Geography

Progression of Knowledge and skills

The Geography Progression of skills and knowledge gives an overview of the skills and knowledge covered in each phase and strand and how these skills are developed in order to enable pupils to reach the end of key stage outcomes outlined in the National curriculum. Within each key stage, knowledge is often introduced at the start of the key stage so that there is time for that knowledge to be revisited and applied in later years which is why knowledge accumulation may look heavier in some year groups than others. As there are only three units per year group, progression statements in Key stage 2 are shown for lower key stage 2 and upper key stage 2 only and not for individual year groups. Key concepts and knowledge are revisited in different contexts to ensure that pupils have a secure understanding by the end of each phase.

		Year 1 **1.** What is it like here? **2.** What is the weather like in the UK? **3.** What is it like to live in Shanghai?	**Year 2** **1.** Would you prefer to live in a hot or cold place? **2.** Why is our world wonderful? **3.** What is it like to live by the coast?	**Year 3** 1. Why do people live near volcanoes? 2. Who lives in Antarctica? **3.** Are all settlements the same?	**Year 4** **1.** Why are rainforests important to us? **2.** Where does out food come from? **3.** What are rivers and how are they used?	**Year 5** **1.** What is life like in the Alps? **2.** Why do oceans matter? **3.** Would you like to live in the desert?	**Year 6** 1. Why does population change? 2. Where does our energy come from? 3. Can I carry out an independent fieldwork enquiry?
Locational Knowledge		Locating two of the world's seven continents on a world map. 1 2 3 ✓ Locating two of the world's oceans (Atlantic Ocean and Pacific Ocean) on a world map. 1 2 3	Locating all the world's seven continents on a world map. 1 2 3 ✓ ✓ Locating the world's five oceans on a world map. 1 2 3 ✓ ✓	Locating some countries in Europe and North and South America using maps. 1 2 3 ✓ ✓ Locating some major cities of the countries studied. 1 2 3 ✓	Locating some countries in Europe and North and South America using maps. 1 2 3 ✓ ✓ Locating some major cities of the countries studied. 1 2 3 ✓ ✓	Locating more countries in Europe and North and South America using maps. 1 2 3 ✓ ✓ Locating major cities of the countries studied. 1 2 3 ✓ ✓	Locating more countries in Europe and North and South America using maps. 1 2 3 ✓ ✓ Locating major cities of the countries studied. 1 2 3 ✓ ✓

		<table><tr><td></td><td></td><td>✔</td></tr></table> Showing on a map which continent they live in. <table><tr><td>1</td><td>2</td><td>3</td></tr><tr><td></td><td>✔</td><td>✔</td></tr></table> Locating the four countries of the United Kingdom (UK) on a map of this area <table><tr><td>1</td><td>2</td><td>3</td></tr><tr><td></td><td>✔</td><td></td></tr></table> Showing on a map which country they live in and locating its capital city. <table><tr><td>1</td><td>2</td><td>3</td></tr><tr><td></td><td>✔</td><td></td></tr></table> To know the name of two continents (Europe and Asia). <table><tr><td>1</td><td>2</td><td>3</td></tr><tr><td></td><td>✔</td><td>✔</td></tr></table> To know that a continent is a group of countries.	Showing on a map the oceans nearest the continent they live in. <table><tr><td>1</td><td>2</td><td>3</td></tr><tr><td></td><td>✔</td><td>✔</td></tr></table> Locating the surrounding seas and oceans of the UK on a map of this area . <table><tr><td>1</td><td>2</td><td>3</td></tr><tr><td></td><td></td><td>✔</td></tr></table> Confidently locating the capital cities of the four countries of the UK on a map of this area. <table><tr><td>1</td><td>2</td><td>3</td></tr><tr><td></td><td>✔</td><td></td></tr></table> Identifying characteristics (both human and physical) of the four capital cities of the UK. <table><tr><td>1</td><td>2</td><td>3</td></tr><tr><td></td><td>✔</td><td></td></tr></table>	Locating key physical features in countries studied including significant environmental regions. <table><tr><td>1</td><td>2</td><td>3</td></tr><tr><td>✔</td><td>✔</td><td>✔</td></tr></table> Locating some key human features in countries studied. <table><tr><td>1</td><td>2</td><td>3</td></tr><tr><td></td><td>✔</td><td>✔</td></tr></table> Locating the world's most significant mountain ranges on a map and identifying any patterns <table><tr><td>1</td><td>2</td><td>3</td></tr><tr><td>✔</td><td></td><td></td></tr></table> Locating where the world's volcanoes are on a map and identifying the 'Ring of Fire' <table><tr><td>1</td><td>2</td><td>3</td></tr><tr><td>✔</td><td></td><td></td></tr></table>	Locating key physical features in countries studied including significant environmental regions. <table><tr><td>1</td><td>2</td><td>3</td></tr><tr><td>✔</td><td>✔</td><td>✔</td></tr></table> Locating some key human features in countries studied. <table><tr><td>1</td><td>2</td><td>3</td></tr><tr><td>✔</td><td>✔</td><td></td></tr></table> Locating the world's most significant mountain ranges on a map and identifying any patterns <table><tr><td>1</td><td>2</td><td>3</td></tr><tr><td></td><td></td><td>✔</td></tr></table> Locating where the world's volcanoes are on a map and identifying the 'Ring of Fire' <table><tr><td>1</td><td>2</td><td>3</td></tr><tr><td></td><td></td><td></td></tr></table>	Locating some key physical features in countries studied on a map. <table><tr><td>1</td><td>2</td><td>3</td></tr><tr><td>✔</td><td>✔</td><td>✔</td></tr></table> Locating key human features in countries studied. <table><tr><td>1</td><td>2</td><td>3</td></tr><tr><td>✔</td><td>✔</td><td>✔</td></tr></table> Identifying significant environmental regions on a map <table><tr><td>1</td><td>2</td><td>3</td></tr><tr><td>✔</td><td>✔</td><td>✔</td></tr></table> Using maps to show the distribution of the world's climate zones, biomes and vegetation belts and identifying any patterns. <table><tr><td>1</td><td>2</td><td>3</td></tr><tr><td>✔</td><td></td><td>✔</td></tr></table>	Locating some key physical features in countries studied on a map. <table><tr><td>1</td><td>2</td><td>3</td></tr><tr><td></td><td>✔</td><td>✔</td></tr></table> Locating key human features in countries studied. <table><tr><td>1</td><td>2</td><td>3</td></tr><tr><td>✔</td><td>✔</td><td>✔</td></tr></table> Identifying significant environmental regions on a map <table><tr><td>1</td><td>2</td><td>3</td></tr><tr><td></td><td></td><td></td></tr></table> Using maps to show the distribution of the world's climate zones, biomes and vegetation belts and identifying any patterns. <table><tr><td>1</td><td>2</td><td>3</td></tr><tr><td></td><td></td><td></td></tr></table>

		1 2 3 ✓ ✓ To know that they live in the continent of Europe 1 2 3 ✓ ✓ To know that an ocean is a large body of water 1 2 3 ✓ To know the name of two of the world's oceans (Atlantic Ocean and Pacific Ocean) 1 2 3 ✓ To know that the UK is short for 'United Kingdom'. 1 2 3 ✓ ✓ ✓	Showing on a map the city, town or village where they live in relation to their capital city. 1 2 3 ✓ To be able to name the seven continents of the world. 1 2 3 ✓ ✓ To be able to name the five oceans of the world. 1 2 3 ✓ To know that a sea is a body of water that is smaller than an ocean. 1 2 3 ✓ To know that there are four bodies of water surrounding	Locating some of the world's most significant rivers and identifying any patterns. 1 2 3 Locating some counties in the UK (local to your school) 1 2 3 ✓ Locating some cities in the UK (local to your school). 1 2 3 ✓ Beginning to locate the twelve geographical regions of the UK. 1 2 3 ✓ Identifying key physical and human characteristics of	Locating some of the world's most significant rivers and identifying any patterns. 1 2 3 ✓ ✓ Locating some counties in the UK (local to your school) 1 2 3 Locating some cities in the UK (local to your school). 1 2 3 ✓ Beginning to locate the twelve geographical regions of the UK. 1 2 3 ✓ Identifying key physical and human characteristics of	Locating counties in the UK 1 2 3 Locating many cities in the UK 1 2 3 Locating the twelve geographical regions of the UK. 1 2 3 ✓ Identifying key physical and human characteristics of the geographical regions in the UK. 1 2 3 ✓ Understanding how land use has changed over time using examples. 1 2 3	Locating counties in the UK 1 2 3 ✓ Locating many cities in the UK 1 2 3 ✓ ✓ Locating the twelve geographical regions of the UK. 1 2 3 ✓ ✓ Identifying key physical and human characteristics of the geographical regions in the UK. 1 2 3 ✓ ✓ ✓ Understanding how land use has changed over time using examples. 1 2 3

