



# St George and St Teresa Catholic Primary School

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## Progression of Skills and Knowledge

### Geography

National Curriculum Aims and Purpose	School Aims and Intent: Skills, attitudes and knowledge that we want all children to develop on their journey through our school
<p>Purpose of Study: A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.</p> <p>Aims</p> <ul style="list-style-type: none"> <li>• develop contextual knowledge of the location of globally significant places.</li> <li>• understand the processes that give rise to key physical and human geographical features of the world,</li> <li>• Show are competent in the geographical skills needed to collect, analyse and communicate with a range of data</li> <li>• interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS) ☒ communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.</li> </ul>	<p>The teaching of Geography at St. George and St Teresa's Catholic School inspires curiosity and understanding of the world around us and the people within it, whilst also preparing for life beyond Year Six. At the heart of all our learning The Gospel Virtues permeate, which enables children to develop a deep respect for their environment as well as their own personal safety. We want children to be explorative thinkers with a diverse knowledge of the world. We encourage pupils to become resourceful, active citizens who will have the skills to contribute to and improve the world around them.</p> <p>School Aims for Geography Curriculum</p> <ul style="list-style-type: none"> <li>• The golden thread of our curriculum is our Catholic Faith and we do this by following the principles of catholic Social Teaching. We see God in all we learn and do.</li> <li>• Children will return to key knowledge and skills again and again during their time in primary school.</li> <li>• Children will Increase depth of learning in knowledge as each time a skill is revisited it is covered with greater complexity.</li> <li>• Children will build upon previous foundations, rather than starting again.</li> <li>• We hope to shape children into curious and inspired geographers, who will learn to respect and appreciate the world around them.</li> <li>• All children will have the opportunity to experience learning beyond the classroom. Enrich their knowledge when visiting places of geographical interest or when conducting geographical surveys within an area.</li> <li>• All children will study and develop an understanding of the geographical skills needed to collect, analyse and communicate with a range of data gathered through experiences of fieldwork.</li> </ul>

- During all learning pupils will have the opportunity to 'Build Learning Power'. They will become independent learners by taking responsibility for their own learning through open-ended challenges and contextual activities.
- In addition to choosing how best to present their own work. We make sure learning is fun and delivered to include all learning styles and abilities.

#### Attitudes

- We encourage the development of positive attitudes to Geography.
- We aim to build an awareness of how Geography shapes our lives at multiple scales and over time.
- Help children to increase and build upon their prior knowledge to solve problems and develop the sophistication of Geography.
- We aim to develop a deep interest and knowledge of pupils' locality and how it differs from other areas of the world.

#### Skills

- All geographers will learn essential life skills opportunities. Children will be taught to interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- Geographers will learn to display logic, good judgment, and the ability to reason when analysing information.
- Geographers will learn to critically analysis their findings, while developing skills of investigation through observation and measuring.
- Geographers will develop the use of geographical language.
- Geographers will develop the use of technology in investigating and recording
- All geographers to become better and effective communicators of geographical ideas, facts and data.
- Creating opportunities for children to work collaboratively.

#### Intent

- Compare and contrast human and physical features to describe and understand similarities and differences between various places in the UK, Europe and the Americas.



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	<ul style="list-style-type: none"> <li>• Name, locate and understand where and why the physical elements of our world are located and how they interact, including processes over time relating to climate, biomes, natural disasters and the water cycle.</li> <li>• Understand how humans use the land for economic and trading purposes, including how the distribution of natural resources has shaped this.</li> <li>• Develop an appreciation for how humans are impacted by and have evolved around the physical Geography surrounding them and how humans have had an impact on the environment, both positive and negative.</li> <li>• Develop a sense of location and place around the UK and some areas of the wider world using the eight-points of a compass, four and six-figure grid references, symbols and keys on maps, globes, atlases, aerial photographs and digital mapping.</li> <li>• Identify and understand how various elements of our globe create positioning, including latitude, longitude, the hemispheres, the tropics and how time zones work, including night and day.</li> <li>• Present and answer their own geographical enquiries using planned and specifically chosen methodologies, collected data and digital technologies. Meet the end of key stage expectations outlined in the National curriculum for Geography.</li> </ul>
Links to other curriculum areas	Experiences every child should have
<p>Geography can be threaded in to most areas of the National Curriculum. Our Catholic Faith reminds us how special God's world is. We can learn to appreciate the impact of living simply and consider how this will impact on our environment. Through RE, Design and Technology we can use our skills and knowledge to observe geographical changes of landscapes and learn about what the land provides.</p> <p>Children use their geographical knowledge and skills to explore God's marvellous world.</p> <p>Geography lends itself to Mathematics. Our children will apply their knowledge of measure and statistics when working in Geography.</p> <p>Computing and use of technology within Geography allows children to collect and analyse data collected fieldwork studies. Children will use a range of technology to collect information.</p>	<ul style="list-style-type: none"> <li>• Opportunities and encouragement to be curious and explorative thinkers with a diverse knowledge of their local environment and the world.</li> <li>• To think and wonder like a geographer.</li> <li>• To develop the confidence to observe and question.</li> <li>• To engage in fieldwork from EYFS to Y6</li> <li>• To build an awareness of how Geography shapes our lives at multiple scales and over time.</li> <li>• Time to consider how to be a resourceful, active citizen who will have the skills to contribute to and improve the world around them.</li> </ul>



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The children will be using programmes such as Purple Mash and Kapow to gather and present data which is key to producing successful critical evidence.

We expect children to apply their reading and writing skills in Geography. Reading to learn will allow children to grasp new vocabulary, knowledge and writing in the context of Geography which will broaden children's literacy skills.

PE is linked to mapping and directional vocabulary.

Learning about significant geographers is strongly linked to History. EG. Christopher Columbus. Almost every era has its associated foods, for example war time rationing or the arrival of spices and sugar in the western world. Wars have been fought over access to food stuffs and prime agricultural land, and wars have been won or lost for the lack of / abundance of food and food production.

Music is a powerful source of images and symbolism. The lyrics of music are littered with geographical terms through which song writers impart images of popular culture.

We want our children to be well rounded geographers, and therefore citizens, who know about and appreciate the world around them.

