

Geography Progression Map

“Geography is the tapestry that weaves the world together”

Gil Grosvenor



Geography Curriculum Map



Locational Knowledge



Place Knowledge



Human and physical geography



Geographical skills and fieldwork

Oceans and Continents



Arctic



Seasons



The Park



Y2

Kenya



London



Where We Live



Y1

Weather



School Environment

Local Environment



Around the World

EYFS

Objective

To compare different weathers and seasons.

Enquiry

What is the weather?



Substantive Knowledge (Content)

- To know that there are different kinds of weather
- To know that weather changes across the year
- To know that the weather has an impact on the things we do
- To know that weather has an impact on the world around them
- To know that there are different types of cloud
- To know that rain comes from water droplets in clouds
- To know that rain is important for living things
- To know that there are four seasons: autumn, winter, spring, summer
- To know that summer is when it is most warm and winter is when it is most cold
- To know that sunshine brings warmth
- To know that when it is very cold, water can freeze and become ice, frost, hail and snow
- To know that wind is caused by air around them moving

Prior Learning

EYFS

This is an ongoing unit, moving through the different weathers with the seasons. We will explore rain and wind in terms 1-3, frost, ice and snow in terms 2 and 3 and clouds and sunshine in term 6.

Future Learning

EYFS

In the Term 5 unit 'Places Around the World' children will learn about weather in different countries.

Y1

Children will look the climate in different countries.

Y2

Children will learn about how the weather can change depending on seasons.

Skills

Recognise	Name and point out who or what something is
Identify	Distinguish something or someone from others that may be similar
Describe	'Say what you see'. Give an account in words of something or someone
Observe	Identify and distinguish with a degree of analysis some things that may potentially be more noteworthy or important than others
Compare and contrast	Find similarities and differences
Recall	Remember and recount something learned

Concepts

Environment	The surroundings of a place in which a person, animal or plant lives and interacts.
Process	The natural or human events and actions occurring in a place that maintain equilibrium or cause change.
Change	The alteration or modification of places over time as a result of natural and/or human processes.
Similarity and difference	The ways in which two things are almost the same and not the same.
Weather	The conditions in the air above the earth.
Interaction	How the physical and human elements of a place affect or impact each other and other places.

Key vocabulary

air	The mixture of gasses that surrounds the earth and that we breathe
calm / still	Absence of wind
cloud	White mass in sky made of water droplets
droplet	A small drop of liquid
freeze / freezing / frozen	Temperature lower than 0°C, cold and often hard
frost / frosty	Thin, white layer of ice
hot/cold/warm/cool	temperatures
ice / icy / icicle	Water that has frozen and become solid
light / dark	Brightness that allows things to be seen / absence of
melt / melting	Turn from solid to liquid
morning / afternoon / evening / night / day	Times of day
plant / flower / grass	Living things growing in earth
puddle	Small pool of liquid on the ground from rain
rain	Drops of water from clouds
season - Autumn, Winter, Spring, Summer	One of the four periods of the year
shade / shadow	Slight darkness caused by blockage of light from sun
sky	The area above the earth in which clouds etc. can be seen
snow	Small, soft, white pieces of ice that fall from the sky
storm	Extreme weather condition
sun / sunny / sunshine	the star that gives light and heat to Earth
temperature	The measured amount of heat in a place
today / yesterday	The present day / the day before
water	Clear liquid necessary for plant and animal life
waterproof	Not allowing water to go through
weather	The conditions in the air above the earth.
wet / dry	Covered / not covered in water or other liquid
wind / breeze	Natural current of air strong enough to be felt

Assessment points

- **Recognise** features of different kinds of weather
- **Identify** different kinds of weather
- **Identify** seasons
- **Describe** the effect of weather on the environment and on the things we do
- **Observe** and record the weather
- **Observe** seasonal changes in their immediate environment
- **Compare and contrast** the weather at different times of the year
- **Recall** the names of the four seasons

EYFS coverage

- Explore the natural world around them, making observations and drawing pictures. *The Natural World ELG*
- 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 *The Natural World ELG*
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. *The Natural World ELG*

SEN/D minimum expectations

- **Recognise** features of different kinds of weather
- **Identify** different kinds of weather
- **Describe** the effect of weather on the environment and on the things we do


High prior attainment and extension opportunities

Look at examples of extreme weather and how it can damage the environment.



