# Knowledge, Skills and Vocabulary Progression (KSV): Geography

## What should an age-related pupil know and be able to do in each year group?

## Substantive Knowledge: What our pupils will know (facts).

| Geography strand | EYFS | Year 1 | Year 2 | Year ¾ cycle A (volcanoes)<br>Blue is cycle A only content<br><br>**Objectives highlighted in bold are repeated in both cycles under different contexts.** | Year 4 cycle B (rainforests)<br>Red is cycle B only content<br><br>**Objectives highlighted in bold are repeated in both cycles under different contexts.** | Year 5<br>Red- Year 5 only<br><br>**Statements highlighted in bold are covered in Year 5 and then consolidated in Year 6 under different contexts.** | Year 6<br>Blue- Year 6 only<br><br>**Statements highlighted in bold are covered in Year 5 and then consolidated in Year 6 under different contexts.** |
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| **Locational Knowledge** | Identifying land and water on a map or globe.<br><br>Making observations about the characteristics of places (in stories, photographs or in the school grounds/local area).<br><br>To know some vocabulary to describe different bodies of water, even if used inaccurately (sea/ocean, lake, river, pond).<br><br>To know that usually water is represented in blue on a map or globe.<br><br>To know the name of their school and the place where they live.<br><br>To know some vocabulary to describe the characteristics of different places, even if used inaccurately (hill, field, building, road, house, old). | Locating two of the world's seven continents on a world map.<br><br>Locating two of the world's oceans (Atlantic Ocean and Pacific Ocean) on a world map.<br><br>Showing on a map which continent they live in.<br>To know the name of two continents (Europe and Asia).<br><br>To know that a continent is a group of countries.<br><br>To know that they live in the continent of Europe.<br><br>To know that an ocean is a large body of water.<br><br>To know the name of two of the world's oceans (Atlantic Ocean and Pacific Ocean).<br><br>Locating the four countries of the United Kingdom (UK) on a map of this area.<br><br>Showing on a map which country they live in and locating its capital city.<br><br>To know that the UK is short for 'United Kingdom'. | Locating all the world's seven continents on a world map.<br><br>Locating the world's five oceans on a world map.<br><br>Showing on a map the oceans nearest the continent they live in.<br><br>To be able to name the seven continents of the world.<br><br>To be able to name the five oceans of the world.<br><br>Locating the surrounding seas and oceans of the UK on a map of this area.<br><br>Locating the capital cities of the four countries of the UK on a map of this area.<br><br>Identifying characteristics (both human and physical) of the four capital cities of the UK.<br><br>Showing on a map the city, town or | **Locating some countries in Europe and North and South America using maps.**<br><br>**Locating some major cities of the countries studied.**<br><br>**Locating some key physical features in countries studied on a map including significant environmental regions.**<br><br>**Locating some key human features in countries studied.**<br><br>**Locating the world's most significant mountain ranges on a world map and identifying any patterns.**<br><br>Locating where the world's volcanoes are on a map and identifying the 'Ring of Fire'.<br><br>**Locating some of the world's most significant rivers and identifying any patterns.**<br><br>**To know where North and South America are on a world map.**<br><br>**To know the names of some countries and major cities in Europe and North and South America.**<br><br>**To know the names of some of the world's most significant mountain ranges.**<br><br>**To know the names of some of the world's most significant rivers.** | **Locating some countries in Europe and North and South America using maps.**<br><br>**Locating some major cities of the countries studied.**<br><br>**Locating some key physical features in countries studied on a map including significant environmental regions.**<br><br>**Locating some key human features in countries studied.**<br><br>**Locating the world's most significant mountain ranges on a world map and identifying any patterns.**<br><br>**Locating some of the world's most significant rivers and identifying any patterns.**<br><br>**To know where North and South America are on a world map.**<br><br>**To know the names of some countries and major cities in Europe and North and South America.**<br><br>**To know the names of some of the world's most significant mountain ranges.**<br><br>**To know the names of some of the world's most significant rivers.**<br><br>**To know that climate zones are areas of the world with similar climates.** | **Locating more countries in Europe and North and South America using maps.**<br><br>**Locating major cities of the countries studied.**<br><br>Locating key physical features in countries studied on a map.<br><br>**Locating key human features in countries studied.**<br><br>Identifying significant environmental regions on a map.<br><br>Using maps to show the distribution of the world's climate zones, biomes and vegetation belts.<br><br>**To know the name of many countries and major cities in Europe and North and South America.**<br><br>**To know the location of key physical features in countries studied.**<br><br>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).<br><br>**Confidently locating the twelve geographical regions of the UK.** | **Locating more countries in Europe and North and South America using maps.**<br><br>**Locating major cities of the countries studied.**<br><br>**Locating key human features in countries studied.**<br><br>**To know the name of many countries and major cities in Europe and North and South America.**<br><br>**To know the location of key physical features in countries studied.**<br><br>Locating many counties in the UK.<br><br>Locating many cities in the UK.<br><br>**Confidently locating the twelve geographical regions of the UK. Identifying key physical and human characteristics of the geographical regions in the UK.**<br><br>**Understanding how land-use has changed over time using examples.**<br><br>**Explaining why a locality has changed over time, giving examples of both physical and human features.**<br><br>To know the name of many counties in the UK.<br><br>To know the name of many cities in the UK.<br><br>To confidently name the twelve geographical regions of the UK. |