		To know that a country is a land or nation with its own government. 1 2 3 ✓ ✓ To know that the United Kingdom is made up of four countries and their names. 1 2 3 ✓ ✓ To know the name of the country they live in 1 2 3 ✓ ✓ ✓	the UK and to be able to name them. 1 2 3 ✓ To name some characteristics of the four capital cities of the UK. 1 2 3 ✓ To know the four capital cities of the UK. 1 2 3 ✓ To know that a capital city is the city where a country's government is located. 1 2 3 ✓	counties, cities and/or geographical regions in the UK. 1 2 3 ✓ Identifying how topographical features studied have changed over time using examples. 1 2 3 ✓ Describing how a locality has changed over time, giving examples of both physical and human features. 1 2 3 ✓ ✓ Finding the position of the Equator and describing how this impacts our environmental regions. 1 2 3	counties, cities and/or geographical regions in the UK. 1 2 3 ✓ ✓ Identifying how topographical features studied have changed over time using examples. 1 2 3 ✓ Describing how a locality has changed over time, giving examples of both physical and human features. 1 2 3 ✓ Finding the position of the Equator and describing how this impacts our environmental regions. 1 2 3	✓ Explaining why a locality has changed over time, giving examples of both physical and human features. 1 2 3 ✓ ✓ ✓ Identifying the location of the Prime/Greenwich Meridian and time zones, (including day and night) and explaining its significance. 1 2 3 ✓ Using longitude and latitude when referencing location in an atlas or on a globe. 1 2 3 ✓ ✓	✓ Explaining why a locality has changed over time, giving examples of both physical and human features. 1 2 3 ✓ ✓ Identifying the location of the Prime/Greenwich Meridian and time zones, (including day and night) and explaining its significance. 1 2 3 ✓ Using longitude and latitude when referencing location in an atlas or on a globe. 1 2 3 ✓

					✔		✔ ✔	
				Finding lines of latitude and longitude on a globe and explaining why these are important.			Finding lines of latitude and longitude on a globe and explaining why these are important.			To know the name of many countries and major cities in Europe and North and South America.			To know the name of many countries and major cities in Europe and North and South America.		
				1	2	3	1	2	3	1	2	3	1	2	3
					✔		✔			✔		✔	✔	✔	✔
				Identifying the position of the Tropics of Cancer and Capricorn and their significance.			Identifying the position of the Tropics of Cancer and Capricorn and their significance.			To know the location of key physical features in countries studied.			To know the location of key physical features in countries studied.		
				1	2	3	1	2	3	1	2	3	1	2	3
					✔		✔	✔		✔	✔	✔			
				Identifying the position of the Northern and Southern hemispheres and explaining how they shape our seasons.			Identifying the position of the Northern and Southern hemispheres and explaining how they shape our seasons.			To name and describe some of the world's vegetation belts (ice cape, tundra, coniferous forest, deciduous forest, evergreen forest, mixed forest, temperate grassland, tropical grassland, mediterranean, desert scrub, desert, highland).*			To name and describe some of the world's vegetation belts (ice cape, tundra, coniferous forest, deciduous forest, evergreen forest, mixed forest, temperate grassland, tropical grassland, mediterranean, desert scrub, desert, highland).*		
				1	2	3	1	2	3	1	2	3	1	2	3
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				Identifying the position and significance of both the Arctic and Antarctic Circle. 1 2 3 ✓ To know where North and South America are on a world map. 1 2 3 ✓ To know the names of some countries and major cities in Europe and North and South America. 1 2 3 ✓ ✓ To know the names of some of the world's most significant mountain ranges. 1 2 3 ✓	Identifying the position and significance of both the Arctic and Antarctic Circle. 1 2 3 ✓ To know where North and South America are on a world map. 1 2 3 ✓ ✓ ✓ To know the names of some countries and major cities in Europe and North and South America. 1 2 3 ✓ To know the names of some of the world's most significant mountain ranges. 1 2 3 ✓	To know the name of many counties in the UK. 1 2 3 To know the name of many cities in the UK 1 2 3 To confidently name the twelve geographical regions of the UK. 1 2 3 To know that London and the South East regions have the largest population in the UK 1 2 3 To know the Prime/Greenwich	To know the name of many counties in the UK. 1 2 3 ✓ To know the name of many cities in the UK 1 2 3 ✓ ✓ ✓ To confidently name the twelve geographical regions of the UK. 1 2 3 ✓ ✓ To know that London and the South East regions have the largest population in the UK 1 2 3 ✓ To know the Prime/Greenwich

				To know the names of some of the world's most significant rivers. 1 2 3 ✔	To know the names of some of the world's most significant rivers. 1 ✔ 2 3 ✔	Meridian is a line of longitude which goes through 0°and determines the start of the world's time zones. 1 2 3 ✔	Meridian is a line of longitude which goes through 0°and determines the start of the world's time zones. 1 2 ✔ 3
				To know that mountains, volcanoes and earthquakes largely occur at plate boundaries. 1 ✔ 2 3	To know that mountains, volcanoes and earthquakes largely occur at plate boundaries. 1 2 3		
				To know that climate zones are areas of the world with similar climates. 1 2 ✔ 3	To know that climate zones are areas of the world with similar climates. 1 ✔ 2 ✔ 3		
				To know the world's different climate zones (equatorial, tropical, hot desert,	To know the world's different climate zones (equatorial, tropical, hot desert,		

				temperate and polar).* 1 2 3 ✓ To know that biomes are areas of the world with similar climates, vegetation and animals.* 1 2 3 ✓ To know the world's biomes.* 1 2 3 ✓ To know vegetation belts are areas of the world which are home to similar plant species.* 1 2 3 To know the name of some counties in the UK (local to your school).	temperate and polar).* 1 2 3 ✓ ✓ To know that biomes are areas of the world with similar climates, vegetation and animals.* 1 2 3 ✓ ✓ To know the world's biomes.* 1 2 3 ✓ ✓ To know vegetation belts are areas of the world which are home to similar plant species.* 1 2 3 ✓ ✓ To know the name of some counties in the UK (local to your school).		

				1 2 3 ✓	1 2 3 ✓ ✓		
				To know the name of some cities in the UK (local to your school). 1 2 3 ✓	To know the name of some cities in the UK (local to your school). 1 2 3 ✓		
				To know the name of the county that they live in and their closest city. 1 2 3 ✓	To know the name of the county that they live in and their closest city. 1 2 3 ✓		
				To begin to name the twelve geographical regions of the UK. 1 2 3 ✓	To begin to name the twelve geographical regions of the UK. 1 2 3 ✓		
				To know the main types of land use.* 1 2 3 ✓ ✓ ✓	To know the main types of land use.* 1 2 3 ✓ ✓ ✓		
				To know some types of settlement.*	To know some types of settlement.*		

				<table><tr><td>1</td><td>2</td><td>3</td></tr><tr><td>✔</td><td></td><td>✔</td></tr></table>	<table><tr><td>1</td><td>2</td><td>3</td></tr><tr><td></td><td></td><td>✔</td></tr></table>		
				To know that countries near the Equator have less seasonal change than those near the poles. <table><tr><td>1</td><td>2</td><td>3</td></tr><tr><td></td><td>✔</td><td></td></tr></table>	To know that countries near the Equator have less seasonal change than those near the poles. <table><tr><td>1</td><td>2</td><td>3</td></tr><tr><td></td><td>✔</td><td></td></tr></table>		
				To know that the Equator is a line of latitude indicating the hottest places on Earth and splitting our globe into the Northern and Southern Hemispheres. <table><tr><td>1</td><td>2</td><td>3</td></tr><tr><td></td><td>✔</td><td></td></tr></table>	To know that the Equator is a line of latitude indicating the hottest places on Earth and splitting our globe into the Northern and Southern Hemispheres. <table><tr><td>1</td><td>2</td><td>3</td></tr><tr><td></td><td>✔</td><td></td></tr></table>		
				To know lines of longitude are invisible lines on the globe that determine how far east or west a location is from the Prime Meridian.	To know lines of longitude are invisible lines on the globe that determine how far east or west a location is from the Prime Meridian.		