Objective
To describe their school environment

Enquiry
Why is Motcombe special?



Substantive Knowledge (Content)

- To know that environments are made up of different features.
- To know that we can use maps to represent places (the school environment).
- To know that places can change over time.

Prior Learning

EYFS
Children will know the name of some features of the school such as the classroom, hall, patio, field, etc.

Future Learning

Y1
Children will look at where Motcombe School is on a map.

Y2
Children will learn about where the polar regions and the equator are and how they differ.

Skills

Recognise	Name and point out who or what something is
Identify	Distinguish something or someone from others that may be similar
Describe	'Say what you see'. Give an account in words of something or someone
Observe	Identify and distinguish with a degree of analysis some things that may potentially be more noteworthy or important than others
Select	Decide upon and choose that information considered most suitable or relevant
Categorise/Classify	Arrange information into particular groups according to shared qualities or characteristics
Sequence	Place a set of related events or things that follow each other into an order
Compare and contrast	Find similarities and differences

Concepts

Environment	The surroundings of a place in which a person, animal or plant lives and interacts.
Location	The precise site, position, or situation of a place.
Distribution	The pattern or arrangement of the physical (mostly natural) and human features of a place across its surface.
Change	The alteration or modification of places over time as a result of natural and/or human processes.

Key vocabulary

field	Large area covered with grass
firepit	Container in which a fire can be lit
flowerbed	Area of ground where flowers are planted
gate	Part of a fence or wall that opens and closes like a door
gazebo	Small building with roof and open sides
hill	Area of land that is higher than the surrounding land
patio	Area outside a building with solid floor but no roof
playground	Area designed for children to play in outside
pond	Area of water smaller than a lake, often artificially made
shed	Small building used for storing things
steps	Series of flat pieces of wood or stone that you walk up or down to move to a different level
tree	Tall plant with wooden trunk and branches
tyres	Thick rubber ring from vehicles' wheels

Assessment points

- Recognise** features in our school environment
- Describe** our school environment
- Select** features to include in maps, drawings, other representations of our school environment
- Categorise** features by their respective environments
- Sequence** features from journeys
- Compare and contrast** the school environment now and in the past


EYFS coverage

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps *People, Culture and Communities ELG*

SEN/D minimum expectations


- Recognise** features in our school environment
- Describe** our school environment, with support
- Select** features to include in maps, drawings, other representations of our school and local environment, with support

High prior attainment and extension opportunities
Independent map making opportunities e.g. of classroom or patio area



Objective
To describe their local environment

Enquiry
What is Eastbourne like?



Substantive Knowledge (Content)

- To know that environments are made up of different features.
- To know that we can use maps to represent places (the local environment).
- To know that places can change over time.

Prior Learning

EYFS
Children have identified features in the school environment and positioned features on a basic map of the school. They have identified locations in the local environment on an aerial map of the school.

Future Learning

Y1
Children will look at London as a city and compare it with other places.

Y2
Children will enhance their knowledge and understanding of map work by learning about the different continents and oceans.

Skills

Recognise	Name and point out who or what something is
Identify	Distinguish something or someone from others that may be similar
Describe	'Say what you see'. Give an account in words of something or someone
Observe	Identify and distinguish with a degree of analysis some things that may potentially be more noteworthy or important than others
Select	Decide upon and choose that information considered most suitable or relevant
Categorise/Classify	Arrange information into particular groups according to shared qualities or characteristics
Sequence	Place a set of related events or things that follow each other into an order
Compare and contrast	Find similarities and differences
Recall	Remember and recount something learned

Concepts

Environment	The surroundings of a place in which a person, animal or plant lives and interacts.
Location	The precise site, position, or situation of a place.
Distribution	The pattern or arrangement of the physical (mostly natural) and human features of a place across its surface.