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| | | To know that a country is a land or nation with its own government.<br><br>To know that the United Kingdom is made up of four countries and their names.<br><br>To know the name of the country they live in. | village where they live in relation to their capital city.<br><br>To know that a sea is a body of water that is smaller than an ocean.<br><br>To know that there are four bodies of water surrounding the UK and to be able to name them.<br><br>To name some characteristics of the four capital cities of the UK.<br><br>To know the four capital cities of the UK.<br><br>To know that a capital city is the city where a country's government is located. | To know that mountains, volcanoes and earthquakes largely occur at plate boundaries.<br><br>**To know that climate zones are areas of the world with similar climates.**<br><br>**To know the world's different climate zones (equatorial, tropical, hot desert, temperate and polar).**<br><br>**To know that biomes are areas of world with similar climates, vegetation and animals.**<br><br>**To know the world's biomes.**<br><br>Locating some counties in the UK (local to your school).<br><br>**Locating some cities in the UK (local to your school).**<br><br>**Identifying key physical and human characteristics of counties, cities and/or geographical regions in the UK.**<br><br>**Beginning to locate the twelve geographical regions of the UK.**<br><br>**Identifying how topographical features studied have changed over time using examples.**<br><br>**Describing how a locality has changed over time, giving examples of both physical and human features.**<br><br>**To know the name of some cities in the UK (local to your school).**<br><br>**To know the name of some counties in the UK (local to your school).**<br><br>**To know the name of the county that they live in and their closest city.**<br><br>**To begin to name the twelve geographical regions of the UK.** | **To know the world's different climate zones (equatorial, tropical, hot desert, temperate and polar).**<br><br>**To know that biomes are areas of world with similar climates, vegetation and animals.**<br><br>**To know the world's biomes.**<br><br>To know vegetation belts are areas of the world which are home to similar plant species.<br><br>**Locating some cities in the UK (local to your school).**<br><br>**Identifying key physical and human characteristics of counties, cities and/or geographical regions in the UK.**<br><br>**Beginning to locate the twelve geographical regions of the UK.**<br><br>**Identifying how topographical features studied have changed over time using examples.**<br><br>**Describing how a locality has changed over time, giving examples of both physical and human features.**<br><br>**To know the name of some cities in the UK (local to your school).**<br><br>**To know the name of some counties in the UK (local to your school).**<br><br>**To know the name of the county that they live in and their closest city.**<br><br>**To begin to name the twelve geographical regions of the UK.**<br><br>**To know the main types of land use.**<br><br>**To know some types of settlement.** | **Identifying key physical and human characteristics of the geographical regions in the UK.**<br><br>**Understanding how land-use has changed over time using examples.**<br><br>**Explaining why a locality has changed over time, giving examples of both physical and human features.**<br><br>**Identifying the location of the Prime/Greenwich Meridian and time zones (including day and night) and explaining its significance.**<br><br>**Using longitude and latitude when referencing location in an atlas or on a globe.**<br><br>**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.** | To know that London and the South East regions have the largest population in the UK.<br><br>**Identifying the location of the Prime/Greenwich Meridian and time zones (including day and night) and explaining its significance.**<br><br>**Using longitude and latitude when referencing location in an atlas or on a globe.**<br><br>**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.** |

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| | | | | **To know the main types of land use.**<br><br>**To know some types of settlement.**<br><br>**Finding the position of the Equator and describing how this impacts our environmental regions.**<br><br>**Finding lines of latitude and longitude on a globe and explaining why these are important.**<br><br>**Identifying the position of the Tropics of Cancer and Capricorn and their significance.**<br><br>Identifying the position of the Northern and Southern hemispheres and explaining how they shape our seasons.<br><br>**Identifying the position and significance of both the Arctic and Antarctic Circle.**<br><br>**To know that countries near the Equator have less seasonal change than those near the poles.**<br><br>**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.**<br><br>**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.**<br><br>**To know lines of latitude are invisible lines on the globe that determine how far north or south a location is from the Equator.**<br><br>**To know the Tropics of Cancer and Capricorn are lines of latitude and mark** | **Finding the position of the Equator and describing how this impacts our environmental regions.**<br><br>**Finding lines of latitude and longitude on a globe and explaining why these are important.**<br><br>**Identifying the position of the Tropics of Cancer and Capricorn and their significance.**<br><br>**Identifying the position and significance of both the Arctic and Antarctic Circle.**<br><br>**To know that countries near the Equator have less seasonal change than those near the poles.**<br><br>**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.**<br><br>**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.**<br><br>**To know lines of latitude are invisible lines on the globe that determine how far north or south a location is from the Equator.**<br><br>**To know the Tropics of Cancer and Capricorn are lines of latitude and mark the equatorial region; the countries with the hottest climates.**<br><br>**To know the Northern and Southern hemisphere are 'halves' of the Earth, above and below our Equator and have alternate seasons to each other.** | | |