Within our Geography curriculum, there are many ways in which we thread through the Catholic social teaching, Catholic school pupil profile, and British values principles. Opportunities including, but not limited to:

- The rights and responsibilities we all have in shaping our world today. Recognising how we can use our voice and votes to have a positive impact. By following the example of King Charles III. We learn about the importance of conservation and the protection of animals and their habitats which are under threat.
- Curious when observing the world around them – for example when observing the change in seasons and when growing plants. Active when suggesting how to ensure that our environment and natural world can be preserved



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## Opportunities to develop Catholic Social teaching, Catholic School Pupil Profile Virtues and British Values

Our Geography Curriculum is designed to allow children to learn about the physical processes of our planet, human societies and environmental changes within a local, national and global context. In order to really understand the connection between humans and the physical world, we believe that our children must explore and learn about the social, moral and cultural issues that affect human behaviour. To achieve this, we have threaded the 7 principles of Catholic Social Teaching are through our Geography Curriculum:

Catholic Social Teaching:	Catholic School Pupil Profile:	British Values:
<p>Including, but not limited to:</p> <p><b>Life and dignity of the Human Person:</b> How has the impact of climate change effected people across the world? How do we protect human life in vulnerable countries where there is poverty and natural disasters such as earth quakes? How does the physical world affect human life?</p> <p><b>Call to family, Community and Participation:</b> We are called to respect all of God’s gifts of creation, to be good stewards of the earth and each other. How can we be good stewards of God’s creation?</p> <p><b>Rights and Responsibilities:</b> All people have the right to participate in decisions that affect their lives. We all have a duty to work for the common good for example through Geography, we think about how does climate change affect the poor of this world.</p> <p><b>Option for the poor and vulnerable:</b> We are called to look at public policy decisions in terms of how they affect the poor. For example, in Geography we think about fair trade. We think about how we can support the poor who live in parts of the world where extreme weather has destroyed livelihoods and homes. We ask questions – how does what we do in the first world, affect those in the third world.</p>	<p>Including, but not limited to:</p> <p>Grateful for their own gifts, for the gift of other people, and for the blessings of each day; and generous with their gifts, becoming men and women for others – how Geography is applied in our world and the way in which we can work to make our world a better place.</p> <p>Learned, finding God in all things; and wise in the ways they use their learning for the common good – how using our Geography skills and knowledge can have a positive impact on our planet.</p> <p>Curious about everything; and active in their engagement with the world, changing what they can for the better. Knowing that they can help to improve their world.</p>	<p>Including, but not limited to:</p> <p>Democracy – encourage pupils to think about their place in the world, how they can become the best possible citizens of tomorrow and create change for the better. Children appreciate how they can be active citizens and implement current and future change. Geography encourages children to think of the impact their actions will have on the environment. Promote moral discussions about economy, poverty and human impact on the world Pupils look at different perspectives and respect the views of others.</p> <p>The rule of law - Our pupils think about moral law and the consequences of their actions on and for future generations. We discuss why rules and laws are in place and what impact they may have.</p> <p>Individual liberty – Pupils think about how their actions can affect their own community. Moving beyond the classroom, several of our Geography units require pupils to think about how they can live responsibly, and simply, linked with our Catholic teaching. Through</p>

<p><b>The Dignity of Work and the Rights of Workers:</b> People have a right to decent and productive work, fair wages, private property and economic initiative.</p> <p><b>Solidarity:</b> We are one human family. Our responsibilities to each other cross national, racial, economic and ideological differences. In Geography how do we work together to combat climate change? Poverty?</p> <p><b>Care for God's Creation:</b> The goods of the earth are gifts from God. We have a responsibility to care these goods as stewards and trustees, not as consumers and users. In Geography we look at what we can do to stop climate change, we think about where our food comes from and how we heat our homes. We think about animals and plants that are endangered.</p>		<p>debate and discussion, pupils learn how to voice their opinion in a safe and supportive environment. Mutual respect for and tolerance of those with different faiths and beliefs, and for those without faith - Pupils compare similarities and differences between their lives and those of others around the world. We aim to disband stereotypes and foster a common respect for different countries and cultures by learning about them.</p> <p>Pupils are encouraged to explore the different views through narrative, debate and discussion. They begin to think about why people make life choices (where to live, how to support themselves).</p>
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Opportunities to develop and use Building Learning Power in our curriculum

<p>Reciprocity</p> 	<ul style="list-style-type: none"> <li>• Being ready, willing and able to learn alone and with others during research, fieldwork, debate and discussion.</li> <li>• Being empathetic and listen to others' ideas and opinions</li> <li>• Sharing ideas and methods to become better informed citizens</li> </ul>
<p>Resourcefulness</p> 	<ul style="list-style-type: none"> <li>• Being ready, willing and able to learn from others and identifying the tools we have and need to improve change</li> <li>• Make links from across the curriculum and from their own lives when exploring geographical concepts</li> <li>• Asking questions and allowing the chance to be curious thinkers</li> <li>• Thinking rigorously and methodically when exploring the world around them</li> </ul>
<p>Reflectiveness</p> 	<ul style="list-style-type: none"> <li>• Being ready, willing and able to become more considered in all areas of Geography by drawing on observations and knowledge</li> <li>• Allowing time to reflect on their work and understanding themselves as geographers – what changes need to be made to make the world a better and more sustainably place to live in</li> <li>• Children consider the implications they and others have, both positive and negative.</li> </ul>
<p>Resilience</p> 	<ul style="list-style-type: none"> <li>• Being ready, willing and able to lock on to learning</li> <li>• Manage distractions and reduce interruptions – staying focussed on the task at hand</li> <li>• Children understand the importance of being resilient for the better good of their world – explaining why.</li> <li>• Persevere when the work they do and ideas they have may not be the same as others. What can you do to help you?</li> </ul>

## Skills Progression at St George and St Teresa Catholic Primary School

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.

### Progression of Knowledge and skills Locational Knowledge (Skills white, knowledge grey)

#### EYFS Understanding the World

##### Nursery

##### Reception

Development Matters & Early Learning Goals  
The most relevant statements for Geography are taken from the following areas of learning:

- Mathematics
- Understanding the World

##### Autumn

Seasonal changes Autumn - Colours  
Percy the Park Keeper  
Weather  
Space- Bob the Man on the Moon  
Planets

##### Spring

Season Winter Time  
Winter Clothes  
Winter Weather  
Cold Places/igloos/ penguins / seals/ keeping warm/  
differences to where we live  
Season Spring  
Summer  
The Farm- going on a journey

##### Autumn

Transition – My Holiday – locations- Maps  
'The Red Hen' & 'The Gingerbread Man' 'I Love  
Animals' – stories- Contrasting environments  
Seasonal changes Autumn/ Harvest  
Seasonal Fruit and Vegetables  
Hibernation

##### Spring

Jesus Grows up Contrast our environment to the Holy  
Land  
Seasonal changes - Winter  
Weather  
Seasonal changes – Spring  
'The House by the Sea' The sea, Habitats,  
New Life & Growth- Plants and Animals

Three and  
four year  
olds

Mathematics

Understand position through words  
alone. For example, "The bag is under  
the table," – with no pointing.  
Describe a familiar route.  
Discuss routes and locations, using words  
like 'in front of' and 'behind'.