Key vocabulary

beach	An area of sand or stones next to the sea
church	A building for Christian religious activities
cliff	A high area of very steep rock on a coast
Eastbourne	The town in which we live
mosque	A building for Islamic religious activities
park	A large area of land with grass and trees, arranged for people to enjoy
pier	A long structure sticking out from the land over the sea
road	A long, hard surface built for vehicles to travel along
supermarket	A large shop which sells most types of food and other goods needed in the home

Assessment points

- Recognise** features in our local environment
- Describe** our local environment
- Select** features to include in maps, drawings, other representations of our local environment
- Categorise** features by their respective environments
- Sequence** features from journeys
- Compare and contrast** the local environment now and in the past


EYFS coverage

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps *People, Culture and Communities ELG*

SEN/D minimum expectations

- Recognise** features in our local environment
- Describe** our local environment
- Select** features to include in maps, drawings, other representations of our local environment

High prior attainment and extension opportunities
Look at a range of maps of Eastbourne and find places we have already identified on those maps.



Objective

To compare places around the world

Enquiry

What would it be like to live in a different country?



Substantive Knowledge (Content)

- To know that different places have different geographical features.
- To know that there are different countries in the world.
- To know that there are places in the world that are much colder and hotter than where we live.
- To know that we can use maps and globes to represent the world.

Prior Learning

EYFS

Children have identified features in the school environment and positioned features on a basic map of the school. They have identified locations in the local environment on an aerial map of the school.

Future Learning

Y1

Children will look at where the school is in the context of the whole world including the continent and country it can be found in.

Y2

Children will enhance their knowledge and understanding of physical and human geographical features.

Skills

Recognise	Name and point out who or what something is
Identify	Distinguish something or someone from others that may be similar
Describe	'Say what you see'. Give an account in words of something or someone
Observe	Identify and distinguish with a degree of analysis some things that may potentially be more noteworthy or important than others
Select	Decide upon and choose that information considered most suitable or relevant
Categorise/Classify	Arrange information into particular groups according to shared qualities or characteristics
Compare and contrast	Find similarities and differences
Recall	Remember and recount something learned

Concepts

Environment	The surroundings of a place in which a person, animal or plant lives and interacts.
Diversity	The variety and distinctiveness of the physical and cultural composition of the society of a place.
Similarity and Difference	The ways in which two things are almost the same and not the same.
Weather	The conditions in the air above the earth, such as wind, rain or temperature.
Country	A large area of land where people live
River	A natural, wide flow of fresh water across land
Forest	A large area of land covered with trees and plants
Mountain	A raised part of the earth's surface, larger than a hill
Arctic	The very cold area around the North Pole
Desert	An area, often sandy or rocky, with very little rain
City	A large town
Island	A piece of land completely surrounded by water
Volcano	A mountain with a hole at the top through which lava is forced out

Key vocabulary

Arctic	The very cold area around the North Pole
city	A large town
country	A large area of land where people live
desert	An area, often sandy or rocky, with very little rain
forest	A large area of land covered with trees and plants
globe	A spherical map of the world
island	A piece of land completely surrounded by water
map	A drawing of the earth's surface
mountain	A raised part of the earth's surface, larger than a hill
river	A natural, wide flow of fresh water across land
town	An area with houses and shops but not as big as a city
United Kingdom	The country in which we live
village	Smaller than a town, usually in the countryside
volcano	A mountain with a hole at the top through which lava is forced out

Assessment points

- **Recognise** features in pictures from books set in other countries
- **Describe** environments from pictures from books set in other countries
- **Select** features to include in drawings and other representations of different environments.
- **Categorise** features by their respective environments
- **Compare** their local environment with other environments around the world
- **Compare** life in this country and life in other countries

EYFS coverage

- 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. *People, Culture and Communities ELG*
- 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 *The Natural World ELG*

SEN/D minimum expectations

- **Recognise** features in pictures from books set in other countries
- **Describe** environments from pictures from books set in other countries
- **Select** features to include in drawings and other representations of different environments.

High prior attainment and extension opportunities

Further research into these countries or other countries.



Objective

To understand about the locality of where they live.

Enquiry

Where is my school?



Substantive Knowledge (Content)

- Which planet and continent they live in
- What the capital city and flag of England is
- Why a city is different to a town or village
- Which town they live in
- What geographical features they live near
- Where their school is on a map
- When was it built
- How to describe the area surrounding the school

Prior Learning

EYFS

The children have found out about why Motcombe School is special by looking at its features.