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| | | | | **the equatorial region; the countries with the hottest climates.**<br><br>**To know the Northern and Southern hemisphere are 'halves' of the Earth,**<br>**above and below our Equator and have alternate seasons to each other.**<br><br>To know the boundaries of the polar regions are marked by the invisible lines the Arctic and Antarctic circle.<br><br>To know the patterns of daylight in the Arctic and Antarctic circle and the<br>Equatorial regions. | | | |
| **Place Knowledge** | Discussing how environments in stories and images are different to the environment they live in.<br><br>To know that places within this country can differ from each other.<br><br>To know that there are differences between places in this country and places in other countries. | Naming some key similarities between their local area and a small area of a contrasting non-European country.<br><br>Naming some key differences between their local area and a small area of a contrasting non-European country.<br><br>To know that life elsewhere in the world is often different to ours.<br><br>To know that life elsewhere in the world often has similarities to ours. | Describing and beginning to explain some key similarities between<br>their local area and a small area of a contrasting non-European<br>country.<br><br>Describing and beginning to explain some key differences between<br>their local area and a small area of a contrasting non-European<br>country.<br><br>Describing what physical features may occur in a hot place in comparison to a cold place.<br><br>To know some similarities and differences between their local area<br>and a contrasting non-European country. | **Describing and beginning to explain similarities between two regions studied.**<br><br>**Describing and beginning to explain differences between two regions studied.**<br><br>**Describing how and why humans have responded in different ways to their**<br>**local environments.**<br><br>**Discussing how climates have an impact on trade, land use and settlement.**<br><br>Explaining what measures humans have taken in order to adapt to survive in<br>cold places.<br><br>**Describing and explaining how people who live in a contrasting physical area**<br>**may have different lives to people in the UK.**<br><br>To know the negative effects of living near a volcano.<br><br>To know the positive effects of living near a volcano. | **Describing and beginning to explain similarities between two regions studied.**<br><br>**Describing and beginning to explain differences between two regions studied.**<br><br>**Describing how and why humans have responded in different ways to their**<br>**local environments.**<br><br>**Discussing how climates have an impact on trade, land use and settlement.**<br><br>**Describing and explaining how people who live in a contrasting physical area**<br>**may have different lives to people in the UK.** | **Describing and explaining similarities between two environmental**<br>**regions studied.**<br><br>**Describing and explaining differences between two environmental**<br>**regions studied.**<br><br>**Explaining how and why humans have responded in different ways to**<br>**their local environments in two contrasting regions.**<br><br>**Understanding how climates impact on trade, land use and settlement.**<br><br>Explaining how humans have used desert environments.<br><br>**Using maps to explore wider global trading routes.**<br><br>To know some similarities and differences between the UK and a European mountain region.<br><br>To know why tourists visit mountain regions. | **Describing and explaining similarities between two environmental regions studied.**<br><br>**Describing and explaining differences between two environmental regions studied.**<br><br>**Explaining how and why humans have responded in different ways to their local environments in two contrasting regions.**<br><br>**Understanding how climates impact on trade, land use and settlement.**<br><br>**Using maps to explore wider global trading routes.** |

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| | | | | To know the negative effects an earthquake can have on a community.<br><br>To know ways in which communities respond to earthquakes. | | | |
| **Human and Physical Geography** | Observing weather across the seasons. Observing and discussing the effect the changing seasons have on the world around them.<br><br>Beginning to use the names of the seasons in the correct context.<br><br>Making observations about the features of places (in stories, photographs or in the school grounds/local area).<br><br>Making observations about the characteristics of places (in stories, photographs or in the school grounds/local area).<br><br>To know that the terms Spring, Summer, Autumn and Winter are used to describe the season.<br><br>To know some of the key characteristics of each season.<br><br>To know that there are four seasons in a year marked by | Describing how the weather changes with each season in the UK.<br><br>Describing the daily weather patterns in their locality.<br><br>Confidently using the vocabulary 'season' and 'weather'.<br><br>To know the four seasons of the UK.<br><br>To know that 'weather' refers to the conditions outside at a particular time.<br><br>To know that different parts of the UK often experience different weather.<br><br>To know that a weather forecast is when someone tries to predict what the weather will be like in the near future.<br><br>To know that weather conditions can be measured and recorded.