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				seasons to each other. 1 2 3 ✔ To know the boundaries of the polar regions are marked by the invisible lines the Arctic and Antarctic circle. 1 2 3 ✔ To know the patterns of daylight in the Arctic and Antarctic circle and the Equatorial regions. 1 2 3 ✔	seasons to each other. 1 2 3 ✔ To know the boundaries of the polar regions are marked by the invisible lines the Arctic and Antarctic circle. 1 2 3 ✔ To know the patterns of daylight in the Arctic and Antarctic circle and the Equatorial regions. 1 2 3 ✔		
Place Knowledge		Naming some key similarities between their local area and a small area of a contrasting non-European country. 1 2 3 ✔	Describing and beginning to explain some key similarities between their local area and a small area of a contrasting non-European country. 1 2 3 ✔	Describing and beginning to explain similarities between two regions studied. 1 2 3 ✔ ✔ Describing and beginning to explain	Describing and beginning to explain similarities between two regions studied. 1 2 3 ✔ ✔ Describing and beginning to explain	Describing and explaining similarities between two environmental regions studied 1 2 3 ✔ ✔	Describing and explaining similarities between two environmental regions studied 1 2 3 ✔

		Naming some key differences between their local area and a small area of a contrasting non-European country. 1 2 3 ✓ To know that life elsewhere in the world is often different to ours. 1 2 3 ✓ To know that life elsewhere in the world often has similarities to ours. 1 2 3 ✓	Describing what physical features may occur in a hot place in comparison to a cold place. 1 2 3 ✓ To know some similarities and differences between their local area and a contrasting non European country. 1 2 3 ✓	differences between two regions studied. 1 2 3 ✓ ✓ Describing how and why humans have responded in different ways to their local environments. 1 2 3 ✓ ✓ ✓ Discussing climates and their impact on trade, land use and settlement. 1 2 3 ✓ Explaining what measures humans have taken in order to adapt to survive in cold places. 1 2 3 ✓	differences between two regions studied. 1 2 3 ✓ ✓ Describing how and why humans have responded in different ways to their local environments. 1 2 3 ✓ ✓ ✓ Discussing climates and their impact on trade, land use and settlement. 1 2 3 ✓ ✓ Explaining what measures humans have taken in order to adapt to survive in cold places. 1 2 3	Describing and explaining differences between two environmental regions studied 1 2 3 ✓ ✓ Explaining how and why humans have responded in different ways to their local environments in two contrasting regions. 1 2 3 ✓ ✓ Understanding how climates impact on trade, land use and settlement. 1 2 3 ✓ ✓ ✓ Explaining how humans have used desert environments. 1 2 3 ✓	Describing and explaining differences between two environmental regions studied 1 2 3 ✓ Explaining how and why humans have responded in different ways to their local environments in two contrasting regions. 1 2 3 ✓ Understanding how climates impact on trade, land use and settlement. 1 2 3 ✓ ✓ Explaining how humans have used desert environments. 1 2 3

				Describing and explaining how people who live in a contrasting physical area may have different lives to people in the UK. 1 2 3 ✔ ✔ To know the negative effects of living near a volcano. 1 2 3 ✔ To know the positive effects of living near a volcano. 1 2 3 ✔ To know the negative effects an earthquake can have on a community 1 2 3 ✔	Describing and explaining how people who live in a contrasting physical area may have different lives to people in the UK. 1 2 3 ✔ ✔ To know the negative effects of living near a volcano. 1 2 3 To know the positive effects of living near a volcano. 1 2 3 To know the negative effects an earthquake can have on a community 1 2 3	Using maps to explore wider global trading routes. 1 2 3 ✔ To know some similarities and differences between the UK and a European mountain region 1 2 3 ✔ To know why tourists visit mountain regions. 1 2 3 ✔	Using maps to explore wider global trading routes. 1 2 3 ✔ To know some similarities and differences between the UK and a European mountain region 1 2 3 To know why tourists visit mountain regions. 1 2 3

				To know ways in which communities respond to earthquakes. 1 2 3 ✓	To know ways in which communities respond to earthquakes. 1 2 3		
Human and physical geography		Describing how the weather changes with each season in the UK. 1 2 3 ✓ Describing the daily weather patterns in their locality. 1 2 3 ✓ Confidently using the vocabulary 'season' and 'weather' 1 2 3 ✓ Recognising some physical features in their locality. 1 2 3 ✓ ✓ ✓	Locating some hot and cold areas of the world on a world map. 1 2 3 ✓ Locating the Equator and North and South Poles on a world map. 1 2 3 ✓ Locating hot and cold areas of the world in relation to the Equator and the North and South poles. 1 2 3 ✓	Mapping and labelling the six biomes on a world map. 1 2 3 Understanding some of the causes of climate change. 1 2 3 ✓ Describing how physical features, such as mountains and rivers are formed, and why volcanoes and earthquakes occur. 1 2 3 ✓	Mapping and labelling the six biomes on a world map. 1 2 3 ✓ ✓ Understanding some of the causes of climate change. 1 2 3 ✓ ✓ Describing how physical features, such as mountains and rivers are formed, and why volcanoes and earthquakes occur. 1 2 3 ✓	Describing and understanding the key aspects of the six biomes. 1 2 3 ✓ ✓ Describing and understanding the key aspects of the six climate zones. 1 2 3 ✓ ✓ ✓ Understanding some of the impacts and causes of climate change. 1 2 3 ✓ ✓ ✓ Describing and understanding the key aspects and distribution of the vegetation belts in relation to the six	Describing and understanding the key aspects of the six biomes. 1 2 3 Describing and understanding the key aspects of the six climate zones. 1 2 3 Understanding some of the impacts and causes of climate change. 1 2 3 ✓ ✓ Describing and understanding the key aspects and distribution of the vegetation belts in relation to the six

		Recognising some human features in their locality. 1 2 3 ✔ ✔ To know the four seasons of the UK. 1 2 3 ✔ To know that 'weather' refers to the conditions outside at a particular time. 1 2 3 ✔ To know that different parts of the UK often experience different weather 1 2 3 ✔	Describing the key physical features of a coast using subject specific vocabulary. 1 2 3 ✔ Describing and understanding the differences between a city, town and village. 1 2 3 ✔ Describing the key human features of a coastal town using subject specific vocabulary. 1 2 3 ✔ To know that the Equator is an imaginary line around the middle of the Earth. 1 2 3 ✔	Describing where volcanoes, earthquakes and mountains are located globally. 1 2 3 ✔ ✔ Describing and explaining how physical features such as rivers, mountains, volcanoes and earthquakes have had an impact upon the surrounding landscape and communities. 1 2 3 ✔ ✔ Describing how humans use water in a variety of ways. 1 2 3 ✔ Describing and understanding types	Describing where volcanoes, earthquakes and mountains are located globally. 1 2 3 ✔ Describing and explaining how physical features such as rivers, mountains, volcanoes and earthquakes have had an impact upon the surrounding landscape and communities. 1 2 3 ✔ ✔ Describing how humans use water in a variety of ways. 1 2 3 ✔ ✔ Describing and understanding types	biomes, climate and weather 1 2 3 ✔ ✔ Giving examples of alternative viewpoints and solutions used in regards to an environmental issue and explaining how this links to climate change. 1 2 3 ✔ Describing and understanding economic activity, including trade links. 1 2 3 ✔ ✔ Suggesting reasons why the global population has grown significantly in the last 70 years. 1 2 3	biomes, climate and weather 1 2 3 Giving examples of alternative viewpoints and solutions used in regards to an environmental issue and explaining how this links to climate change. 1 2 3 ✔ ✔ ✔ Describing and understanding economic activity, including trade links. 1 2 3 ✔ ✔ Suggesting reasons why the global population has grown significantly in the last 70 years. 1 2 3 ✔ ✔