Future Learning

Y1

Children will look at London including locational knowledge using a map and what the geography is like there.

Y2

Children will develop their map skills when learning about Quito and the Arctic

Skills

Recognise	Name and point out who or what something is
Identify	Distinguish something or someone from others that may be similar
Describe	'Say what you see'. Give an account in words of something or someone
Observe	Identify and distinguish things that may potentially be more important than others
Select	Decide upon and choose that information considered most suitable or relevant
Categorise/Classify	Arrange information into particular groups according to shared qualities or characteristics
Sequence	Place a set of related events or things that follow each other into an order
Compare and contrast	Find similarities and differences
Recall	Remember and recount something learned

Concepts

Environment	The surroundings of a place in which a person, animal or plant lives and interacts.
Location	The precise site, position, or situation of a place.
Scale	The size or extent of the area of the place e.g. local, regional, national, international, or global.
Distribution	The pattern or arrangement of the physical and human features of a place across its surface.
Interaction	How the physical and human elements of a place affect each other and other places.
Sustainability	The extent to which a place can balance meeting the needs of its people
Diversity	The variety of the physical and cultural composition of the society of a place.

Key vocabulary

location	Where something is
town	An area with houses and shops but not as big as a city
Eastbourne	The town where the school is
aerial photo	A photo taken from the sky
landmark	A place that can be recognised
capital city	The city or town where the local government are based
continent	A massive area of land made up of countries
country	A large area of land where people live
Earth	The planet we live on
geographical features	Natural or manmade places

Assessment points

- **Recognise** where their school is on a map.
- **Identify** nearby locations.
- **Describe** where the school is.
- **Observe** the main points of reference.
- **Select** geographical features surrounding the school.
- **Categorise** photos of the school and surrounding area.
- **Sequence** the order of size from planet to school.
- **Compare and Contrast** the surrounding of their home and school.
- **Recall** the capital city of the country they live in.
- **Reason** why aerial photos make good maps.
- **Summarise** where is the school.

National Curriculum Coverage

- Name and locate the world's seven continents and five oceans
- Name, locate and identify characteristics of the UK
- Use basic geographical vocabulary to refer to physical and human features
- Use aerial photographs and plan perspectives to recognise landmarks
- Use simple fieldwork and observational skills to study the geography of their school and its grounds

Target Tracker statements

- Use simple observational skills to study the geography of the school and its grounds
- Use simple maps of the local area e.g. large scale, pictorial etc.
- Make simple maps and plans e.g. pictorial place in a story
Link their homes with other places in their local community

SEN/D minimum expectations

Children to know that they live in England and their school is in Eastbourne. With support, children can identify where their school is on a map.

High prior attainment and extension opportunities

Children to think about why aerial photos are useful for describing the specific location of a place.



Objective

To know about place knowledge within a city, including London, and its features.

Enquiry

Why do so many people live in London?



Substantive Knowledge (Content)

- Where London is
- What makes a city
- How cities are different from towns
- What physical features are in London
- What human features are in London
- How London compares to Eastbourne
- What symbols are on maps
- Why symbols are used on maps

Prior Learning

EYFS

The children have found out about what Eastbourne is like by looking at its features.

Y1

The children have explored their local area using maps and finding landmarks.

Future Learning

Y1

Children will develop their comparing and contrasting skills when looking at life in Kenya.

Y2

Children will enhance their understanding of human and physical geographical features when looking at life in Quito.