<br><br>Recognising some physical features in their locality.<br><br>To know that physical features means any feature of an area that is on the Earth naturally.<br><br>Recognising some human features in their locality. | Locating some hot and cold areas of the world on a world map.<br><br>Locating the Equator and North and South Poles on a world map.<br><br>Locating hot and cold areas of the world in relation to the Equator and the North and South poles.<br><br>To know that the Equator is an imaginary line around the middle of the Earth.<br><br>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.<br><br>To know that the North Pole is the northernmost point of the Earth and the South Pole is the southernmost point of the Earth.<br><br>To know that different parts of the world experience different weather conditions and that these are often caused by the location of the place. | **Understanding some of the causes of climate change.**<br><br>**Describing how physical features, such as mountains and rivers are formed, and why volcanoes and earthquakes occur.**<br><br>**Describing where volcanoes, earthquakes and mountains are located globally.**<br><br>**Describing and explaining how physical features such as rivers, mountains, volcanoes and earthquakes have had an impact upon the surrounding landscape and communities.**<br><br>**Describing how humans use water in a variety of ways.**<br><br>**To know that the water cycle is the processes and stores which move water around our Earth and to be able to name these.**<br><br>**To know the different types of mountains and volcanoes and how they are formed.**<br><br>To know that an earthquake is the intense shaking of the ground.<br><br>**To know that a biome is a region of the globe sharing a similar climate, landscape, vegetation and wildlife.**<br><br>**To know the world's biomes.**<br>**To know that the hottest biomes are found between the Tropics of Cancer and Capricorn.**<br><br>**To know that climate zones are areas of the world with similar climates.** | Mapping and labelling the seven biomes on a world map.<br><br>**Understanding some of the causes of climate change.**<br><br>**Describing how physical features, such as mountains and rivers are formed, and why volcanoes and earthquakes occur.**<br><br>**Describing where volcanoes, earthquakes and mountains are located globally.**<br><br>**Describing and explaining how physical features such as rivers, mountains, volcanoes and earthquakes have had an impact upon the surrounding landscape and communities.**<br><br>**Describing how humans use water in a variety of ways.**<br><br>**To know that the water cycle is the processes and stores which move water around our Earth and to be able to name these.**<br><br>To know the courses and key features of a river.<br><br>**To know the different types of mountains and volcanoes and how they are formed.**<br><br>**To know that a biome is a region of the globe sharing a similar climate, landscape, vegetation and wildlife.**<br><br>**To know the world's biomes.**<br>**To know that the hottest biomes are found between the Tropics of Cancer and Capricorn.** | Describing and understanding the key aspects of the six biomes.<br><br>Describing and understanding the key aspects of the six climate zones.<br><br>**Understanding some of the impacts and causes of climate change.**<br><br>Describing and understanding the key aspects and distribution of the vegetation belts in relation to the six biomes, climate and weather.<br><br>**Giving examples of alternative viewpoints and solutions regarding an environmental issue and explaining its links to climate change.**<br><br>To know vegetation belts are areas of the world that are home to similar plant species.<br><br>To name and describe some of the world's vegetation belts.<br><br>To know why the ocean is important.<br><br>**Describing and understanding economic activity including trade links.**<br><br>**Describing the 'push' and 'pull' factors that people may consider when migrating.**<br><br>**Understanding the distribution of natural resources both globally and within a specific region or country studied.** | **Understanding some of the impacts and causes of climate change.**<br><br>**Giving examples of alternative viewpoints and solutions regarding an environmental issue and explaining its links to climate change.**<br><br>**Describing and understanding economic activity including trade links.**<br><br>Suggesting reasons why the global population has grown significantly in the last 70 years.<br><br>**Describing the 'push' and 'pull' factors that people may consider when migrating.**<br><br>**Understanding the distribution of natural resources both globally and within a specific region or country studied.**<br><br>**Recognising geographical issues affecting people in different places and environments.**<br><br>**Describing and explaining how humans can impact the environment both positively and negatively, using examples.**<br><br>To know the global population has grown significantly since the 1950s.<br><br>**To know which factors are considered before people build settlements.**<br><br>To know migration is the movement of people from one country to another. |

