

Progression of Knowledge in Geography

EYFS coverage	
Understanding of the world	People and communities
-	Ask what a place is like.
	Tell others what I like and dislike about a place.
	Use words and pictures to help me to describe places.
	Use books and stories to help me find out about places.
	Draw a place I am finding out about.
	The world
	Say what a type of building is e.g. shop, house, farm.
	Say what places are like using words and phrases such as built up, noisy, busy, quiet, farm land, hills, streets, roads, woods and coastline.
	Fieldwork
	Take photographs of the locality and take them back to the classroom.
	Keep a class weather chart throughout the year or unit of learning.
	Discuss photographs that have been taken to describe a place.
	Discuss how a place is similar/different e.g. This is a busy/built up/ farming/ seaside/countryside
	place, just like This is a quiet place butis a busy noisy place
	Suggest ways we could improve somewhere near the school.
	Discuss and know weather chart throughout the year or unit of learning.
	Ugandan Project focus- Growing in a school garden. Compared to Ugandan school gardens.

	KS1		Years 3 and 4		Years 5 and 6	
	Year A	Year B	Year A	Year B	Year A	Year B
			Subs	tantive Knowledge		
L o c a t i o n k n o w l e d g e	All topics Know the names of the continents and oceans using a map. Know where the UK is on a map and which continent it is on. Know where the place of study is and talk about its location.	All units Know the names of the 7 continents and 5 oceans. Describe continents using compass points. Know and discuss the country being studied and where it is in relation to the world.	RainforestKnow different areas of the world / continents and even countries have different climates.Know and give examples of where different climatic zones are and relate them to the equator and tropic lines.Know the cause of global warming.Know what changes should be made in own lives in response to this.Know solutions and discuss the consequences for the future of rainforests.Greece and UK Comparison	Mountains Know different areas of the world / continents and oceans. Know European countries and counties by using maps. Relate to 4 point compass directions. Know, discuss and describe where pictures are taken and defend e.g. a mountain top may be in Himalayas because there is a large mountain range there. Dartmoor Discuss and describe where pictures are taken and defend e.g. there might be a	Volcanoes and Earthquakes Know the names of the different hemispheres on a map. Know the 8 compass points to direct and locate using a compass and a map e.g. Spain is south west. Know the names of different countries/ continents in the Northern and Southern hemisphere. Know how to use 4 figure grid references.	 South America and Climatic zones Know the names of the different hemispheres on a map. Know the 8 compass points to direct and locate using a compass and a map e.g. Argentina is south west. Know the names of different countries/ continents in the Northern and Southern hemisphere. Know how to use 6 figure grid references. Know and use longitude and latitude. Identify and explain different views of people including themselves.

	Know the countries and climates and discuss the relationships between these and the countries. Know and record the different areas of Europe e.g. using map keys to identify mountainous areas, urban areas. Know physical and human features, draw conclusions, pose questions and use prior knowledge of map reading.	reservoir as there is a river.	Know some of the names and location of continental plates. Know the names and where some of the significant fault lines and volcanic zones are. Rivers Know the names of the different hemispheres on a map. Know the 8 compass points to direct and locate using a compass and a map e.g. Spain is south west. Know the names of different countries/ continents in the Northern and Southern hemisphere. Know how to use 4 figure grid references. Know the names and where significant	 Know and give reasons for the most appropriate map for different purposes e.g atlas to find a country, Google Earth to find a village. Know and decide on the best form of recording the different climate zones and relate them to continents and countries. North America and UK Know the names of the different hemispheres on a map. Know the 8 compass points to direct and locate using a compass and a map e.g. Florida is south west. Know the names of different countries/ continents in the Northern and Southern hemisphere. Know how to use 6 figure grid references. Know and use longitude and latitude. Identify and explain different views of people including themselves.
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					world rivers and UK rivers are located.	 Know and give reasons for the most appropriate map for different purposes e.g atlas to find a country, Google Earth to find a village. Know and discuss the differences between the countries in North America and then the USA. 		
	Disciplinary Knowledge							
	Local area Use maps and a globe to identify the continents and oceans and understand that both a map and a globe show the same thing. Locate the continent the country is on, using a paper map. Be able to identify the 4 countries and	Seaside Use the 4 Compass points N, S, E, W Seas surrounding the UK Use Locational language, name & locate: 7 continents & 5 oceans. Weather Use the language of North and South Poles, Equator, E.g. Focus: North & South Poles, Equator, oceans but revisit everything.	RainforestsUse and explain the term'climate zone'.Identify the differentclimate zones and relatethem to continents.Ask questions and findout what affects theclimate.Use maps to identifydifferent climate zonesand relate them to theequator and tropic lines .Discover the cause ofglobal warming and	Mountains Identify, name & locate: 7 continents & 5 oceans. Build on prior knowledge of European countries and counties by using maps. Relate to 4 point compass directions. Use the 4 Compass points N, S, E, W Seas surrounding the UK Study maps to make assumptions about the different areas of the	Volcanoes and Earthquakes Identify the different hemispheres on a map. Use the compass points N, NE, E, SE, S, SW, W, NW to direct and locate using a compass. Locate and label different countries/continen ts in the Northern and Southern hemisphere. Use atlases/maps to describe	South America and Climatic Zones Identify the different hemispheres on a map. Use the compass points N, NE, E, SE, S, SW, W, NW to direct and locate using a compass. Locate and label different countries/continents in the Northern and Southern hemisphere. Raise questions about the different hemispheres and make predictions on how they think life will be different in the two hemispheres.		