Understanding the  
World

Use all their senses in hands-on  
exploration of natural materials.  
Begin to understand the need to  
respect and care for the natural  
environment and all living things.  
Know that there are different countries in  
the world and talk about the differences  
they have experienced or seen in photos.

Reception

Understanding the  
World

Draw information from a simple map.  
Recognise some similarities and  
differences between life in this country  
and life in other countries.  
Explore the natural world around them.



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<p>Season summertime The Seaside Weather</p>	<p>Summer Visit to Brandon Marsh Nature Reserve – journey Habitats Journeys 'The Balloon for Grandad' Contrasting environments across the world Transport 'The World Came to my Place Today' 'Come Ride with Me' Seasonal changes - Summertime Holidays – maps, contrasting environments.</p>	<p>ELG</p>	<p>Underst anding the World</p>	<p>People, Culture and Commu nities</p>	<p>Recognise some environments that are different to the one in which they live.</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p>
<p><b>Nursery</b></p>	<p><b>Reception</b></p>				
<p>Skills</p> <p>To identify key features of the indoor/ outdoor environment. To compare home, nursery setting other groups e.g. playgroup and the park. To talk about the countries in the world and the differences they have experienced or seen in photos. Use simple journey maps</p> <p>Create their own environments using small world / own creations. Use the vocabulary of land and sea, river, woods, post box, crossing, police, shops,</p>	<p>Skills</p> <p>To draw information from a simple map. To explain some similarities and differences between life in this country and life in other countries. To describe key features of their immediate environment. To identify changes in the weather and seasons. Recognise some environments that are different to the one in which they live. Identify key features of the setting and local environment indoors and out through symbols, photographs and talk using appropriate vocabulary e.g. road, crossing, lamppost Use journey/ story maps to further develop their understanding and creativity in relation to mapping</p>				
<p>The Natural World</p>	<p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons.</p>				





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	skills to support story, events, photographs and experiences exploring similarities and differences. Use role play to recreate and explore different places/countries/settings/	
<p><b>Knowledge</b></p> <p>To know there are different countries in the world.          To know some ways in which we can care for our environment.          To know we can take different routes from one place to another.          To name a globe or a map.          To become aware of key features/ landmarks in relation to their personal journeys.          To be aware of different environments.</p>	<p><b>Knowledge</b></p> <p>To know the features of their environment.          To know some similarities and differences between the natural world around them and contrasting environments          To understand some important processes and changes in the natural world around them, including the seasons.          To know different maps give you different information.</p>	
<b>Year 1</b>	<b>Year 2</b>	National curriculum - end of KS1 Pupils should be able to:
<p><b>Skills</b></p> <p>Locating four of the world's seven continents on a world map.          Locating two of the world's oceans (Atlantic Ocean and Pacific Ocean) on a world map.          Showing on a map which continent they live in.</p>	<p><b>Skills</b></p> <p>Locating all the world's seven continents on a world map.          Locating the world's five oceans on a world map.          Showing on a map the oceans nearest the continent they live in.</p>	Name and locate the world's seven continents and five oceans
<p><b>Knowledge</b></p>	<p><b>Knowledge</b></p> <p>To be able to name the seven continents of the world.</p>	



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<p>To know the name of the four continents (Europe, Asia, Africa and Antarctica)</p> <p>To know that a continent is a group of countries.</p> <p>To know that they live in the continent of Europe.</p> <p>To know that an ocean is a large body of water.</p> <p>To know the name of two of the world's oceans (Atlantic Ocean and Pacific Ocean)</p>	<p>To be able to name the five oceans of the world.</p>	<p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p>
<p style="text-align: center;"><b>Skills</b></p> <p>Locating the four countries of the United Kingdom (UK) on a map of this area.</p> <p>Beginning to locate the capital cities of the four countries of the UK on a map of this area.</p> <p>Identifying characteristics (both human and physical) of the four countries of the UK.</p> <p>Showing on a map which country they live in and locating its capital city.</p>	<p style="text-align: center;"><b>Skills</b></p> <p>Locating the surrounding seas of the UK on a map of this area</p> <p>Confidently locating the capital cities of the four countries of the UK on a map of this area.</p> <p>Identifying characteristics (both human and physical) of the four capital cities of the UK.</p> <p>Showing on a map the city, town or village where they live in relation to their capital city.</p>	
<p style="text-align: center;"><b>Knowledge</b></p> <p>To know that the UK is short for 'United Kingdom'</p> <p>To know that the United Kingdom is made up of four countries and to be able to name them.</p> <p>To know that a capital city is the city where a country's government is located.</p> <p>To know the name of the country they live in.</p> <p>To know the capital cities of the UK.</p>	<p style="text-align: center;"><b>Knowledge</b></p> <p>To know that a sea is a body of water that is smaller than an ocean.</p> <p>To know that there are four bodies of water surrounding the UK and to be able to name them.</p>	



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Progression of knowledge and skills		National curriculum - end of KS2 Pupils should be able to:
Locational knowledge		
Lower key stage 2	Upper key stage 2	
<p><b>Skills</b></p> <p>Locating some countries in Europe and North and South America using maps.            Locating some major cities of the countries studied.            Locating some key physical features in countries studied on a map including significant environmental regions.            Locating some key human features in countries studied.            Locating the world's most significant mountain ranges on a world map and identifying any patterns.            Locating where the world's volcanoes are on a map and identifying the 'Ring of Fire'.            Locating some of the world's most significant rivers and identifying any patterns</p>	<p><b>Skills</b></p> <p>Locating more countries in Europe and North and South America using maps.            Locating major cities of the countries studied.            Locating key physical features in countries studied on a map.            Locating key human features in countries studied.            Identifying significant environmental regions on a map.            Using maps to show the distribution of the world's climate zones, biomes and vegetation belts.</p>	<p>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</p>
<p><b>Knowledge</b></p> <p>To know where North and South America are on a world map.            To know the names of some countries and major cities in Europe and North and South America.            To know the names of some of the world's most significant mountain ranges.            To know the names of some of the world's most significant rivers.</p>	<p><b>Knowledge</b></p> <p>To know the name of many countries and major cities in Europe and North and South America.            To know the location of key physical features in countries studied.            To know that climate zones are areas of the world with similar climates.*            To know the world's different climate zones (equatorial, tropical, hot desert, temperate and polar).</p>	