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| | certain weather conditions.<br><br>To know some vocabulary to describe different bodies of water, even if used inaccurately (sea/ocean, lake, river, pond).<br><br>To know some vocabulary to describe the characteristics of different places, even if used inaccurately (hill, field, building, road, house, old). | To know that human features means any feature of an area that was made or built by humans. | Describing the key physical features of a coast using subject specific vocabulary.<br><br>To know that coasts (and other physical features) change over time.<br><br>To know some key physical features of the UK.<br><br>Describing and understanding the differences between a city, town and village.<br><br>Describing the key human features of a coastal town using subject specific vocabulary.<br><br>To know that a sea is a body of water that is smaller than an ocean.<br><br>To know that human features change over time.<br><br>To know some key human features of the UK. | **To know the world's different climate zones.**<br><br>**Describing and understanding types of settlement and land use.**<br><br>**Explaining why a settlement and community has grown in a particular location.**<br><br>**Explaining why different locations have different human features.**<br><br>**Explaining why people might prefer to live in an urban or rural place.**<br><br>**To know the main types of land use.**<br><br>**To know the different types of settlement.**<br><br>**To know water is used by humans in a variety of ways.**<br><br>**To know an urban place is somewhere near a town or city.**<br><br>**To know a rural place is somewhere near the countryside.**<br><br>**To know that a natural resource is something that people can use which comes from the natural environment.**<br><br>**To know the UK grows food locally and imports food from other countries.** | **To know that climate zones are areas of the world with similar climates.**<br><br>**To know the world's different climate zones.**<br><br>To know that climates can influence the foods able to grow.<br><br>**Describing and understanding types of settlement and land use.**<br><br>**Explaining why a settlement and community has grown in a particular location.**<br><br>**Explaining why different locations have different human features.**<br><br>**Explaining why people might prefer to live in an urban or rural place.**<br><br>Describing how humans can impact the environment both positively and negatively, using examples.<br><br>**To know the main types of land use.**<br><br>**To know the different types of settlement.**<br><br>**To know water is used by humans in a variety of ways.**<br><br>**To know an urban place is somewhere near a town or city.**<br><br>**To know a rural place is somewhere near the countryside.**<br><br>**To know that a natural resource is something that people can use which comes from the natural environment.**<br><br>To know the threats to the rainforest both on a local and global scale.<br><br>To know that fair trading is the process of ensuring workers are paid a fair price, have safe | **Recognising geographical issues affecting people in different places and environments.**<br><br>**Describing and explaining how humans can impact the environment both positively and negatively, using examples.**<br><br>**To know which factors are considered before people build settlements.**<br><br>**To know that natural resources can be used to make energy.**<br><br>**To know some positive impacts of humans on the environment.**<br><br>**To know some negative impacts of humans on the environment.** | **To know that natural resources can be used to make energy.**<br><br>**To know some positive impacts of humans on the environment.**<br><br>**To know some negative impacts of humans on the environment.** |

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| | | | | | working conditions and are treated with respect and equality.<br><br>**To know the UK grows food locally and imports food from other countries.** | | |

## **Disciplinary Knowledge:** Action taken and skills used to gain the substantive knowledge.

| | EYFS<br><br>**Objectives highlighted in bold are repeated in both EYFS and Year 1.** | Year 1<br><br>**Objectives highlighted in bold are repeated in both EYFS and Year 1.** | Year 2 | Year 3<br><br>Blue is cycle A only content<br><br>**Objectives highlighted in bold are repeated in both cycles under different contexts.** | Year 4<br><br>Red is cycle B only content<br><br>**Objectives highlighted in bold are repeated in both cycles under different contexts.** | Year 5<br><br>Red- Year 5 only<br><br>**Statements highlighted in bold are covered in Year 5 and then consolidated in Year 6 under different contexts.** | Year 6<br><br>Blue- Year 6 only<br><br>**Statements highlighted in bold are covered in Year 5 and then consolidated in Year 6 under different contexts.** |
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| **Geography Skills and Fieldwork** | **Ask questions about the world around them.**<br><br>**Commenting on the features they see in their school and school grounds.**<br><br>Answering simple questions, guided by the teacher.<br><br>Creating some of the features they notice in their school and school grounds.<br><br>Expressing their likes and dislikes about a specific place and its features, beginning to explain their reasoning.<br><br>Ask questions about the world around them.<br><br>Commenting on the features they see in their school and school grounds.<br><br>Answering simple questions, guided by the teacher. | **Ask questions about the world around them.**<br><br>**Commenting on the features they see in their school and school grounds.**<br><br>Asking and answering simple questions about the features of their school and school grounds.<br><br>Drawing some of the features they notice in their school and school grounds in correct relation to each other on a sketch map.<br><br>Using a simple recording technique to express their feelings about a specific place and explaining why they like/dislike some of its features.<br><br>Using an atlas to locate the UK.<br><br>Using a map of the UK to locate the four countries.<br><br>Beginning to use an atlas to locate the four capital cities of the UK. | Recognising there are different ways to answer a question.<br><br>Discussing the features they see in the area surrounding their school when on a walk.<br><br>Asking and answering simple questions about human and physical features of the area surrounding their school grounds.<br><br>Collecting quantitative data through a small survey of the local area/school to answer an enquiry question.<br><br>Classifying the features they notice into human and physical with teacher support.<br><br>Taking digital photographs of geographical features in the locality.<br><br>Making digital audio recordings when | **Beginning to choose the best approach to answer an enquiry question.**<br><br>**Mapping land use in a small local area using maps and plans.