		To know that a weather forecast is when someone tries to predict what the weather will be like in the near future. 1 2 3 ✓ To know that weather conditions can be measured and recorded. 1 2 3 ✓ To know that physical features means any feature of an area that is on the Earth naturally. 1 2 3 ✓ To know that human features means any feature of an area that was made or built by humans. 1 2 3 ✓	To know that, because it is the widest part of the Earth, the Equator is much closer to the sun than the North and South poles. 1 2 3 ✓ To know that the North Pole is the northernmost point of the Earth and the South Pole is the southernmost point of the Earth. 1 2 3 ✓ To know that different parts of the world experience different weather conditions and that these are often caused by the location of the place 1 2 3	of settlement and land use. 1 2 3 ✓ ✓ Explaining why a settlement and community has grown in a particular location. 1 2 3 ✓ Explaining why different locations have different human features. 1 2 3 ✓ ✓ Explaining why people might prefer to live in an urban or rural place. 1 2 3 ✓ ✓ Describing how humans can impact the environment	of settlement and land use. 1 2 3 ✓ ✓ ✓ Explaining why a settlement and community has grown in a particular location. 1 2 3 ✓ ✓ ✓ Explaining why different locations have different human features. 1 2 3 ✓ ✓ Explaining why people might prefer to live in an urban or rural place. 1 2 3 ✓ Describing how humans can impact the environment	Describing the 'push' and 'pull' factors that people may consider when migrating. 1 2 3 ✓ Understanding the distribution of natural resources both globally and within a specific region or country studied. 1 2 3 ✓ Recognising geographical issues affecting people in different places and environments 1 2 3 ✓ ✓ ✓ Describing and explaining how humans can impact the environment both positively and	Describing the 'push' and 'pull' factors that people may consider when migrating. 1 2 3 ✓ Understanding the distribution of natural resources both globally and within a specific region or country studied. 1 2 3 ✓ Recognising geographical issues affecting people in different places and environments 1 2 3 ✓ ✓ ✓ Describing and explaining how humans can impact the environment both positively and

			<table><tr><td>✔</td><td></td><td></td></tr></table> To know that coasts (and other physical features) change over time. <table><tr><td>1</td><td>2</td><td>3</td></tr><tr><td></td><td></td><td>✔</td></tr></table> To know some key physical features of the UK. <table><tr><td>1</td><td>2</td><td>3</td></tr><tr><td></td><td>✔</td><td></td></tr></table> To know that a sea is a body of water that is smaller than an ocean. <table><tr><td>1</td><td>2</td><td>3</td></tr><tr><td></td><td></td><td>✔</td></tr></table> To know that human features change over time.	both positively and negatively, using examples. <table><tr><td>1</td><td>2</td><td>3</td></tr><tr><td></td><td></td><td></td></tr></table> To know that the water cycle is the processes and stores which move water around our Earth and to be able to name these. <table><tr><td>1</td><td>2</td><td>3</td></tr><tr><td></td><td>✔</td><td></td></tr></table> To know the courses and key features of a river. <table><tr><td>1</td><td>2</td><td>3</td></tr><tr><td></td><td></td><td></td></tr></table> To know the different types of mountains and volcanoes and how they are formed. <table><tr><td>1</td><td>2</td><td>3</td></tr><tr><td>✔</td><td></td><td></td></tr></table>	both positively and negatively, using examples. <table><tr><td>1</td><td>2</td><td>3</td></tr><tr><td>✔</td><td>✔</td><td></td></tr></table> To know that the water cycle is the processes and stores which move water around our Earth and to be able to name these. <table><tr><td>1</td><td>2</td><td>3</td></tr><tr><td>✔</td><td></td><td>✔</td></tr></table> To know the courses and key features of a river. <table><tr><td>1</td><td>2</td><td>3</td></tr><tr><td></td><td></td><td>✔</td></tr></table> To know the different types of mountains and volcanoes and how they are formed. <table><tr><td>1</td><td>2</td><td>3</td></tr><tr><td></td><td></td><td>✔</td></tr></table>	negatively, using examples. <table><tr><td>1</td><td>2</td><td>3</td></tr><tr><td>✔</td><td>✔</td><td>✔</td></tr></table> To know vegetation belts are areas of the world that are home to similar plant species.* <table><tr><td>1</td><td>2</td><td>3</td></tr><tr><td>✔</td><td></td><td>✔</td></tr></table> To name and describe some of the world's vegetation belts. <table><tr><td>1</td><td>2</td><td>3</td></tr><tr><td>✔</td><td></td><td>✔</td></tr></table> To know why the ocean is important. <table><tr><td>1</td><td>2</td><td>3</td></tr><tr><td></td><td>✔</td><td></td></tr></table> To know the global population has grown significantly since the 1950s. <table><tr><td>1</td><td>2</td><td>3</td></tr><tr><td></td><td></td><td></td></tr></table>	negatively, using examples. <table><tr><td>1</td><td>2</td><td>3</td></tr><tr><td>✔</td><td>✔</td><td>✔</td></tr></table> To know vegetation belts are areas of the world that are home to similar plant species.* <table><tr><td>1</td><td>2</td><td>3</td></tr><tr><td></td><td></td><td></td></tr></table> To name and describe some of the world's vegetation belts. <table><tr><td>1</td><td>2</td><td>3</td></tr><tr><td></td><td></td><td></td></tr></table> To know why the ocean is important. <table><tr><td>1</td><td>2</td><td>3</td></tr><tr><td></td><td></td><td></td></tr></table> To know the global population has grown significantly since the 1950s. <table><tr><td>1</td><td>2</td><td>3</td></tr><tr><td>✔</td><td></td><td></td></tr></table>	

			To know some key human features of the UK. 1 2 3 ✓ ✓	To know that an earthquake is the intense shaking of the ground. 1 2 3 ✓	To know that an earthquake is the intense shaking of the ground. 1 2 3	To know which factors are considered before people build settlements. 1 2 3 ✓	To know which factors are considered before people build settlements. 1 2 3 ✓
				To know that a biome is a region of the globe sharing a similar climate, landscape, vegetation and wildlife.* 1 2 3 ✓	To know that a biome is a region of the globe sharing a similar climate, landscape, vegetation and wildlife.* 1 2 3 ✓ ✓	To know migration is the movement of people from one country to another 1 2 3	To know migration is the movement of people from one country to another 1 2 3 ✓
				To know the world's biomes.* 1 2 3 ✓	To know the world's biomes.* 1 2 3 ✓ ✓	To know that natural resources can be used to make energy. 1 2 3 ✓	To know that natural resources can be used to make energy. 1 2 3 ✓
				To know that the hottest biomes are found between the Tropics of Cancer and Capricorn. 1 2 3 ✓	To know that the hottest biomes are found between the Tropics of Cancer and Capricorn. 1 2 3 ✓ ✓	To know some positive impacts of humans on the environment. 1 2 3 ✓	To know some positive impacts of humans on the environment. 1 2 3 ✓ ✓

				To know that climate zones are areas of the world with similar climates.* 1 | 2 | 3 | ✔ | To know the world's different climate zones.* 1 | 2 | 3 | ✔ | To know that climates can influence the foods able to grow. 1 | 2 | 3 | | To know the main types of land use.* 1 | 2 | 3 | | ✔ To know the different types of settlement.* 1 | 2 | 3	To know that climate zones are areas of the world with similar climates.* 1 | 2 | 3 | ✔ | To know the world's different climate zones.* 1 | 2 | 3 ✔ | ✔ | To know that climates can influence the foods able to grow. 1 | 2 | 3 ✔ | ✔ | To know the main types of land use.* 1 | 2 | 3 ✔ | ✔ | ✔ To know the different types of settlement.* 1 | 2 | 3	To know some negative impacts of humans on the environment. 1 | 2 | 3 | ✔ | ✔	To know some negative impacts of humans on the environment. 1 | 2 | 3 ✔ | ✔ | ✔