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<p>To know that mountains, volcanoes and earthquakes largely occur at plate boundaries.          To know that biomes are areas of world with similar climates, vegetation and animals. *          To know the world's biomes *          To know vegetation belts are areas of the world which are home to similar plant species. *</p>	<p>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).</p>	
<p style="text-align: center;"><b>Skills</b></p> <p>Locating some counties in the UK (local to your school).          Locating some cities in the UK (local to your school).          Beginning to locate the twelve geographical regions of the UK.          Identifying key physical and human characteristics of geographical regions in the UK.          Identifying how topographical features studied have changed over time using examples.          Describing how a locality has changed over time, giving examples of both physical and human features.</p>	<p style="text-align: center;"><b>Skills</b></p> <p>Locating many counties in the UK.          Locating many cities in the UK.          Confidently locating the twelve geographical regions of the UK.          Identifying key physical and human characteristics of the geographical regions in the UK.          Understanding how land-use has changed over time using examples.          Explaining why a locality has changed over time, giving examples of both physical and human features.</p>	
<p style="text-align: center;"><b>Knowledge</b></p> <p>To know the name of some counties in the UK (local to your school).          To know the name of some cities in the UK (local to your school).          To know the name of the county that they live in and their closest city.          To begin to name the twelve geographical regions of the UK.          To know the main types of land use.          To know some types of settlement.</p>	<p style="text-align: center;"><b>Knowledge</b></p> <p>Locating many counties in the UK.          Locating many cities in the UK.          Confidently locating the twelve geographical regions of the UK.          Identifying key physical and human characteristics of the geographical regions in the UK.          Understanding how land-use has changed over time using examples.          Explaining why a locality has changed over time, giving examples of both physical and human features.</p>	<p style="text-align: center;">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</p>



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<p style="text-align: center;"><u>Skills</u></p> <p>Finding the position of the Equator and describing how this impacts our environmental regions.          Finding lines of latitude and longitude on a globe and explaining why these are important.          Identifying the position of the Tropics of Cancer and Capricorn and their significance. Identifying the position of the Northern and Southern hemispheres and explaining how they shape our seasons.          Identifying the position and significance of both the Arctic and Antarctic Circle</p>	<p style="text-align: center;"><u>Skills</u></p> <p>Identifying the location of the Prime/Greenwich Meridian and time zones (including day and night) and explaining its significance.          Using longitude and latitude when referencing location in an atlas or on a globe.</p>	<p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p>
<p style="text-align: center;"><u>Knowledge</u></p> <p>To know that countries near the Equator have less seasonal change than those near the poles.          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.          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 latitude are invisible lines on the globe that determine how far north or south a location is from the Equator.          To know the Tropics of Cancer and Capricorn are lines of latitude and mark the equatorial region; the countries with the hottest climates.</p>	<p style="text-align: center;"><u>Knowledge</u></p> <p>To know the Prime/Greenwich Meridian is a line of longitude which goes through 0° and determines the start of the world's time zones.</p>	



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To know the Northern and Southern hemisphere are 'halves' of the Earth, above and below our Equator and have alternate seasons to each other.  
 To know the boundaries of the polar regions are marked by the invisible lines the Arctic and Antarctic circle.  
 To know the patterns of daylight in the Arctic and Antarctic circle and the Equatorial regions.

## Progression of knowledge and skills

## Place knowledge

### EYFS

#### Nursery

##### Skills

To talk about the countries in the world and the differences they have experienced or seen in photos.

#### Reception

##### Skills

To explain some similarities and differences between life in this country and life in other countries.  
 To describe key features of their immediate environment.  
 Recognise some environments that are different to the one in which they live.  
 Talk with confidence about the features of their own environment, how environments might vary from one another, including environments in other countries familiar to them.  
 Understand and describe features of the natural environment through the sea side, sea, sand and rocks



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	<p>using simple maps, photographs, discussion, video, newspapers, ICT expressing likes and dislikes. Identify similarities and differences between two areas(seaside and town) through story, maps experiences, photographs etc.</p>	
<p><u>Knowledge</u> To know there are different countries in the world. To know some ways in which we can care for our environment. To know we can take different routes from one place to another.</p>	<p><u>Knowledge</u> To know the features of their environment. To know some similarities and differences between the natural world around them and contrasting environments To understand some important processes and changes in the natural world around them, including the seasons.</p>	
<p><u>Year 1</u></p>	<p><u>Year 2</u></p>	<p>National curriculum - end of KS2 Pupils should be able to:</p>
<p><u>Skills</u> Naming some key similarities between their local area and a small area of a contrasting non-European country. Naming some key differences between their local area and a small area of a contrasting non-European country. Describing what physical features may occur in a hot place in comparison to a cold place.</p>	<p><u>Skills</u> Describing and beginning to explain some key similarities between their local area and a small area of a contrasting non-European country. Describing and beginning to explain some key differences between their local area and a small area of a contrasting non-European country.</p>	<p>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</p>
<p><u>Knowledge</u> To know that life elsewhere in the world is often different to ours. To know that life elsewhere in the world often has similarities to ours.</p>	<p><u>Knowledge</u> To know some similarities and differences between their local area and a contrasting non-European country.</p>	

Lower KS2	Upper KS2	National curriculum - end of KS2 Pupils should be able to:
<p style="text-align: center;"><u>Skills</u></p> <p>Describing and beginning to explain similarities between two regions studied.</p> <p>Describing and beginning to explain differences between two regions studied.</p> <p>Describing how and why humans have responded in different ways to their local environments.</p> <p>Comparing the climate in a studied region of the UK with that of a region of Europe and discussing how both climates have an impact on trade, land use and settlement.</p> <p>Explaining what measures humans have taken in order to adapt to survive in cold places.</p> <p>Describing and explaining how people who live in a contrasting physical area may have different lives to people in the UK.</p>	<p style="text-align: center;"><u>Skills</u></p> <p>Describing and explaining similarities between two regions studied.</p> <p>Describing and explaining differences between two regions studied.</p> <p>Explaining how and why humans have responded in different ways to their local environments in two contrasting regions.</p> <p>Comparing the climate studied in a region of the UK with that of a region of North and South America and discussing how both climates have an impact on trade, land use and settlement.</p> <p>Explaining what measures humans have taken in order to adapt to survive in hot places.</p> <p>Using maps to explore wider global trading routes.</p>	
<p style="text-align: center;"><u>Knowledge</u></p> <p>To know the negative effects of living near a volcano.</p> <p>To know the positive effects of living near a volcano.</p> <p>To know the negative effects an earthquake can have on a community.</p> <p>To know ways in which communities respond to earthquakes.</p>	<p style="text-align: center;"><u>Knowledge</u></p> <p>To know some similarities and differences between the UK and a European mountain region.</p> <p>To know why tourists, visit mountain regions.</p>	