**<br><br>**Asking and answering one- step and two-step geographical questions.**<br><br>**Observing, recording, and naming geographical features in their local environments.**<br><br>Using simple sampling techniques appropriately.<br><br>**Taking digital photos and labeling or captioning them.**<br><br>**Presenting data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies when communicating geographical information.**<br><br>**Finding answers to geographical questions through data collection.**<br><br>**Analysing and presenting quantitative data in charts and graphs.**<br><br>**Beginning to use maps at more than one scale.**<br><br>**Using atlases, maps, globes, satellite images and beginning to use digital** | **Beginning to choose the best approach to answer an enquiry question.**<br><br>**Mapping land use in a small local area using maps and plans.**<br><br>Making a plan for how they wish to collect data to answer an enquiry-based question, with the support of a teacher.<br><br>**Asking and answering one- step and two-step geographical questions.**<br><br>**Observing, recording, and naming geographical features in their local environments.**<br><br>Making digital audio recordings for a specific purpose.<br><br>Designing a questionnaire / interviews to collect quantitative fieldwork data.<br><br>**Taking digital photos and labeling or captioning them.**<br><br>Making annotated sketches, field drawings and freehand maps to record observations during fieldwork.<br><br>Beginning to use a simplified Likert Scale to record their judgements of environmental quality. | **Choosing the best approach to answering an enquiry question.**<br><br>**Making sketch maps of areas studied including labels and keys where necessary.**<br><br>**Making an independent or collaborative plan of how they wish to collect data to answer an enquiry-based question.**<br><br>**Selecting appropriate methods for data collection.**<br><br>**Designing interviews/questionnaires to collect qualitative data.**<br><br>**Beginning to use standard field sampling techniques appropriately.**<br><br>**Using GIS (Geographical Information Systems) to plot data sets (e.g prevalence of crime in certain areas) onto base maps which can then be analysed.**<br><br>**Conducting interviews/questionnaires to collect qualitative data.**<br><br>**Interpreting and using real-time/live data.**<br><br>**To identify and mitigate potential risks during fieldwork.** | Developing their own enquiry questions.<br><br>**Choosing the best approach to answering an enquiry question.**<br><br>**Making sketch maps of areas studied including labels and keys where necessary.**<br><br>**Making an independent or collaborative plan of how they wish to collect data to answer an enquiry-based question.**<br><br>**Selecting appropriate methods for data collection.**<br><br>**Designing interviews/questionnaires to collect qualitative data.**<br><br>**Beginning to use standard field sampling techniques appropriately.**<br><br>**Using GIS (Geographical Information Systems) to plot data sets (e.g prevalence of crime in certain areas) onto base maps which can then be analysed.**<br><br>Using a simplified Likert Scale to record their judgements of environmental quality.<br><br>**Conducting interviews/questionnaires to collect qualitative data.**<br><br>**Interpreting and using real-time/live data.** |

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| | Drawing some of the features they notice in their school and school grounds.<br><br>Expressing their likes and dislikes about a specific place and its features, beginning to explain their reasoning.<br><br>Beginning to look at and talk about maps (real or imaginary) in stories, non-fiction books, atlases and on globes.<br><br>Beginning to use modelled directional vocabulary when describing features in the surrounding environment.<br><br>Recognising features on maps (real or imaginary).<br><br>Draw real or imaginary maps even if features are indistinguishable.<br><br>To know that a map is a picture of a place.<br><br>To know some vocabulary to describe directions, even if used inaccurately (e.g near, far, next to, close, behind). | Using a world map and globe to locate two of the world's seven continents (Europe and Asia).<br><br>Using an atlas to locate the Atlantic Ocean and Pacific Ocean.<br><br>Using directional language to describe the location of objects in the classroom and playground.<br><br>Using directional language to describe features on a map in relation to other features (real or imaginary).<br><br>Responding to instructions using directional language to follow routes.<br><br>Beginning to use the compass points (N, S, E, W) to describe the location of features on a map.<br><br>Recognising local landmarks on aerial photographs.<br><br>Recognising basic human features on aerial photographs.<br><br>Recognising basic physical features on aerial photographs.<br><br>Drawing freehand maps (of real or imaginary places) using simple pictures or symbols.<br><br>Drawing a simple sketch map of the classroom and playground using simple pictures, colours or symbols to represent features. | interviewing someone.<br><br>Presenting data in simple tally charts or pictograms and commenting on what the data shows.<br><br>Asking and answering simple questions about data.<br><br>Recognising why maps need a title.<br><br>Using an atlas to locate the four capital cities of the UK.<br><br>Using a world map, globe and atlas to locate all the world's seven continents.<br><br>Using a world map, globe and atlas to locate the world's five oceans.<br><br>Using locational language and the compass points (N, S, E, W) to describe the location of features on a map.<br><br>Using locational language and the compass points (N, S, E, W) to describe the route on a map.<br><br>Using locational language and the compass points (N, S, E, W) to plan a route in the playground or school grounds.<br><br>Using a map to follow a prepared route. | **mapping to locate countries studied.**<br><br>**Using atlases, maps, globes and beginning to use digital mapping to recognise and describe physical features and human features in countries studied.