				✔		✔	
				To know water is used by humans in a variety of ways.		To know water is used by humans in a variety of ways.	
				1	2	3	
					✔	✔	
				To know an urban place is somewhere near a town or city		To know an urban place is somewhere near a town or city	
				1	2	3	
						✔	
				To know a rural place is somewhere near the countryside.		To know a rural place is somewhere near the countryside.	
				1	2	3	
						✔	
				To know that a natural resource is something that people can use which comes from the natural environment		To know that a natural resource is something that people can use which comes from the natural environment	
				1	2	3	
				✔	✔	✔	

				To know the threats to the rainforest both on a local and global scale 1 2 3 To know that fair trading is the process of ensuring workers are paid a fair price, have safe working conditions and are treated with respect and equality. 1 2 3 To know the UK grows food locally and imports food from other countries. 1 2 3 ✔	To know the threats to the rainforest both on a local and global scale 1 ✔ 2 3 To know that fair trading is the process of ensuring workers are paid a fair price, have safe working conditions and are treated with respect and equality. 1 2 ✔ 3 To know the UK grows food locally and imports food from other countries. 1 2 ✔ 3 ✔		
Geographical skills and fieldwork	Question Observe Measure Record Present	Using an atlas to locate the UK. 1 ✔ 2 ✔ 3 ✔ Using an atlas to locate the four countries in the UK.	Recognising why maps need a title 1 2 ✔ 3 ✔ Using an atlas to locate the four	Beginning to use maps at more than one scale. 1 ✔ 2 ✔ 3 ✔	Beginning to use maps at more than one scale. 1 ✔ 2 ✔ 3 ✔	Confidently using and understanding maps at more than one scale 1 ✔ 2 ✔ 3 ✔	Confidently using and understanding maps at more than one scale 1 ✔ 2 ✔ 3 ✔

		<table><tr><td>1</td><td>2</td><td>3</td></tr><tr><td></td><td>✔</td><td></td></tr></table> Using a world map and globe to locate four of the world's seven continents (Europe and Asia) <table><tr><td>1</td><td>2</td><td>3</td></tr><tr><td></td><td></td><td>✔</td></tr></table> Using a world map and globe to locate the Atlantic Ocean and Pacific Ocean <table><tr><td>1</td><td>2</td><td>3</td></tr><tr><td></td><td></td><td>✔</td></tr></table> Using directional language to describe the location of objects in the classroom and playground. <table><tr><td>1</td><td>2</td><td>3</td></tr><tr><td>✔</td><td>✔</td><td></td></tr></table> Using directional language to describe	capital cities of the UK. <table><tr><td>1</td><td>2</td><td>3</td></tr><tr><td></td><td>✔</td><td>✔</td></tr></table> Using a world map, globe and atlas to locate all the world's seven continents on a world map. <table><tr><td>1</td><td>2</td><td>3</td></tr><tr><td>✔</td><td>✔</td><td>✔</td></tr></table> Using a world map, globe and atlas to locate the world's five oceans. <table><tr><td>1</td><td>2</td><td>3</td></tr><tr><td></td><td>✔</td><td>✔</td></tr></table> Using locational language and the compass points (N, S, E, W) to describe the location of features on a map. <table><tr><td>1</td><td>2</td><td>3</td></tr><tr><td>✔</td><td>✔</td><td>✔</td></tr></table>	Using atlases, maps, globes, satellite images and beginning to use digital mapping to locate countries studied. <table><tr><td>1</td><td>2</td><td>3</td></tr><tr><td></td><td>✔</td><td>✔</td></tr></table> Using atlases, maps, globes and beginning to use digital mapping to recognise and describe physical and human features in countries studied. <table><tr><td>1</td><td>2</td><td>3</td></tr><tr><td></td><td>✔</td><td>✔</td></tr></table> Using the scale bar on a map to estimate distances <table><tr><td>1</td><td>2</td><td>3</td></tr><tr><td></td><td>✔</td><td>✔</td></tr></table> Finding countries and features of countries in an atlas using contents and index.	Using atlases, maps, globes, satellite images and beginning to use digital mapping to locate countries studied. <table><tr><td>1</td><td>2</td><td>3</td></tr><tr><td>✔</td><td>✔</td><td>✔</td></tr></table> Using atlases, maps, globes and beginning to use digital mapping to recognise and describe physical and human features in countries studied. <table><tr><td>1</td><td>2</td><td>3</td></tr><tr><td></td><td>✔</td><td>✔</td></tr></table> Using the scale bar on a map to estimate distances <table><tr><td>1</td><td>2</td><td>3</td></tr><tr><td></td><td>✔</td><td></td></tr></table> Finding countries and features of countries in an atlas using contents and index.	Using atlases, maps, globes and digital mapping to locate countries studied <table><tr><td>1</td><td>2</td><td>3</td></tr><tr><td>✔</td><td>✔</td><td>✔</td></tr></table> Using atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied <table><tr><td>1</td><td>2</td><td>3</td></tr><tr><td>✔</td><td>✔</td><td>✔</td></tr></table> Identifying, analysing and asking questions about distributions and relationships between features using maps (e.g settlement distribution). <table><tr><td>1</td><td>2</td><td>3</td></tr><tr><td></td><td></td><td>✔</td></tr></table> Using the scale bar on a map to calculate distances.	Using atlases, maps, globes and digital mapping to locate countries studied <table><tr><td>1</td><td>2</td><td>3</td></tr><tr><td>✔</td><td>✔</td><td>✔</td></tr></table> Using atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied <table><tr><td>1</td><td>2</td><td>3</td></tr><tr><td>✔</td><td>✔</td><td>✔</td></tr></table> Identifying, analysing and asking questions about distributions and relationships between features using maps (e.g settlement distribution). <table><tr><td>1</td><td>2</td><td>3</td></tr><tr><td></td><td>✔</td><td>✔</td></tr></table> Using the scale bar on a map to calculate distances.

		features on a map in relation to other features (real or imaginary). 1 ✔ 2 ✔ 3 ✔ Responding to instructions using directional language to follow routes. 1 ✔ 2 ✔ 3 Beginning to use the compass points (N, S, E, W) to describe the location of features on a map. 1 2 ✔ 3 ✔ Recognising local landmarks on aerial photographs . 1 ✔ 2 ✔ 3 ✔	Using locational language and the compass points (N, S, E, W) to describe the route on a map. 1 2 ✔ 3 ✔ Using a map to follow a prepared route 1 2 3 ✔ Recognising landmarks of a city studied on aerial photographs and plan perspectives. 1 2 ✔ 3 Recognising human features on aerial photographs and plan perspectives. 1 ✔ 2 ✔ 3 ✔	1 ✔ 2 ✔ 3 ✔ Zooming in and out of a digital map 1 2 ✔ 3 ✔ Beginning to use the key on an OS map to name and recognise key physical and human features in regions studied. 1 2 3 ✔ Accurately using 4-figure grid references to locate features on a map in regions studied. 1 2 ✔ 3 Beginning to locate features using the 8 points of a compass. 1 2 3	1 ✔ 2 ✔ 3 ✔ Zooming in and out of a digital map 1 2 3 ✔ Beginning to use the key on an OS map to name and recognise key physical and human features in regions studied. 1 2 3 ✔ Accurately using 4-figure grid references to locate features on a map in regions studied. 1 2 3 ✔ Beginning to locate features using the 8 points of a compass. 1 2 3	1 ✔ 2 ✔ 3 Recognising an increasing range of Ordnance Survey symbols on maps and locating features using six-figure grid references. 1 2 3 Recognising the difference between Ordnance Survey and other maps and when it is most appropriate to use each. 1 2 3 Beginning to use thematic maps to recognise and describe human and physical features studied 1 2 3	1 2 3 Recognising an increasing range of Ordnance Survey symbols on maps and locating features using six-figure grid references. 1 ✔ 2 ✔ 3 ✔ Recognising the difference between Ordnance Survey and other maps and when it is most appropriate to use each. 1 2 ✔ 3 ✔ Beginning to use thematic maps to recognise and describe human and physical features studied 1 2 3