Skills

Recognise	Name and point out who or what something is
Identify	Distinguish something or someone from others that may be similar
Describe	'Say what you see'. Give an account in words of something or someone
Observe	Identify and distinguish things that may potentially be more important than others
Select	Decide upon and choose that information considered most suitable or relevant
Categorise/Classify	Arrange information into particular groups according to shared qualities or characteristics
Sequence	Place a set of related events or things that follow each other into an order
Compare and contrast	Find similarities and differences
Recall	Remember and recount something learned

Concepts

Environment	The surroundings of a place in which a person, animal or plant lives and interacts.
Location	The precise site, position, or situation of a place.
Scale	The size or extent of the area of the place e.g. local, regional, national, international, or global.
Distribution	The pattern or arrangement of the physical and human features of a place across its surface.
Processes	The natural or human events occurring in a place that maintain equilibrium or cause change.
Change	The alteration or modification of places over time as a result of natural and/or human processes.
Interaction	How the physical and human elements of a place affect each other and other places.
Interdependence	The degree to which what happens in one place impacts on what happens in another.
Sustainability	The extent to which a place can balance meeting the needs of its people
Diversity	The variety of the physical and cultural composition of the society of a place.

Key vocabulary

London	A city in England
city	A major place in a country
aerial map	A map of an area from up high
human features	Geographical things made by people or machines
physical features	Geographical things made naturally
artefacts	Historical objects
landmark	A place that can be recognised
symbol	A picture used on a map to represent something
town	An area with houses and shops but not as big as a city
Eastbourne	A town in England

Assessment points

- **Recognise** where London is
- **Identify** some of the landmarks in London
- **Describe** what makes London a city
- **Observe** what symbols are used on an aerial map of London
- **Select** some of the main landmarks on a map
- **Categorise** the human and physical features in London
- **Compare and Contrast** London and Eastbourne.
- **Recall** some of the features on a map
- **Reason** why Eastbourne is not a city
- **Summarise** why so many people live in London

National Curriculum Coverage

- Name, locate and identify characteristics of the UK
- Use world maps, atlases and globes to identify
- Use basic geographical vocabulary to refer to physical and human features
- Use aerial photographs and plan perspectives to recognise landmarks

Target Tracker statements

- Ask simple geographical questions e.g. What is it like to live in this place?
- Use simple maps of the local area e.g. large scale, pictorial etc.
- Use locational and directional language (e.g. near and far; left and right) to describe the location of features and routes
- Make simple maps and plans e.g. pictorial place in a story
- Name, describe and compare familiar places

SEN/D minimum expectations

Children know where London is and that it is a city. With support, children can compare London to other cities.

High prior attainment and extension opportunities

Children to think about, discuss and reason if they would like to live in London.



Objective

To identify the geographical similarities and differences between to different places.

Enquiry

Why do lions live in Kenya?



Substantive Knowledge (Content)

- Which continent Kenya is in
- Where Africa and Kenya is on a map
- What compass directions are and how to use them
- What the climate is like in Kenya
- Why Kenya is a good place for lions to live
- How Kenya and the UK are similar and different
- What endangered means
- What other animals live in Kenya
- Where do people live in Kenya

Prior Learning

EYFS

They will know the names of some wild animals.

Y1

Children know that there are similarities and differences between places.

Future Learning

Y2

Children develop their knowledge of animals that live in different parts of the world.

KS2

Children will enhance their locational knowledge by learning about grid references

Skills

Recognise	Name and point out who or what something is
Identify	Distinguish something or someone from others that may be similar
Describe	'Say what you see'. Give an account in words of something or someone
Observe	Identify and distinguish things that may potentially be more important than others
Select	Decide upon and choose that information considered most suitable or relevant
Categorise/Classify	Arrange information into particular groups according to shared qualities or characteristics
Compare and contrast	Find similarities and differences
Recall	Remember and recount something learned

Concepts

Environment	The surroundings of a place in which a person, animal or plant lives and interacts.
Location	The precise site, position, or situation of a place.
Scale	The size or extent of the area of the place e.g. local, regional, national, international, or global.
Distribution	The pattern or arrangement of the physical and human features of a place across its surface.
Processes	The natural or human events occurring in a place that maintain equilibrium or cause change.
Change	The alteration or modification of places over time as a result of natural and/or human processes.
Interaction	How the physical and human elements of a place affect each other and other places.
Interdependence	The degree to which what happens in one place impacts on what happens in another.
Sustainability	The extent to which a place can balance meeting the needs of its people
Diversity	The variety of the physical and cultural composition of the society of a place.