**<br><br>**Using the scale bar on a map to estimate distances.**<br><br>**Finding countries and features of countries in an atlas using contents and index.**<br><br>**Zooming in and out of a digital map.**<br><br>**Beginning to use the key on an OS map to name and recognise key physical and human features in regions studied.**<br><br>**Accurately using 4-figure grid references to locate features on a map in regions studied.**<br><br>**Beginning to locate features using the 8 points of a compass.**<br><br>**Using a simple key on their own map to show an example of both physical and human features.**<br><br>**Following a route on a map with some accuracy.**<br><br>**Saying which directions are N, S, E, W on an OS map.**<br><br>**Making and using a simple route on a map.**<br><br>**Labelling some features on an aerial photograph and then locating these on an OS map of the same locality and scale in regions studied.**<br><br>**To understand that a scale shows how much smaller a map is compared to real life.**<br><br>**To recognise world maps as a flattened globe.** | Using a questionnaire/ interviews to collect qualitative fieldwork data.<br><br>**Presenting data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies when communicating geographical information.**<br><br>Suggesting different ways that a locality could be changed and improved.<br><br>**Finding answers to geographical questions through data collection.**<br><br>**Analysing and presenting quantitative data in charts and graphs.**<br><br>**Beginning to use maps at more than one scale.**<br><br>**Using atlases, maps, globes, satellite images and beginning to use digital mapping to locate countries studied.**<br><br>**Using atlases, maps, globes and beginning to use digital mapping to recognise and describe physical features and human features in countries studied.**<br><br>**Using the scale bar on a map to estimate distances.**<br><br>**Finding countries and features of countries in an atlas using contents and index.**<br><br>**Zooming in and out of a digital map.**<br><br>**Beginning to use the key on an OS map to name and recognise key physical and human features in regions studied.**<br><br>**Accurately using 4-figure grid references to locate features on a map in regions studied.** | **Deciding how to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing at length and digital technologies when communicating geographical information.**<br><br>**Drawing conclusions about an enquiry using findings from fieldwork to support your reasonings.**<br><br>**Evaluating evidence collected and suggesting ways to improve this.**<br><br>**Analysing quantitative data in pie charts, line graphs and graphs with two variables.**<br><br>**Confidently using and understanding maps at more than one scale.**<br><br>**Using atlases, maps, globes and digital mapping to locate countries studied.**<br><br>**Using atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied.**<br><br>**Identifying, analysing and asking questions about distributions and relationships between features using maps (e.g settlement distribution).**<br><br>Using the scale bar on a map to calculate distances.<br><br>**Beginning to use thematic maps to recognise and describe human and physical features studied.**<br><br>**Using models and maps to talk about contours and slopes.**<br>**Selecting a map for a specific purpose.**<br><br>**Confidently using the key on an OS map to name and recognise key physical and human** | **To identify and mitigate potential risks during fieldwork.**<br><br>**Deciding how to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing at length and digital technologies when communicating geographical information.**<br><br>**Drawing conclusions about an enquiry using findings from fieldwork to support your reasonings.**<br><br>**Evaluating evidence collected and suggesting ways to improve this.**<br><br>**Analysing quantitative data in pie charts, line graphs and graphs with two variables.**<br><br>**Confidently using and understanding maps at more than one scale.**<br><br>**Using atlases, maps, globes and digital mapping to locate countries studied.**<br><br>**Using atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied.**<br><br>**Identifying, analysing and asking questions about distributions and relationships between features using maps (e.g settlement distribution).**<br><br>Recognising an increasing range of Ordnance Survey symbols on maps and locating features using six-figure grid references.<br><br>Recognising the difference between Ordnance Survey and other maps and when it is most appropriate to use each.<br><br>**Beginning to use thematic maps to recognise and describe human and physical features** |

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| | | Adding labels to sketch maps.<br><br>Using simple picture maps and plans to move around the school.<br><br>To know that an aerial photograph is a photograph taken from the air above.<br><br>To know that atlases give information about the world and that a map tells us information about a place.<br><br>To know that a map is a picture of a place, usually drawn from above.<br><br>To know that symbols are often used on maps to represent features.<br><br>To know simple directional language (e.g near, far, up, down, left, right, forwards, backwards).<br><br>To know what a sketch map is. | Recognising landmarks of a city studied on aerial photographs and plan perspectives.<br><br>Recognising human features on aerial photographs and plan perspectives.<br><br>Recognising physical features on aerial photographs and plan perspectives.<br><br>Drawing a map and using class agreed symbols to make a simple key.<br><br>Drawing a simple sketch map of the playground or school grounds using symbols to represent human and physical features.<br><br>Finding a given OS symbol on a map with support.<br><br>Beginning to draw objects to scale (e.g show the school playground is smaller than the school or school field).<br><br>Using an aerial photograph to draw a simple sketch map using basic symbols for a key.<br><br>To know that a globe is a spherical model of the Earth.