of a compass and use them to describe position. - Know and talk about features in their local environment and compare it with another they know. - Use maps to locate countries from the Northern and Southern Hemisphere. - Use Google Maps to locate places of interest. - Use aerial photographs to plan perspectives and recognise landmarks. - I can use world maps to identify countries of the world. - I can use world maps to identify the location of volcanoes. - I can observe how the land has been used in Sherwood Forest using a range of OS maps and aerial photographs	Observation, OS maps	
Year 4	- NC use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - NC use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world - NC 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. - Know how to plan a journey within the UK, using a road map. - Know how to use four-figure grid references - Use maps to locate European countries and their capitals - Identify the Northern and Southern Hemisphere - Use OS maps to build knowledge of the UK - Use four-figure grid references to build knowledge of the UK - Measure and record rainfall precisely and make observations from findings. - Measure and record temperature precisely and make observations from findings.	two-figure grid reference, four-figure grid reference, rainfall, millimetres	
Year 5	- NC 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. - Know how to use graphs to record features such as temperature or rainfall across the world. - Know most of the symbols used on a UK road map - Know about topographical maps and know about contours etc. - Use maps and globes to locate the equator, Tropics of Cancer and Capricorn and the Greenwich Meridian.	graph	

	Know that rainfall and temperature can be presented in graphs and know how to interpret this information (link to maths).		
Year 6	- NC use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world - Know what most of the Ordnance Survey symbols stand for. - Know how to use six-figure grid references. - Know how to use digimaps. - Use Google Earth to locate a country or place of interest and to follow the journey of rivers etc. - Use graphs to compare changes over time. - Use lines of longitude and latitude to locate places - Recognise and use time zones and identify the Greenwich meridian	Six-figure grid reference, time zone, Greenwich meridian	

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)
Foundation 2	- NC 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. - Know why it's important to dispose of litter responsibly.	Litter, rubbish, bin, recycle	
Year 1	- NC 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. - Know some of the causes of the melting ice caps and some impacts of this.	Temperature, ice, snow, glacier, polar, global warming	
Year 2	- NC 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. - Know the importance of clean water for all and how Water Aid aims to provide this. - Know that human behaviour can impact negatively on the environment (marine environments -plastic pollution)	Water, human rights, sanitation, Water Aid	
Year 3	- NC 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. - Know some causes of local deforestation.	Deforestation, urbanisation, county, town, village, forest	

Year 4	- NC 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. - Know threats facing some endangered species. - Know some causes and issues surrounding water pollution.	Endangers, species, poachers, hunters, trade, pollution	
Year 5	- NC 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. - Know the main causes and impact of climate change.	Atmosphere, carbon dioxide, greenhouse gases, fossil fuels	
Year 6	- NC 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. - Know some causes of global deforestation and the impact this causes. - Know and evaluate the impact of climate change and how it could impact on their own lives.	Habitat loss, indigenous, preservation, timber, carbon footprint	