		Recognising basic human features on aerial photographs. 1 ✓ 2 3 ✓ Recognising basic physical features on aerial photographs . 1 ✓ 2 3 ✓ Drawing freehand maps (of real or imaginary places) using simple pictures or symbols. 1 ✓ 2 3 ✓ Drawing a simple sketch map of the school and local area using simple pictures, colours or symbols to represent features. 1 ✓ 2 3 ✓	Recognising physical features on aerial photographs and plan perspectives. 1 ✓ 2 ✓ 3 ✓ Drawing a map and using class agreed symbols to make a simple key. 1 2 ✓ 3 ✓ Drawing a simple sketch map of the playground or school grounds using symbols to represent human and physical features. 1 2 ✓ 3 ✓ Finding a given OS symbol on a map with support. 1 2 ✓ 3 ✓	2 ✓ Using a simple key on their own map to show an example of both physical and human features. 1 2 3 ✓ Following a route on a map with some accuracy. 1 2 3 ✓ Saying which directions are N, S, E, W on an OS map. 1 2 3 ✓ Making and using a simple route on a map. 1 2 ✓ 3 ✓	3 ✓ Using a simple key on their own map to show an example of both physical and human features. 1 2 3 ✓ Following a route on a map with some accuracy. 1 2 3 ✓ Saying which directions are N, S, E, W on an OS map. 1 2 3 ✓ Making and using a simple route on a map. 1 ✓ 2 3	2 ✓ Using models and maps to talk about contours and slopes. 1 2 3 ✓ Selecting a map for a specific purpose. 1 2 ✓ 3 Confidently using the key on an OS map to name and recognise key physical and human features in regions studied. 1 ✓ 2 3 Accurately using four and six-figure grid references to locate features on a map in regions studied. 1 2 3	1 ✓ 2 3 Using models and maps to talk about contours and slopes. 1 2 ✓ 3 Selecting a map for a specific purpose. 1 2 ✓ 3 ✓ Confidently using the key on an OS map to name and recognise key physical and human features in regions studied. 1 ✓ 2 ✓ 3 ✓ Accurately using four and six-figure grid references to locate features on a map in regions studied. 1 2 3

		Adding labels to sketch maps 1 2 3 ✓ Using simple picture maps and plans to move around the school. 1 2 3 ✓ ✓ Asking questions about the world around them. 1 2 3 ✓ ✓ ✓ Commenting on the features they see in their school and school grounds on a walk around the respective places. 1 2 3 ✓ ✓ ✓ Asking and answering simple questions about the features of	Beginning to draw objects to scale (e.g show the school playground is smaller than the school or school field). 1 2 3 ✓ ✓ Using an aerial photograph to draw a simple sketch map using basic symbols for a key. 1 2 3 ✓ ✓ Recognising there are different ways to answer a question. 1 2 3 ✓ ✓ ✓ Discussing the features they see in the area surrounding their school when on a walk. 1 2 3	Labelling some features on an aerial photograph and then locating these on an OS map of the same locality and scale in regions studied. 1 2 3 ✓ Beginning to choose the best approach to answer an enquiry question. 1 2 3 ✓ Mapping land use in a small local area using maps and plans. 1 2 3 ✓ Making a plan for how they wish to collect data to answer an enquiry-based question, with	Labelling some features on an aerial photograph and then locating these on an OS map of the same locality and scale in regions studied. 1 2 3 ✓ Beginning to choose the best approach to answer an enquiry question. 1 2 3 ✓ ✓ ✓ Mapping land use in a small local area using maps and plans. 1 2 3 ✓ ✓ Making a plan for how they wish to collect data to answer an enquiry-based question, with	Confidently locating features using the 8 points of a compass. 1 2 3 Following a short pre-prepared route on an OS map. 1 2 3 ✓ Identifying the eight compass points on an OS map 1 2 3 Planning a journey to another part of the world using six-figure grid references and the eight points of a compass. 1 2 3 ✓ ✓ ✓ Confidently locating features using the 8 points of a compass. 1 2 3 ✓ ✓ Following a short pre-prepared route on an OS map. 1 2 3 ✓ ✓ Identifying the eight compass points on an OS map 1 2 3 ✓ Planning a journey to another part of the world using six-figure grid references and the eight points of a compass. 1 2 3 ✓

		their school and school grounds. 1 2 3 ✓ ✓ ✓ Drawing some of the features they notice in their school and school grounds in correct relation to each other on a sketch map. 1 2 3 ✓ ✓ ✓ Using a simple recording technique to express their feelings about a specific place and explaining why they like/dislike some of its features. 1 2 3 ✓ To know that an aerial photograph is a photograph taken from the air above. 1 2 3	✓ ✓ Asking and answering simple questions about human and physical features of the area surrounding their school grounds. 1 2 3 ✓ ✓ ✓ Collecting quantitative data through a small survey of the local area/school to answer an enquiry question. 1 2 3 ✓ Classifying the features they notice into human and physical with teacher support. 1 2 3 ✓ ✓	the support of a teacher. 1 2 3 Asking and answering one-step and two-step geographical questions 1 2 3 ✓ ✓ Observing, recording, and naming geographical features in their local environments. 1 2 3 ✓ ✓ ✓ Using simple sampling techniques appropriately 1 2 3 ✓ Making digital audio recordings for a specific purpose.	the support of a teacher. 1 2 3 ✓ ✓ Asking and answering one-step and two-step geographical questions 1 2 3 ✓ ✓ ✓ Observing, recording, and naming geographical features in their local environments. 1 2 3 ✓ ✓ Using simple sampling techniques appropriately 1 2 3 Making digital audio recordings for a specific purpose.	Developing their own enquiry questions. 1 2 3 Choosing the best approach to answering an enquiry question. 1 2 3 ✓ ✓ Making sketch maps of areas studied including labels and keys where necessary. 1 2 3 ✓ ✓ Making an independent or collaborative plan of how they wish to collect data to answer an enquiry-based question. 1 2 3 ✓	Developing their own enquiry questions. 1 2 3 ✓ ✓ Choosing the best approach to answering an enquiry question. 1 2 3 ✓ Making sketch maps of areas studied including labels and keys where necessary. 1 2 3 ✓ ✓ Making an independent or collaborative plan of how they wish to collect data to answer an enquiry-based question. 1 2 3 ✓ ✓ ✓

		✔		✔	Taking digital photographs of geographical features in the locality.	Designing a questionnaire/interview to collect qualitative fieldwork data.	Designing a questionnaire/interview to collect qualitative fieldwork data.	Selecting appropriate methods for data collection.	Selecting appropriate methods for data collection.
		To know that atlases give information about the world and that a map tells us information about a place.			Making digital audio recordings when interviewing someone.	Taking digital photos and labelling or captioning them.	Taking digital photos and labelling or captioning them.	Designing interviews/questionnaires to collect qualitative data.	Designing interviews/questionnaires to collect qualitative data.
		To know that a map is a picture of a place, usually drawn from above.			Presenting data in simple tally charts or pictograms and commenting on what the data shows.	Making annotated sketches, field drawings and freehand maps to record observations during fieldwork.	Making annotated sketches, field drawings and freehand maps to record observations during fieldwork.	Beginning to use standard field sampling techniques appropriately.	Beginning to use standard field sampling techniques appropriately.
		To know that symbols are often used on maps to represent features.			Asking and answering simple questions about data.	Beginning to use a simplified Likert Scale to record their judgements of environmental quality.	Beginning to use a simplified Likert Scale to record their judgements of environmental quality.	Using GIS (Geographical Information Systems) to plot data sets.	Using GIS (Geographical Information Systems) to plot data sets.
		To know simple directional language (e.g near, far, up, down, left, right,						Using a simplified Likert Scale to record their judgements of environmental quality.	Using a simplified Likert Scale to record their judgements of environmental quality.