<br><br>To begin to recognise world maps as a flattened globe. | **To know that an OS (Ordnance survey) map is used for personal use and organisations use it for housing projects, planning the natural environment and public transport and for security purposes.**<br><br>**To know that an OS map shows human and physical features as symbols.**<br><br>**To know the eight points of a compass are north, south, east, west, north-east, south-east, north-west, south-west.**<br><br>**To know the main types of land use (agricultural, residential, recreational, commercial, industrial and transportation).**<br><br>**To know an enquiry-based question has an open-ended answer found by research.**<br><br>To know how to use various simple sampling techniques.<br><br>**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.**<br><br>**To know what a bar chart, pictogram and table are and when to use which one best to represent data.** | **Beginning to locate features using the 8 points of a compass.**<br><br>**Using a simple key on their own map to show an example of both physical and human features.**<br><br>**Following a route on a map with some accuracy.**<br><br>**Saying which directions are N, S, E, W on an OS map.**<br><br>**Making and using a simple route on a map.**<br><br>**Labelling some features on an aerial photograph and then locating these on an OS map of the same locality and scale in regions studied.**<br><br>**To understand that a scale shows how much smaller a map is compared to real life.**<br><br>**To recognise world maps as a flattened globe.**<br><br>**To know that an OS (Ordnance survey) map is used for personal use and organisations use it for housing projects, planning the natural environment and public transport and for security purposes.**<br><br>**To know that an OS map shows human and physical features as symbols.**<br><br>To know that grid references help us locate a particular square on a map.<br><br>**To know the eight points of a compass are north, south, east, west, north-east, south-east, north-west, south-west.**<br><br>**To know the main types of land use (agricultural, residential, recreational, commercial, industrial and transportation).** | **features in regions studied.**<br><br>**Following a short pre-prepared route on an OS map.**<br><br>**To know that contours on a map show height and slope.**<br><br>**To know that qualitative data involves qualities, characteristics and is largely opinion based and subjective.**<br><br>**To know that GIS is a digital system that creates and manages maps, used to support analysis for enquiries.**<br><br>**To know that a pie chart can represent a fraction or percentage of a whole set of data.**<br><br>To know a line graph can represent variables over time.<br><br>**To be aware of some issues in the local area.**<br><br>**To know what a range of data collection methods look like.**<br><br>**To know how to use a range of data collection methods.** | **studied.**<br><br>**Using models and maps to talk about contours and slopes.**<br>**Selecting a map for a specific purpose.**<br><br>**Confidently using the key on an OS map to name and recognise key physical and human features in regions studied.**<br><br>Accurately using 4 and 6-figure Grid References to locate features on a map in regions studied.<br><br>Confidently locating features using the 8 points of a compass.<br><br>**Following a short pre-prepared route on an OS map.**<br><br>Identifying the 8 compass points on an OS map.<br><br>Planning a journey to another part of the world using six figure grid references and the eight points of a compass.<br><br>**To know that contours on a map show height and slope.**<br><br>**To know that qualitative data involves qualities, characteristics and is largely opinion based and subjective.**<br><br>**To know that GIS is a digital system that creates and manages maps, used to support analysis for enquiries.**<br><br>**To know that a pie chart can represent a fraction or percentage of a whole set of data.**<br><br>**To be aware of some issues in the local area.**<br><br>**To know what a range of data collection methods look like.**<br><br>**To know how to use a range of data collection methods.** |

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| | | | To know that a compass is an instrument we can use to find which direction is north.<br><br>To know which direction is N, S, E, W on a map.<br><br>To know that maps need a title and purpose.<br><br>To know that maps need a key to explain what the symbols and colours represent.<br><br>To know that an interview can be a way to find out people's views about their area.<br><br>To know that a tally chart is a way of collecting data quickly.<br><br>To know that a pictogram is a chart that uses pictures to show data. | | **To know an enquiry-based question has an open-ended answer found by research.**<br><br>To know what a questionnaire and an interview are.<br><br>To know that quantitative data involves numerical facts and figures and is often objective.<br><br>**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.**<br><br>To know a Likert scale is used to record people's feelings and attitudes.<br><br>To know that qualitative data involves opinions, thoughts and feelings and is often subjective.<br><br>**To know what a bar chart, pictogram and table are and when to use which one best to represent data.** | | |
| **Off-site fieldwork opportunities** | | **Local area teddy bear walk as part of 'What is it like to live in Shanghai?' topic- comparison of features.** | **Whitby- Fieldwork for 'What is it like to live by the coast?' topic - 'How people use the local coast' enquiry.** | **Local area walk- as part of 'Can I explain the location of features in my local area?' topic.** | **Local woodland- as part of 'Why are rainforests important to us?' topic.**<br><br>**Local river/stream (Coxley Wood)- as part of our 'What are rivers and how are they used?' topic.** | **Scarborough- Fieldwork for Oceans- 'How polluted is our marine environment?' enquiry** | **Local area study- Independent enquiry focusing on the impact of the population on an issue in the local area e.g. traffic, litter etc.** |