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



Progression of knowledge and skills		Human and physical Geography
<u>Nursery</u>	<u>Reception</u>	
<p><u>Skills</u></p> <p>To identify some features of day and night time. To talk about the weather – developing language to describe what is seen / felt/ heard. Observe changes in weather and nature. Observe and draw seasonal changes. To be able to sort items according to weather</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p>	<p><u>Skills</u></p> <p>To observe, discuss and record changes in the weather and the seasons and the impact this can have on people and animals. Relate environmental change to light, shade &amp; dark, hot &amp; cold, wet &amp; dry. Support opportunities to think green</p>	
<u>Knowledge</u>	<u>Knowledge</u>	
<p>To know that we carry out different activities in the day and the night time. To know there are different seasons.</p>	<p>Understand some important processes, changes and impact of the natural world around them, including the seasons. To know at least one key feature of each season.</p>	
<u>Year 1</u>	<u>Year 2</u>	National curriculum - end of KS1 Pupils should be able to:
<u>Skills</u>	<u>Skills</u>	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
<p>Describing how the weather changes with each season in the UK. Describing the daily weather patterns in their locality. Confidently using the vocabulary 'season' and 'weather'.</p>	<p>Locating some hot and cold areas of the world on a world map. Locating the Equator, North, and South Poles on a world map. Locating hot and cold areas of the world in relation to the Equator and the North and South poles.</p>	
<u>Knowledge</u>	<u>Knowledge</u>	
<p>To know the four seasons of the UK. To know that 'weather' refers to the conditions outside at a particular time.</p>	<p>To know that the Equator is an imaginary line around the middle of the Earth.</p>	



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<p>To know that different parts of the UK often experience different weather. To know that a weather forecast is when someone tries to predict what the weather will be like in the near future. To know that weather conditions can be measured and recorded.</p>	<p>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. To know that the North Pole is the northernmost point of the Earth and the South Pole is the southernmost point of the Earth. To know that different parts of the world experience different weather conditions and that these are often caused by the location of the place.</p>	
<p style="text-align: center;"><u>Skills</u></p> <p>Recognising some physical features in their locality.</p>	<p style="text-align: center;"><u>Skills</u></p> <p>Describing the key physical features in a local river area using basic geographical vocabulary. Describing the key physical features of a coastline and how it changes over time using subject specific vocabulary.</p>	<p>Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>
<p style="text-align: center;"><u>Knowledge</u></p> <p>To know that physical features means any feature of an area that is on the Earth naturally.</p>	<p style="text-align: center;"><u>Knowledge</u></p> <p>To know that coastlines (and other physical features) change over time.</p>	
<p style="text-align: center;"><u>Skills</u></p> <p>Recognising some human features in their locality.</p>	<p style="text-align: center;"><u>Skills</u></p> <p>Describing and understanding the differences between a city, town and village. Describing the key human features of a coastline and how it changes over time using subject specific vocabulary.</p>	<p>Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>
<p style="text-align: center;"><u>Knowledge</u></p> <p>To know that human features means any feature of an area that was made or built by humans.</p>	<p style="text-align: center;"><u>Knowledge</u></p> <p>To know that a sea is a body of water that is smaller than an ocean. To know that human features change over time.</p>	



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Lower KS2	Upper KS2	National curriculum - end of KS2 Pupils should be able to:
<p style="text-align: center;"><u>Skills</u></p> <p>Mapping and labelling the seven biomes on a world map.</p> <p>Understanding how biomes are changing in relation to climate.</p> <p>Describing how physical features, such as mountains and rivers are formed, and why volcanoes and earthquakes occur.</p> <p>Describing where volcanoes, earthquakes and mountains are located globally.</p> <p>Describing and explaining how physical features such as rivers, mountains, volcanoes and earthquakes have had an impact upon the surrounding landscape and communities.</p> <p>Describing how humans use water in a variety of ways.</p>	<p style="text-align: center;"><u>Skills</u></p> <p>Describing and understanding the key aspects of the seven biomes.</p> <p>Describing and understanding the key aspects of the six climate zones.</p> <p>Describing and understanding the key aspects and distribution of the vegetation belts in relation to the seven biomes, climate and weather.</p> <p>Giving examples of alternative viewpoints and solutions regarding an environmental issue and explaining its links to climate change.</p>	
<p style="text-align: center;"><u>Knowledge</u></p> <p>To know that the water cycle is the processes which move water around our Earth and to be able to name those processes.</p> <p>To know the key features of a river.</p> <p>To know the different types of mountains and volcanoes and how they are formed.</p> <p>To know that an earthquake is the intense shaking of the ground.</p> <p>To know that a biome is a region of the globe sharing a similar climate, landscape, vegetation and wildlife.</p> <p>To know the world's biomes.</p> <p>To know that the hottest biomes are found between the Tropics of Cancer and Capricorn.</p>	<p style="text-align: center;"><u>Knowledge</u></p> <p>To know that climate zones are areas of the world with similar climates.</p> <p>To know the world's different climate zones.</p> <p>To know vegetation belts are areas of the world that are home to similar plant species.</p> <p>To name and describe some of the world's vegetation belts.</p>	
<p>Describe and understand key aspects of:</p> <p>Physical Geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p>		



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<p style="text-align: center;"><u>Skills</u></p> <p>Describing and understanding types of settlement and land use.          Explaining why a settlement and community has grown in a particular location.          Explaining why different locations have different human features.          Explaining why people might prefer to live in an urban or rural place.          Describing how humans can impact the environment both positively and negatively, using examples.</p>	<p style="text-align: center;"><u>Skills</u></p> <p>Describing and understanding economic activity including trade links.          Suggesting reasons why the global population has grown significantly in the last 70 years.          Describing the 'push' and 'pull' factors that people may consider when migrating.          Understanding the distribution of natural resources both globally and within a specific region or country studied.          Recognising geographical issues affecting people in different places and environments.          Describing and explaining how humans can impact the environment both positively and negatively, using examples.</p>	<p>Describe and understand key aspects of: Human Geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>
<p style="text-align: center;"><u>Knowledge</u></p> <p>To know the main types of land use.          To know the different types of settlement.          To know water is used by humans in a variety of ways.          To know an urban place is somewhere near a town or city.          To know a rural place is somewhere near the countryside.          To know that a natural resource is something that people can use which comes from the natural environment.          To know the threats to the rainforest both on a local and global scale.</p>	<p style="text-align: center;"><u>Knowledge</u></p> <p>To know the global population has grown significantly since the 1950s.          To know which factors are considered before people build settlements.          To know migration is the movement of people from one country to another.          To know that natural resources can be used to make energy.          To know some positive impacts of humans on the environment.          To know some negative impacts of humans on the environment.</p>	
<p>Progression of skills</p>	<p>Geographical skills and fieldwork</p>	