Key vocabulary

Africa	A continent
Kenya	A country in Africa
climate	What the weather is usually like
endangered	A species of animal or plant that is at risk of becoming extinct
savannah	Tropical grasslands with shrubs and trees but not much rainfall.
buffalo	An animal
elephant	An animal
habitat	The natural home of a plant or animal
landscape	An area of land you can see
lion	An animal
Maasai	A tribe of people in Kenya
mud hut	A home made of mud

Assessment points

- **Recognise** some lions live in Kenya
- **Identify** where Africa and Kenya are on a map.
- **Describe** the climate in Kenya
- **Observe** how some people in Kenya live
- **Select** reasons why lions are endangered
- **Categorise** animals found in Kenya and the UK
- **Compare and Contrast** living in Kenya and the UK
- **Recall** the names of other endangered animals
- **Reason** why the climate in Kenya and the UK are different
- **Summarise** why lions live in Kenya

National Curriculum Coverage

- Understand geographical similarities and differences through studying the human and physical geography
- Use basic geographical vocabulary to refer to physical and human features
- 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
- Use world maps, atlases and globes to identify
- 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

Target Tracker statements

- Ask simple geographical questions
- Use locational and directional language
- Understand how some places are linked to other places
- Describe seasonal weather changes
- Name, describe and compare familiar places

SEN/D minimum expectations

Children to know that some lions live in Kenya and are endangered. With support, children can demonstrate some of the similarities and differences between people living in the UK and Kenya.

High prior attainment and extension opportunities

Children to research other habitats and compare them to savannahs.



Objective

To name and locate the continents and oceans

Enquiry

Is Quito a good place to live?



Substantive Knowledge (Content)

- What the names of the oceans and continents are
- Where the oceans and continents are located
- How the climate compares between the UK and Ecuador
- What the similarities and differences are between London and Quito
- What animals live in different parts of the world
- Which features are human or physical
- How to create a map

Prior Learning

EYFS

The children have learned about maps and know that they can be used to find features.

Y1

The children know about the UK and can find it on a map.

Future Learning

Y2

Children will develop their human and physical geographical feature knowledge when looking at the Arctic.

KS2

Children will enhance the way they communicate their findings using a wider range of geographical vocabulary

Skills

Recognise	Name and point out who or what something is
Identify	Distinguish something or someone from others that may be similar
Describe	'Say what you see'. Give an account in words of something or someone
Observe	Identify and distinguish things that may potentially be more important than others
Select	Decide upon and choose that information considered most suitable or relevant
Categorise/Classify	Arrange information into particular groups according to shared qualities or characteristics
Compare and contrast	Find similarities and differences
Recall	Remember and recount something learned

Concepts

Environment	The surroundings of a place in which a person, animal or plant lives and interacts.
Location	The precise site, position, or situation of a place.
Scale	The size or extent of the area of the place e.g. local, regional, national, international, or global.
Distribution	The pattern or arrangement of the physical and human features of a place across its surface.
Processes	The natural or human events occurring in a place that maintain equilibrium or cause change.
Change	The alteration or modification of places over time as a result of natural and/or human processes.
Interaction	How the physical and human elements of a place affect each other and other places.
Interdependence	The degree to which what happens in one place impacts on what happens in another.
Sustainability	The extent to which a place can balance meeting the needs of its people
Diversity	The variety of the physical and cultural composition of the society of a place.

Key vocabulary

ocean	A large area of water
continent	A massive area of land made up of countries
South America	A continent
Europe	A continent
compass	A tool used for identifying direction
Ecuador	A country in South America
human features	Geographical things made by people or machines
London	The capital city of England
map	A recording of where things are
physical features	Geographical things made naturally
Quito	The capital city in Ecuador
UK	An area in Europe

Assessment points

- **Recognise** where some continents are
- **Identify** the names of different continents and oceans.
- **Describe** the climate in Ecuador
- **Observe** the differences between London and Quito
- **Categorise** human and physical features
- **Compare and Contrast** life in Ecuador and the UK
- **Recall** the names of many geographical features
- **Reason** why Quito may or may not be a good place to live
- **Summarise** the similarities/differences between Ecuador and the UK

National Curriculum Coverage

- Name and locate the world's seven continents and five oceans
- Use world maps, atlases and globes to identify
- Use simple compass directions and locational and directional language

Target Tracker statements

- Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans
- Use simple compass directions (North, South, East and West) and locational and directional language
- Name and locate the world's seven continents and five oceans
- 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
- Use basic geographical vocabulary to refer to key physical features
- Use basic geographical vocabulary to refer to key human features
- 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

SEN/D minimum expectations

Children to remember the names of the 7 continents. With support, children to locate the different continents.