		forwards, backwards). 1 2 3 ✓ ✓ ✓ To know what a sketch map is. 1 2 3 ✓ To know that a compass is an instrument we can use to find which direction is north. 1 2 3 ✓ ✓ To know which direction is N, S, E, W on a map. 1 2 3 ✓ ✓	To know that a globe is a spherical model of the Earth. 1 2 3 ✓ To begin to recognise world maps as a flattened globe 1 2 3 ✓ ✓ ✓ To know that maps need a title and purpose. 1 2 3 ✓ ✓ To know that maps need a key to explain what the symbols and colours represent. 1 2 3 ✓ To know that a tally chart is a way of collecting data quickly. 1 2 3	 Collecting quantitative data in charts and graphs. 1 2 3 Using a questionnaire/interview to collect qualitative fieldwork data. 1 2 3 Presenting data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies (photos with labels/captions) when communicating geographical information. 1 2 3 ✓	 Collecting quantitative data in charts and graphs. 1 2 3 ✓ Using a questionnaire/interview to collect qualitative fieldwork data. 1 2 3 ✓ ✓ Presenting data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies (photos with labels/captions) when communicating geographical information. 1 2 3 ✓ ✓ ✓	 Conducting interviews/questionnaires to collect qualitative data. 1 2 3 ✓ Interpreting and using real-time/live data. 1 2 3 ✓ Deciding how to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing at length and digital technologies (photos with labels/captions) when communicating geographical information 1 2 3 ✓ ✓	 Conducting interviews/questionnaires to collect qualitative data. 1 2 3 ✓ ✓ ✓ Interpreting and using real-time/live data. 1 2 3 ✓ Deciding how to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing at length and digital technologies (photos with labels/captions) when communicating geographical information 1 2 3 ✓ ✓ ✓

				Suggesting different ways that a locality could be changed and improved.	Suggesting different ways that a locality could be changed and improved.	Drawing conclusions about an enquiry using findings from fieldwork to support your reasonings.	Drawing conclusions about an enquiry using findings from fieldwork to support your reasonings.
				1 2 3	1 2 3	1 2 3	1 2 3
					✓ ✓	✓ ✓ ✓	✓ ✓ ✓
				Finding answers to geographical questions through data collection.	Finding answers to geographical questions through data collection.	Evaluating evidence collected and suggesting ways to improve this.	Evaluating evidence collected and suggesting ways to improve this.
				1 2 3	1 2 3	1 2 3	1 2 3
				✓ ✓	✓ ✓ ✓	✓	✓ ✓
				To understand that a scale shows how much smaller a map is compared to real life.	To understand that a scale shows how much smaller a map is compared to real life.	Analysing quantitative data in pie charts, line graphs and graphs with two variables.	Analysing quantitative data in pie charts, line graphs and graphs with two variables.
				1 2 3	1 2 3	1 2 3	1 2 3
				✓ ✓	✓	✓ ✓	✓
				To recognise world maps as a flattened globe.	To recognise world maps as a flattened globe.	To know that contours on a map show height and slope.	To know that contours on a map show height and slope.
				1 2 3	1 2 3	1 2 3	1 2 3
				✓ ✓	✓ ✓	✓	✓ ✓
				To know that an OS (Ordnance survey) map is used for	To know that an OS (Ordnance survey) map is used for	To know that qualitative data involves qualities,	To know that qualitative data involves qualities,
			To know that a pictogram is a chart that uses pictures to show data.				
			1 2 3				
			✓				

				personal use and organisations use it for housing projects, planning the natural environment and public transport and for security purposes. 1 2 3 ✓ To know that an OS map shows human and physical features as symbols. 1 2 3 ✓ To know that grid references help us locate a particular square on a map. 1 2 3 To know the eight points of a compass are north, south, east, west, north-east, south-east, north-west, south-west.	personal use and organisations use it for housing projects, planning the natural environment and public transport and for security purposes. 1 2 3 ✓ ✓ To know that an OS map shows human and physical features as symbols. 1 2 3 ✓ ✓ To know that grid references help us locate a particular square on a map. 1 2 3 ✓ ✓ To know the eight points of a compass are north, south, east, west, north-east, south-east, north-west, south-west.	characteristics and is largely opinion based and subjective. 1 2 3 ✓ To know that GIS is a digital system that creates and manages maps, used to support analysis for enquiries. 1 2 3 ✓ ✓ To know that a pie chart can represent a fraction or percentage of a whole set of data. 1 2 3 ✓ ✓ To know a line graph can represent variables over time. 1 2 3 ✓ To be aware of some issues in the local area. 1 2 3	characteristics and is largely opinion based and subjective. 1 2 3 ✓ ✓ ✓ To know that GIS is a digital system that creates and manages maps, used to support analysis for enquiries. 1 2 3 ✓ ✓ To know that a pie chart can represent a fraction or percentage of a whole set of data. 1 2 3 ✓ To know a line graph can represent variables over time. 1 2 3 To be aware of some issues in the local area. 1 2 3

				1 2 3 ✓	1 2 3 ✓	✓ ✓	✓ ✓
				To know the main types of land use (agricultural, residential, recreational, commercial, industrial and transportation). 3	To know the main types of land use (agricultural, residential, recreational, commercial, industrial and transportation). 3	To know what a range of data collection methods look like. 1 2 ✓ ✓	To know what a range of data collection methods look like. 1 2 3 ✓ ✓ ✓
				To know an enquiry-based question has an open-ended answer found by research. 3	To know an enquiry-based question has an open-ended answer found by research. 1 2 3 ✓ ✓ ✓	To know how to use a range of data collection methods.. 1 2 ✓ ✓	To know how to use a range of data collection methods. 1 2 3 ✓ ✓ ✓
				To know how to use various simple sampling techniques. 1 ✓	To know how to use various simple sampling techniques.		

				To know what a questionnaire and an interview are. 1 2 3 To know that quantitative data involves numerical facts and figures and is often objective. 1 2 3 To know that an annotated drawing or sketch map is hand drawn and gives a rough idea of features of an area without having to be completely accurate. 1 2 3 ✔ ✔ To know a Likert scale is used to record people's feelings and attitudes. 1 2 3	To know what a questionnaire and an interview are. 1 2 3 ✔ ✔ To know that quantitative data involves numerical facts and figures and is often objective. 1 2 3 ✔ ✔ To know that an annotated drawing or sketch map is hand drawn and gives a rough idea of features of an area without having to be completely accurate. 1 2 3 ✔ ✔ To know a Likert scale is used to record people's feelings and attitudes. 1 2 3 ✔		

				To know that qualitative data involves opinions, thoughts and feelings and is often subjective. 1 | 2 | 3 | | | To know what a bar chart, pictogram and table are and when to use which one best to represent data. 1 | 2 | 3 | | ✔	To know that qualitative data involves opinions, thoughts and feelings and is often subjective. 1 | 2 | 3 ✔ | ✔ | To know what a bar chart, pictogram and table are and when to use which one best to represent data. 1 | 2 | 3 ✔ | | ✔		

Vocabulary

Year 1- Vocabulary progression

Geographical skills and fieldwork		Human and physical geography		Locational knowledge
Geographical		**Human**	**Physical**	
		What is it like here?		
• aerial view • aerial photograph • distance • location • locate • near • far • left • right • north • east • south • west • features • direction • physical feature • human feature • similar • different		• village • town • city	• land • lake • river • ocean • sea	• place • continent • country
		What is the weather like in the UK?		
			• weather • season • climate	• Europe • England • Scotland • Wales • Northern Ireland • United Kingdom (UK)
Mapping				
• map • globe • atlas • symbol • key		**What is it like to live in Shanghai?**		
		• port • harbour • skyscraper • metro • transport	• desert	• Asia • China • Shanghai
Fieldwork				
• survey • questionnaire • compass • rain gauge • thermometer • temperature • weather vane				