cities.points N, S, E, W Seas surroundingimplications.keys to identify mountainous areas.using 4 figure grid references.Locate a country/areathe UKUse Locational language, name & locate: 7 continentsDiscuss and give reasoned and informed solutions and discuss the rounsequences for the future of rainforests.Identify hilliest areas and discuss the rivers they think are the langest.Locate continental plates.Use simple compass directions (North, South, features on a map.& 5 oceans.Discuss and give reasoned and informed solutions and discuss the future of rainforests.Identify hilliest areas and discuss the rivers they think are the langest.Locate continental plates.Usanda and UK Comparison Use maps and globes to locate the UK.Study maps to make assumptions about the different areas of Europe e.g. using map keys to identify mountainous areas.Study maps to make assumptions about the different areas of Europe e.g. using map keys to identify mountainous areas.Discuss and give reasoned and informed solutionsBe able to identify the 4 countries and label the capital cities.Identify hilliest areas and flattest areas as well as decide which rivers they think are the largest.Discuss and give reasoned and informed solutionsStudy some pictures of different parts of the world (e.g. top of a mountain, on the banks of a river, on a farm.BiversLocate and map.Use maps and globes to locate countries and label the capital cities.Identify hilliest areas and flattest areas as well as dec	Use 6 figure grid references
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Be able to identify the 4 countries and label the capital cities.identify mountainous areas, urban areas.knowledge of UK countries and counties by using maps. Relate to 4 point compass directions.countries/continen ts in the Northern and Southern hemisphere.Use atlases/maps to describe and locate rivers using 4 figure grid	figure grid references.
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countries and label the capital cities.	Locate the Equator on a map,
label the capital cities.Identify hilliest areas and flattest areas as well as decide which rivers they think are the largest.Identify hilliest areas areas as 	atlas and globe and draw
label the capital cities.Identity ninest areas and flattest areas as well as decide which rivers they think are the largest.directions.Use atlases/maps to describe and locate rivers using 4 figure grid	conclusions about the climates of
well as decide which rivers they think are the largest. Use the language of 'north', 'south', using 4 figure grid	countries on the Equator and on
rivers they think are the largest. Use the language of and locate rivers using 4 figure grid	the tropics.
largest. 'north', 'south', using 4 figure grid	Locate South American largest
	urban areas on a map and use
	geographical symbols e.g.
countries to	contours to identify flattest and
'north', 'south',	hilliest areas of the continent.
'east', 'west' to relate Use maps to locate	
countries to each other.	