<u>Year 1</u>	<u>Year 2</u>	<b>National curriculum - end of KS1</b> Pupils should be able to:
<p>Using a world map and globe to locate the UK. Using a map of the UK to locate the four countries. Using a world map and globe to locate four of the world's seven continents (Europe, North America, South America and Asia) Using a world map and globe to locate the Atlantic Ocean and Pacific Ocean.</p>	<p>Recognising why maps need a title. Using an atlas to locate the UK. Using an atlas to locate the four countries of the UK. Using a world map, globe and atlas to locate all the world's seven continents. Using a world map, globe and atlas to locate the world's five oceans.</p>	<p>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</p>
<p>Using directional language to describe the location of objects in the classroom and playground. Using directional language to describe features on a map in relation to other features (real or imaginary). Responding to instructions using directional language to follow routes.</p>	<p>Using locational language and the compass points (N, S, E, W) to describe the location of features on a map. Using locational language and the compass points (N, S, E, W) to describe the route on a map. Using locational language and the compass points (N, S, E, W) to plan a route in the playground or school grounds. Using a map to follow a prepared route.</p>	<p>Use simple compass directions (North, South, East and West) and locational and directional language, to describe the location of features and routes on a map</p>
<p>Recognising local landmarks on aerial photographs. Recognising basic human features on aerial photographs. Recognising basic physical features on aerial photographs. Drawing freehand maps (of real or imaginary places) using simple pictures or symbols. Drawing a simple sketch map of the classroom and playground using simple pictures, colours or symbols to represent features. Adding labels to sketch maps. Using simple picture maps and plans to move around the school.</p>	<p>Recognising landmarks of a city studied on aerial photographs and plan perspectives. Recognising human features on aerial photographs and plan perspectives. Recognising physical features on aerial photographs and plan perspectives. Drawing a map and using class agreed symbols to make a simple key. Drawing a simple sketch map of the playground or school grounds using symbols to represent human and physical features. Finding a given OS symbol on a map with support. Beginning to draw objects to scale (e.g. show the school playground is smaller than the school or school field).</p>	<p>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</p>

		Using an aerial photograph to draw a simple sketch map using basic symbols for a key.	National curriculum - end of KS1 Pupils should be able to:
	Year 1	<u>Year 2</u>	
<b>Observe</b>	Commenting on the features they see in their school and school grounds on a walk around the respective places.	Discussing the features, they see in the area surrounding their school when on a walk. Asking and answering simple questions about human and physical features of the area surrounding their school grounds.	
<b>Measure</b>	Asking and answering simple questions about the features of their school and school grounds.	Collecting quantitative data through a small survey of the local area/school to answer an enquiry question.	
<b>Record</b>	Drawing some of the features, they notice in their school and school grounds in correct relation to each other on a sketch map.	Classifying the features, they notice into human and physical with teacher support. Taking digital photographs of geographical features in the locality. Making digital audio recordings when interviewing someone.	
<b>Present</b>	Using a simple recording technique to express their feelings about a specific place and explaining why they like/dislike some of its features.	Presenting data in simple tally charts or pictograms and commenting on what the data shows. Asking and answering simple questions about data.	

Progression of skills	Geographical skills and fieldwork	National curriculum - end of KS2 Pupils should be able to:
<u>Lower key stage 2</u>	<u>Upper key stage 2</u>	
<p>Beginning to use maps at more than one scale. Using atlases, maps, globes, satellite images and beginning to use digital mapping to locate countries studied.</p> <p>Using atlases, maps, globes and beginning to use digital mapping to recognise and describe physical features and human features in countries studied.</p> <p>Using the scale bar on a map to estimate distances.</p> <p>Finding countries and features of countries in an atlas using contents and index. Zooming in and out of a digital map</p>	<p>Confidently using and understanding maps at more than one scale. Using atlases, maps, globes and digital mapping to locate countries studied. Using atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied. Identifying, analysing and asking questions about distributions and relationships between features using maps (e.g settlement distribution). Using the scale bar on a map to calculate distances. Recognising an increasing range of Ordnance Survey symbols on maps and locating features using six-figure grid references. Recognising the difference between Ordnance Survey and other maps and when it is most appropriate to use each. Beginning to use thematic maps to recognise and describe human and physical features studied. Using models and maps to talk about contours and slopes. Selecting a map for a specific purpose</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>
<p>Beginning to use the key on an OS map to name and recognise key physical and human features in regions studied.</p> <p>Accurately using 4-figure grid references to locate features on a map in regions studied.</p> <p>Beginning to give instructions using the 8 points of a compass.</p> <p>Using a simple key on their own map to show an example of both physical</p>	<p>Confidently using the key on an OS map to name and recognise key physical and human features in regions studied. Accurately using 4 and 6-figure Grid References to locate features on a map in regions studied. Confidently giving instructions using the 8 points of a compass. Following a short pre-prepared route on an OS map. Identifying the 8 compass points on an OS map. Planning a journey to another part of the world using six figure grid references and the eight points of a compass.</p>	<p>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</p>

<p>and human features.</p> <p>Following a route on a map with some accuracy.</p> <p>Saying which directions are N, S, E, W on an OS map.</p> <p>Making and using a simple route on a map.</p> <p>Labelling some features on an aerial photograph and then locating these on an OS map of the same locality and scale in regions studied.</p>			
	<u>Lower Key stage 2</u>	<u>Upper key stage 2</u>	
Observe	<p>Mapping land use in a small local area using sketch maps and plans. Making a plan for how they wish to collect data to answer an enquiry based question, with the support of a teacher. Asking and answering one- step and two-step geographical questions. Observing, recording, and naming geographical features in their local environments.</p>	<p>Making sketch maps of areas studied including labels and keys where necessary.</p> <p>Making an independent or collaborative plan of how they wish to collect data to answer an enquiry based question.</p>	<p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>
Measure	<p>Using simple sampling techniques appropriately.</p> <p>Making digital audio recordings for a specific purpose.</p> <p>Designing a questionnaire / interviews to collect quantitative fieldwork data.</p>	<p>Selecting appropriate methods for data collection.</p> <p>Designing interviews/questionnaires to collect qualitative data.</p> <p>Using standard field sampling techniques appropriately</p>	
Record	<p>Taking digital photos and labelling or captioning them.</p> <p>Making annotated sketches, field drawings and freehand maps to record observations during fieldwork.</p> <p>Drawing simple maps and plans to scale (e.g 1m = 1 square)</p>	<p>Using GIS (Geographical Information Systems) that allows pupils to plot data sets (e.g prevalence of crime in certain areas) onto base maps which can then be analysed. Collecting quantitative data in pie charts, line graphs and graphs with two variables. Conducting interviews/ questionnaires to collect quantitative data.</p> <p>Interpreting and using real-time/live data</p>	



	<p>Using a simplified Likert Scale to record their judgements of environmental quality.</p> <p>Collecting quantitative data in charts and graphs.</p> <p>Using a questionnaire / interviews to collect quantitative fieldwork data.</p>		
Present	<p>Presenting data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies when communicating geographical information. Suggesting different ways that a locality could be changed and improved. Finding answers to geographical questions through data collection. Analysing and presenting quantitative data in charts and graphs.</p>	<p>Deciding how to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing at length and digital technologies when communicating geographical information. Drawing conclusions about an enquiry using findings from fieldwork to support your reasoning's. Evaluating evidence collected and suggesting ways to improve this. Analysing quantitative data in pie charts, line graphs and graphs with two variables.</p>	