High prior attainment and extension opportunities

Children to research other capital cities and compare them to Quito.



Objective

To explore the physical features and climate of the polar regions

Enquiry

What is it like to live in the Arctic?



Substantive Knowledge (Content)

- Where the polar regions are
- What the weather/temperature is like
- What some of the physical features in the Arctic are
- What some of the human features in the Arctic are
- Which animals live in the Arctic
- What the similarities/differences between the Arctic and the UK are

Prior Learning

EYFS

The children have looked at what it would be like to live in a different country.

Y1

The children looked at where they live in the UK including some of the local features.

Future Learning

Y2

Children will develop their understanding of weather including the use of geographical vocabulary.

KS2

Children will begin to recognise how people’s lives can differ depending on location.

Skills

Recognise	Name and point out who or what something is
Identify	Distinguish something or someone from others that may be similar
Describe	‘Say what you see’. Give an account in words of something or someone
Observe	Identify and distinguish things that may potentially be more important than others
Select	Decide upon and choose that information considered most suitable or relevant
Categorise/Classify	Arrange information into particular groups according to shared qualities or characteristics
Sequence	Place a set of related events or things that follow each other into an order
Compare and contrast	Find similarities and differences
Recall	Remember and recount something learned

Concepts

Environment	The surroundings of a place in which a person, animal or plant lives and interacts.
Location	The precise site, position, or situation of a place.
Scale	The size or extent of the area of the place e.g. local, regional, national, international, or global.
Distribution	The pattern or arrangement of the physical and human features of a place across its surface.
Processes	The natural or human events occurring in a place that maintain equilibrium or cause change.
Change	The alteration or modification of places over time as a result of natural and/or human processes.
Interaction	How the physical and human elements of a place affect each other and other places.
Interdependence	The degree to which what happens in one place impacts on what happens in another.
Sustainability	The extent to which a place can balance meeting the needs of its people
Diversity	The variety of the physical and cultural composition of the society of a place.

Key vocabulary

Arctic	The most northern part of the world
Polar regions	The top and bottom parts of the world
Greenland	A country in the arctic circle
polar bear	An animal
beluga whale	An animal
human features	Geographical things made by people or machines
London	A city in England
physical features	Geographical things made naturally
Sisimiut	A city in Greenland
walrus	An animal
weather	What is going on outside in the atmosphere

Assessment points

- **Recognise** where the polar regions are
- **Identify** the Arctic circle.
- **Describe** the weather and climate in the Arctic
- **Observe** which animals live in the Arctic
- **Select** why there aren’t many people that live in the Arctic
- **Categorise** the human and physical features of the Arctic
- **Compare and Contrast** the UK and the Arctic
- **Recall** some of the countries in the Arctic circle
- **Reason** why polar bears live in the Arctic
- **Summarise** what it is like to live in the Arctic

National Curriculum Coverage

- Use basic geographical vocabulary to refer to physical and human features
- Use aerial photographs and plan perspectives to recognise landmarks
- Identify seasonal and daily weather patterns

Target Tracker statements

- Use basic geographical vocabulary to refer to key physical features
- Use basic geographical vocabulary to refer to key human features
- 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
- Name and locate the world’s seven continents and five oceans
- 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

SEN/D minimum expectations

Children to know where the polar regions are and what the temperature is like. With support, children can identify some animals that live in the Arctic.

High prior attainment and extension opportunities

Children to think about, discuss and reason whether they would like to visit the Arctic.



Objective

To know about the four seasons and how the world changes during these times

Enquiry

When is a good time to go on holiday?



Substantive Knowledge (Content)

- What are the names of the four seasons
- What the order of seasons are
- Which months of the year are linked to each season
- What is the weather like in each season
- How the seasons are different to each other

Prior Learning

EYFS

The children have begun to look at types of weather.