Year 2- Vocabulary progression

Geographical skills and fieldwork	Human and physical geography		Locational knowledge
Geographical	**Human**	**Physical**	
• landmark	**Would you prefer to live in a hot or cold place?**		
	• urban • rural	• pack ice • ice sheet • arid • savannah • vegetation • grasslands • rainforest • polar • mild • temperate	• Africa • North America • South America • Antarctica • Oceania • Equator • North Pole • South Pole • Kenya
Mapping			
• sketch map • scale • OS map	**Why is our world wonderful?**		
		• habitat	• Atlantic Ocean • Indian Ocean • Southern Ocean • Pacific Ocean • Arctic Ocean • London • Edinburgh • Cardiff • Belfast • Ben Nevis • Lake Windermere • Mount Snowdon • capital city
Fieldwork			
• sample • tally chart • pictogram • bar chart • data collection	**What is it like to live by the coast?**		
	• aquarium • tourist	• arch • bay • coast • mudflat • pier • cliff • coastline • island • sand dunes • stack	• Weymouth • Jurassic Coast • Pembrokeshire • Orkney Islands • Giant's Causeway • Flamborough Head • North Sea • English Channel • The Irish Sea

Year 3 - Vocabulary progression

Geographical skills and fieldwork

Geographical

- negative/positive effects
- climate change
- adaptation
- tourism
- explorer
- cross-section
- similarity/difference
- land use

Mapping

- index
- hemisphere
- scale bar
- mapping
- tilt
- four-figure grid reference
- plot
- eight points of the compass
- route

Fieldwork

- expedition
- magnetic/magnetic field
- research
- intention
- destination
- evaluate
- compare
- improvement

Human and physical geography

Why do people live near volcanoes?

Human

- geothermal energy
- man-made rock

Physical

- inner core
- outer core
- mantle
- crust
- tectonic plate
- plate boundary
- volcano
  - shield
  - composite
  - active
  - dormant
  - extinct
- mountain
  - fault block
  - fold
  - volcanic
- magma
- magma chamber
- vent
- pyroclastic flow
- fertile soil
- volcanic springs
- earthquake
- tsunami
- fault line
- epicentre
- seismic wave
- focus
- rock
  - natural
  - igneous
  - sedimentary
  - metamorphic

Who lives in Antarctica?

Human

- treaty

Physical

- ice shelf
- drifting ice
- iceberg
- wilderness

Are all settlements the same?

Human

- linear
- nucleated
- dispersed
- recreational land
- agricultural land
- residential land
- commercial land
- place of worship
- monument
- memorial
- facilities

Locational knowledge

- Italy
- climate zones
  - polar
  - temperate
  - arid
  - tropical
  - mediterranean
  - mountains
- Earth
- Mount Kilimanjaro
- The Andes
- The Himalayas
- The Rockies
- The Alps
- Mount Etna
- Lines of latitude/longitude
- Tropic of Capricorn
- Tropic of Cancer
- Northern Hemisphere
- Southern Hemisphere
- Arctic Circle
- Antarctic Circle
- South Georgia
- Mount Erebus
- New Delhi
- settlement
- county
- region
- local
- country border

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Year 4 - Vocabulary progression

Geographical skills and fieldwork

Geographical

- benefit/advantage
- drawback/disadvantage
- process
- approximate
- greenhouse gas
- sustainability
- carbon footprint
- global warming
- renewable energy

Mapping

- represent
- grid square

Fieldwork

- investigate
- interview
- method
- risk
- enquiry
- data
- analyse
- present
- quantitative/qualitative data
- summarise
- interpret
- quote
- source
- sample size
- reliability
- limitations
- open-ended/closed question
- Likert scale

Human and physical geography

Human

Why are rainforests important to us?

- indigenous peoples
- deforestation
- Community
- logging
- mining

Where does our food come from?

- food miles
- import
- export
- distribution
- produce
- waste
- consume
- fertilisers
- pesticides
- greengrocer
- butcher
- pollution
- trade
- product
- cooperative
- responsible trade
- seasonal food
- air freight
- grant
- packaging
- bakery
- food bank
- allotment

What are rivers and how are they used?

- irrigation
- leisure
- supply

Physical

Why are rainforests important to us?

- vegetation belts
- forest floor
- understorey layer
- canopy layer
- emergent layer
- drought
- buttress roots
- lianas

Where does our food come from?

What are rivers and how are they used?

- condensation
- evaporation
- groundwater
- percolation
- precipitation
- transpiration
- water cycle
- delta
- estuary
- floodplain
- meander
- oxbow lake
- river mouth
- source
- tributary
- valley
- waterfall
- flooding

Locational knowledge

Why are rainforests important to us?

- biomes
  - Savannah
  - Tropical rainforest
  - Temperate deciduous forest
  - Boreal forest
  - Desert
  - Tundra
- Amazon rainforest
- Brazil
- Manaus

Where does our food come from?

- Côte d'Ivoire
- West Africa

What are rivers and how are they used?

- River Severn
- River Thames
- River Trent
- River Great Ouse
- River Wye
- River Mississippi
- River Amazon
- River Nile
- River Danube
- River Yangtze
- River Murray

Year 5 - Vocabulary progression

Geographical skills and fieldwork

Geographical

- natural disaster
- threat
- species
- dependent
- geology
- ecology
- ecosystem
- atmosphere
- human footprint
- environment
- comparison

Mapping

- land height
- sea level
- thematic map
- aerial map
- digital map
- time zone

Fieldwork

- fieldwork
- evidence

Human and physical geography

Human

What is life like in the Alps?

- population

Why do oceans matter?

- coral bleaching
- microplastics
- acidification
- overfishing
- Marine Protected Area
- single-use plastic
- re-purpose
- plastic pollution
- disposable
- policy
- biodegradable

Would you like to live in the desert?

- airstrip
- national park
- nature reserve
- tourist attraction
- military
- ranching
- agriculture
- desertification
- flash flood

Physical

What is life like in the Alps?

- mountain range
- temperate deciduous forest
- coniferous trees
- deciduous trees

Why do oceans matter?

- ocean current
- buffer
- coral reef
- marine
- erosion
- decompose

Would you like to live in the desert?

- rainfall
- barren
- sparse
- mesa
- mushroom rock
- natural arch
- salt flat

Locational knowledge

What is life like in the Alps?

- The Alps
- France
- Monaco
- Switzerland
- Liechtenstein
- Austria
- Germany
- Slovenia

Why do oceans matter?

- Great Barrier Reef
- Australia
- Japan
- South Korea
- USA
- Thailand
- India

Would you like to live in the desert?

- Mojave Desert
- Death Valley
- Gobi Desert
- Oleshky Sands
- Sahara Desert
- Chihuahuan Desert
- Patagonian Desert
- Antarctic Polar Desert
- Great Victoria Desert
- Nevada
- Utah
- Arizona
- Atacama Desert
- Prime/Greenwich Meridian

Year 6 - Vocabulary progression

Geographical skills and fieldwork

Geographical

- impact
- landscape
- urban planner

Mapping

- six-figure grid references
- contour lines

Fieldwork

- digital technologies
- conclusion
- cartogram
- Geographic Information System (GIS)
- pie chart
- line graph
- live data
- consideration
- annotate
- justify
- issue
- viewpoint
- data collection methods
- subjective
- audience
- recommendation

Human and physical geography

Human

Physical

Why does population change?

- densely populated
- sparsely populated
- population density
- population distribution
- birth rate
- death rate
- natural increase
- migration
- refugee
- push factors
- pull factors
- voluntary
- involuntary
- air pollution
- noise pollution

- land mass

Where does our energy come from?

- energy source
- hydropower
- wind power
- solar power
- nuclear power
- biofuel
- non-renewable
- dam
- replenished
- consumption
- producer
- headquarters
- offshore
- onshore

- coal
- natural gas
- crude oil
- emissions
- ocean tide
- regenerate
- fossil fuel

Can I carry out an independent fieldwork enquiry?

N/A

N/A

Locational knowledge

- Singapore
- Hong Kong
- Bangladesh
- Greenland
- Iceland
- Canada
- Oman
- Bulgaria

- Port of Blyth
- Midland, Texas
- Cities of the UK
  - Glasgow
  - Liverpool
  - Bristol
  - Newcastle
  - Southampton
  - Plymouth
  - Leeds

N/A