<p><u>SEND Support</u></p>	<p>Opportunities and resources that may support SEND children in Geography:</p> <ul style="list-style-type: none"> <li>• Differentiated tasks in planning and delivery of lessons See: Kapow, Twinkle, Oak Academy</li> <li>• Video tutorials on Oak Academy to embed concepts and allow children to go at their own pace.</li> <li>• Use Atlas' dependent on children's needs.</li> <li>• Small group/1:1 session.</li> <li>• When discussing vocabulary – use pictorial images and other sentence structures to facilitate understanding and learning.</li> </ul>
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- Considered use of equipment: laptop/desktop/iPad.
- Peer support.
- Subject lead support.
- Consider enlarging font on screen/adjusting colours of paper and font
- Use of apps/features within a programme such as dictate and immersive reader.
- Additional support resources for Parents/Carers such as: Oak National Academy



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	Long Term Curriculum Map Geography		
	Autumn	Spring	Summer
<b>Nursery</b>	Seasonal changes Autumn - Colours Percy the Park Keeper Weather Space- Bob the Man on the Moon Planets	Seasonal changes Winter Time Winter Clothes Winter Weather Cold Places/igloos/ penguins / seals/ keeping warm/ differences to where we live Seasonal changes Spring	Seasonal changes Summer time The Farm- going on a journey The Seaside Weather
<b>Reception</b>	Transition – My Holiday – locations- Maps Seasonal changes Autumn/ Harvest Seasonal Fruit and Vegetables Hibernation Changing Seasons	Seasonal changes - Winter Weather Seasonal changes - Spring New Life & Growth- Plants and Animals The House by the Sea – different environments	Visit to Brandon Marsh Nature Reserve - journey Journeys 'The Balloon for Grandad' 'The Train Ride' Transport The World came to my place today Seasonal changes - Summertime Holidays – maps- different places/ types of holiday
<b>Year 1</b>	What is it like here?	What is the weather like in the UK?	How is life different in China?
<b>Year 2</b>	Would you prefer to live in a hot or cold place?	What makes our natural world wonderful?	What is it like to live by the coast?
<b>Year 3</b>	Why do people live near volcanos?	Who lives in Antarctica?	Are all settlements the same?
<b>Year 4</b>	Why are rain forests important to us?	Where does our food come from?	What are rivers and how are they formed?
<b>Year 5</b>	What is life like in the alps?	Why do oceans matter?	Would you like to live in a desert?
<b>Year 6</b>	Why does population change?	Why do natural resources matter?	How could we make our local area more environmentally friendly?

Long-term plan: Geography - Outline		
	<u>Nursery</u>	<u>Reception</u>
Autumn	<p>Autumn Walk- The children explore and observe what they are wearing to go outside, the autumn weather and the changes in our school outdoor environment with a focus on autumn woods. They play in the leaves and collect different coloured leaves as well as conkers and acorns.</p> <p>The children plant autumn bulbs.</p> <p>They create an autumn wood in the role play.</p> <p>Through story 'Bob the Man on the Moon' the children begin to appreciate that our world contains different planets.</p>	<p>In our transition week we take the opportunity to talk about holidays. This includes travelling to different places as well as different countries. The children talk about where they went and staff encourage a range of vocabulary relating to the experiences which can be the seaside, the countryside a town, city, port harbour airport, farm etc. Differences in weather, clothes, language and food are also addressed where appropriate.</p> <p>The children take part in an autumn walk where they look at different trees, leaf shapes, fruits and colours. They also consider how their clothing has changed as a result of the drop in the temperature and change in weather conditions from the summer. They create an autumn woods role play with trees, falling leaves, animals and a selection of clothing relating to the weather.</p> <p>The children plant a variety of autumn bulbs.</p>
Spring	<p>The children observe and explore winter weather considering the clothes that they are wearing and the effects of temperature.</p> <p>If possible they play in the snow, find ice observing its properties.</p> <p>The children also learn about the cold regions in our world through story and role play.</p>	<p>The children explore a range of winter weathers and the effects that they can have e.g. icicles, frosty patterns, thick ice slippery paths etc. They are encouraged to remember the sequence of seasons since they joined Reception Class using key events to support them.</p> <p>Changing seasons and weather is reinforced in Spring identifying the changes in weather, day light, plant life. The children record the weather and are encouraged to notice changes throughout the day.</p> <p>The children take part in a spring walk observing/ recording/ comparing the weather, animals and plant life.</p> <p>Through 'The House by the Sea' the children become aware of the effects of weather on buildings and appreciate the changes in environments that can happen over time. They also become more aware of associated vocabulary such as coast, field, construction site, sea shore, pebbled beach, hills, etc.</p>



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<p>Summer</p>	<p>The children learn about the animals that live on a farm. The children will discover where certain foods come from. They will start to distinguish between food from the land and food from animals. They travel on a coach from an urban to a rural area. The children learn about the key features of the seaside.</p>	<p>Summer – observation of the weather and consequences of this in terms of clothes and precautions that are taken. Through the transport / journeys themes the children become increasing aware of the characteristics of different environments- village/ town/ city/ countryside/ urban area. This is enhanced by the 'The Balloon for Grandad Story' which considers contrasting places in our world. The children walk to the local Parish Church and make simple maps of contrasting environments and journeys. They consider different journeys, a range of transport and holidays. They begin to realise which form of transport is more appropriate for different journeys. They also become more familiar with different forms of transport across the world through 'Come Ride with Me.' The children travel by coach to Brandon Marsh Nature Reserve. They experience travelling on the motorway, through rural to more urban areas identifying road signs, other forms of transport and physical features such as the railway line, canals, fields, crops, animals, police and fire stations, shopping centres etc., The children consider different foods and products from around the world through 'The World Came to My Place Today.' They are able to explore a number of different foods, homes, places of worship and customs across the world.</p>
<u>Year 1</u>		<u>Year 2</u>
<p>Autumn</p>	<p>What is it like here? (6 lessons) Locating where they live on an aerial photograph, children recognise local features. They create maps using classroom objects before drawing simple maps of the school grounds. Pupils use maps to follow simple routes around the school grounds and carry out an enquiry about how to improve their playground.</p>	<p>Would you prefer to live in a hot or cold place? (6 lessons) Introducing children to the basic concept of climate zones and mapping out hot and cold places globally. Children compare features in the North and South Poles and Kenya as well as in the local area. They learn the four compass points and the names and location of the seven continents.</p>
<p>Spring</p>	<p>What is the weather like in the UK? (6 lessons) Studying the countries and cities that make up the UK, children discuss the four seasons and the associated weather we experience before considering how we change our behaviour in response to</p>	<p>What makes our natural world wonderful? (6 lessons) Learning the names and locating the oceans of our world, children consider how we use water. They identify features and major characteristics of the UK, the highest points in the world's mountain</p>