Y1

The children have begun to look at how things can change over time, observing the similarities and differences.

Future Learning

KS2

Children will explain about weather patterns in the UK and other parts of Europe.

Skills

Recognise	Name and point out who or what something is
Identify	Distinguish something or someone from others that may be similar
Describe	'Say what you see'. Give an account in words of something or someone
Observe	Identify and distinguish things that may potentially be more important than others
Select	Decide upon and choose that information considered most suitable or relevant
Categorise/Classify	Arrange information into particular groups according to shared qualities or characteristics
Sequence	Place a set of related events or things that follow each other into an order
Compare and contrast	Find similarities and differences
Recall	Remember and recount something learned

Concepts

Environment	The surroundings of a place in which a person, animal or plant lives and interacts.
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Sustainability	The extent to which a place can balance meeting the needs of its people
Diversity	The variety of the physical and cultural composition of the society of a place.

Key vocabulary

season	A period of time in the year
Spring	A season
Summer	A season
Autumn	A season
Winter	A season
months	A period of time such as January or June
weather	What is going on outside in the atmosphere

Assessment points

- **Recognise** the four seasons
- **Identify** the months linked to each season
- **Describe** the weather in each season
- **Sequence** the seasons in order
- **Compare and contrast** the four seasons, including the weather
- **Recall** some of differences between each season
- **Reason** when is a good time to go on holiday
- **Summarise** how the world changes during the seasons

National Curriculum Coverage

- Use simple fieldwork and observational skills to study the geography of their school and its grounds
- 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

Target Tracker statements

- Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment
- 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

SEN/D minimum expectations

Children to name the four seasons. With support, children can identify the four seasons and describe them in some detail.

High prior attainment and extension opportunities

Children to think about, discuss and reason what clothes shops should sell throughout the year.

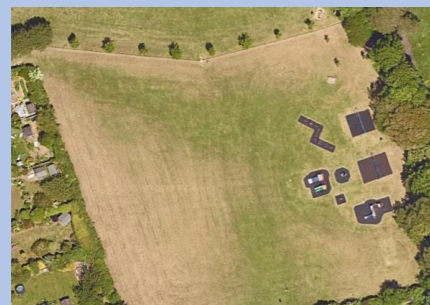


Objective

To be able to use simple fieldwork and observational skills to understand the geography of their local area (human and physical features).

Enquiry

What features are there in my local park?



Substantive Knowledge (Content)

- Know compass directions
- Know directional language
- Which features are human or physical
- How to create a map

Prior Learning

EYFS

Children have identified features in the school environment and positioned features on a basic map of the school. They have identified locations in the local environment on an aerial map of the school.

Y1

Children will look at the location of the school and will observe the area surrounding the school.

Future Learning

KS2

Children will enhance their locational knowledge by learning about grid references

Skills

Recognise	Name and point out who or what something is
Identify	Distinguish something or someone from others that may be similar
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Interdependence	The degree to which what happens in one place impacts on what happens in another.
Sustainability	The extent to which a place can balance meeting the needs of its people
Diversity	The variety of the physical and cultural composition of the society of a place.

Key vocabulary

location	Where something is
fieldwork	Going outside and learning about a place
aerial photo	A photo taken from the sky
human feature	Things like houses, roads and bridges. They have been built by people.
physical feature	Things like seas, hills and rivers are physical features. They are natural and would be here even if there were no people around.
compass	A tool for finding direction.
North / South / East / West	

Assessment points

- **Recognise** the four compass points
- **Identify** human and physical features
- **Describe** the location of features in the park
- **Compare and contrast** the park equipment with equipment in the school grounds
- **Recall** the route taken
- **Reason** why the park is a good place to visit
- **Summarise** how the park could be improved

National Curriculum Coverage

- Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.
- Use basic geographical vocabulary to refer to: key physical features & key human features
- Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
- 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

Target Tracker statements

- Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.
- Use basic geographical vocabulary to refer to: key physical features & key human features
- Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
- 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

SEN/D minimum expectations

Use simple maps of the local area. Use locational and directional language to describe the location of features and routes.

High prior attainment and extension opportunities

How can people help keep the park a place that people want to visit?