	different weather. Pupils keep a weather diary or record and find out about hot and cold places in the UK using weather mapping with a simple key.	ranges and find out about some of the wonders of the world. Finally, they consider what is unique about our locality and use fieldwork to present this.
Summer	How is life different in China? (6 lessons) Using a world map to start recognising continents, oceans and countries outside the UK with a focus on China. Children identify physical features of Beijing using aerial photographs and maps before identifying human features, through exploring land-use. They compare the human and physical features of Beijing to features in the local area and make a simple map using data collected through fieldwork.	What is it like to live by the coast? (6 lessons) Naming and locating continents and oceans of the world while revisiting countries and cities of the UK and surrounding seas. Children learn about the physical features of the Jurassic Coast and how humans have interacted with this over time, including land use, settlements and tourism.
	<u>Year 3</u>	<u>Year 4</u>
Autumn	Why do people live near volcanoes? (6 lessons) Learning how the Earth is constructed and about tectonic plates and their boundaries. Children learn how mountains are formed, explain the formation and types of volcanoes and explore the cause of earthquakes. They map the global distribution of mountains, volcanoes and earthquakes and consider the negative and positive effects of living in a volcanic environment and the ways in which humans have responded to earthquakes.	Why are rainforests important to us? (6 lessons) Focussing on the link between biomes and climate, children will locate the Amazon rainforest and explain how the vegetation in a tropical rainforest is defined by the two Tropics. They investigate the physical features and layers of the Amazon rainforest, considering how plants adapt to these conditions. Learning about the people who live in the rainforest, children discuss the impact of human activity locally and globally.
Spring	Who lives in Antarctica? (6 lessons) Learning about latitude and longitude and how this links to climate. Pupils consider the tilt of the Earth and how this impacts the Antarctic circle and global temperature. They explore the physical features of a polar region and how humans have adapted to working there, taking into account that there is no permanent population. Pupils study Shackleton's expedition before planning their own, using mapping skills learnt so far.	Where does our food come from? (6 lessons) Looking at the distribution of the world's climate zones and mapping imports of food from around the world using maps. Children consider the link between trade and climate and find out about fair trade with a specific focus on the Dominican Republic and its cocoa beans. They learn about trade where they live and explore where the food for their school dinners comes from
Summer	Are all settlements the same? (6 lessons)	What are rivers and how are they formed? (6 lessons) Developing an understanding of the water cycle by investigating and recording different weather phenomena. Through mapping out the

	Exploring the different types of land use and how this differs between urban and rural areas, children consider their prior learning on mountains and explain why these areas are more sparsely populated. They describe the different types of settlements and study how the local area has grown over time and the impact of this. They make land use comparisons with India to find key similarities and differences between settlements.	world's major rivers, children learn about the features and courses of a river. They study a local river as fieldwork and learn about ways in which humans interact with and use rivers locally and in a contrasting environment.
	<u>Year 5</u>	<u>Year 6</u>
Autumn	<p>What is life like in the Alps? (6 lessons)</p> <p>Discovering the climate of mountain ranges and considering why people choose to visit the Alps, children focus on Innsbruck and identify the human and physical features that attract tourists. They then apply their learning to investigate tourism in the local area, mapping recreational land use and presenting their findings</p>	<p>Why does population change? (6 lessons)</p> <p>Looking at global population distribution, children think about why certain areas are more populated than others. They explore the factors that influence birth and death rates and use case studies to illustrate these. Children consider and discuss the social, economic and environmental push and pull factors that influence migration. Fieldwork is carried out to explore the impact of population on the local environment.</p>
Spring	<p>Why do oceans matter? (6 lessons)</p> <p>Exploring the significance of our oceans, how humans use and impact them and how this has changed over time. Pupils study the Great Barrier Reef and how plastic and pollution is damaging this marine environment, before considering positive environmental changes that have already been made and how they can contribute by making eco-friendly choices. They use fieldwork skills to investigate pollution.</p>	<p>Why do natural resources matter? (6 lessons)</p> <p>Learning about time zones around the world while exploring natural resources and energy found in North America and considering energy use around the world. Children learn about renewable and non-renewable energy sources and the impacts these have on society, economy and environment. They find out where local energy comes from and carry out a fieldwork investigation considering sustainability</p>
Summer	<p>Would you like to live in the desert? (6 lessons)</p> <p>Exploring biomes and their various characteristics, children study deserts, mapping those around the world but particularly focusing on those in North America. Children learn about the physical features of a desert and consider how humans interact with and have adapted to living in the desert.</p>	<p>How could we make our local area more environmentally friendly? (6 lessons) –</p> <p>Observing, measuring, recording and presenting their own fieldwork study of the local area with a focus on the environment. Pupils implement digital mapping, use of photographs, data collection and analysis, before culminating their ideas into a presentation explaining small changes that can be made to improve the quality of their local environment. *This unit could be a good transition project for children to work alongside secondary school pupils.</p>



# St George and St Teresa Catholic Primary School

"We live it, love it and learn it"



	Fieldwork and school trip planner		
	Autumn	Spring	Summer
Nursery	Autumn Walk Autumn Planting	Spring Walk Spring Planting	Re-enact 'We are Going on a Bear Hunt' Visit to a local farm
Reception	Autumn Walk Autumn Planting	Winter Walk Weather Recording Spring Walk Spring sowing seeds	Visit to Brandon Marsh Nature Reserve Visit to Saint George & St Teresa Catholic Church
Year 1	Lessons involving fieldwork: Lesson 3: What can we find in our school grounds? Location: School grounds Lesson 4: Where are the different places in our school? Location: School grounds		
Year 2	Lessons involving fieldwork: Lesson 5: Do we live in a hot or cold place? Location: School grounds	Dunfield House	
Year 3	Lessons involving fieldwork: Lesson 6: Where have the rocks around school come from? Location: School grounds		
Year 4	Lessons involving fieldwork: Lesson 5: How is our local woodland used?: Data collection Location: Local woodland (or park)		River Nature Centre at Habitat Survival Trust Wildlife and Nature Environment Warwickshire Free of charge <a href="tel:01564793260">01564 793260</a>
Year 5	Lessons involving fieldwork: Lesson 4: What is there to do in our local area? Location: Local area – focus on recreational land use (tourism)	Drovers Rest	
Year 6	Lessons involving fieldwork: Lesson 5: How is population impacting our local environment? Data collection Location: Urban area (e.g. town centre) Treginnis St David's Wales		