	Using maps, locate the Equator, the Tropics of Cancer and Capricorn. Consider the countries and climates that surround these lines and discuss the relationships between these and the countries. Critically study photographs - do they think these were taken close to the Equator or further away. Look at maps, pictures and other sources to identify similarities and differences between a UK region and Greece. Compare physical and human features, draw conclusions, pose questions and use prior knowledge of map reading.	Identify hilliest areas and flattest areas as well as decide which rivers they think are the largest. Study some pictures of different parts of Dartmoor (e.g. tor, a river, farm, settlement). Match key landmarks to the country (other National Parks) and then Dartmoor and make suggestions as to how landmarks affect a country (tourism, economy etc) e.g	the UK e.g. rivers, mountains, large cities. Label counties, cities, mountains and rivers.	Ask questions e.g. what is this landscape like? What is life like there? Study photos/pictures/maps to make comparisons between locations. Identify the different climate zones and relate them to continents and countries. North America and UK Identify the different hemispheres on a map. Use the compass points N, NE, E, SE, S, SW, W, NW to direct and locate using a compass. Locate and label different countries/continents in the Northern and Southern hemisphere. Raise questions about the different hemispheres and make predictions on how they think life will be different in the two hemispheres. Use 6 figure grid references to identify countries in North America and cities, rainforests, the main mountain ranges and the
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			 longest rivers. Understand how these features may have changed over time. Select the most appropriate map for different purposes e.g atlas to find a country, Google Earth to find a village. Use maps to identify longitude and latitude. Confidently use maps, globes and Google Earth. Use atlases/maps to describe and locate places using 6 figure grid references. Locate the Equator on a map, atlas and globe and draw conclusions about the climates of countries on the Equator and on the tropics. Study maps of North America and then the USA to identify regions. Compare and contrast these regions.
	Subs	tantive Knowledge	

Ρ	Local area	Seaside	Rainforest	Mountains	Volcanoes and	South America and Climatic
I	Ask geographical	Know basic	Know where rainforests	Know where specific	Earthquakes	Zones
۵	questions e.g.	physical	biomes are on maps.	mountains and mountain	Know where volcanoes	Know how and why a South
с	What is it like to	geographical	Know and give ideas on	chains are located.	and earthquakes	America biome and
e	live in this place?	features,	Amazon rainforest to be		occur.	Arctic zones can have
κ	How is this place	including: beach,	able to record knowledge	Know that the		similarities as well as the
n	different to	cliff, shore, sand,	of -climate, the habitats,	weather in mountain	Know that time zones	differences.
0	where I live?	water, and	the plant and animal types	areas can be different.	in other countries and	
w		coastline.	and how people live in the		in some cases change	Know and make judgements on
I	Know that places		rainforest.	Discuss and give	through a country or	the climates of given countries
e	are different,	Weather		reasons about what	continent.	in the world and relate this to
d	even within their	Know which	Know time zones are	affects the climate.		knowledge of the hemispheres,
g	own city.	language would be	different in different	Are all mountain	Know that countries	the Equator and the Tropics.
e		best to describe	areas of the world.	climates the same?	and settlements,	
	Discuss pictures	similarities and			particularly in	Know and record comparisons
	to show how	differences	Know what life in the	Know that different	relation to the	of time zones of a chosen
	understanding	between the	Amazon rainforest is like	mountain areas have	volcanoes and	country compared to the South
	of how places	features of the		different climates.	earthquakes can be	America and Arctic zones.
	are different.	two localities,	Give comparisons to life		greatly affected.	
		relating them to	in the UK and consider	Know and give		
	Express own	climates.	h ow life in the UK may be	examples of what life,		North America and UK
	views about a		similar.	settlements and	<u>Rivers</u>	Know and discuss and decide
	place, people and			vegetation in the	Know, discuss and	how to record the key physical
	environment.		Know how the rainforest	mountain regions.	decide how to record	and human characteristics.
			may be linked to us e.g.		where significant	Relate these features to the
	<u>Uganda and UK</u>		trade.	<u>Dartmoor</u>	rivers are in the UK	locality e.g. population sizes near tourist landmarks/rivers,
	<u>Comparison</u>		Locate other rainforests	Know where National	and world.	transport links to mountains.
	Know and		using Google earth and	Parks are and why they		
	geographical		maps, identifying patterns	are important.	Know how these	Know and record comparisons
	questions e.g.		in their location.		rivers are similar and	of time zones of a chosen
	What			Know and give	different.	country compared to the North
	is it like to live in		<u>Greece and UK</u>	examples of what life,		America and Arctic zones.
	this place? How		<u>Comparison</u>	settlements and	Know and discuss and	
	is this place		Know and discuss	vegetation on Dartmoor	decide how to record	Know the major man or natural
	different to		different parts of Europe	through a variety of	reasons for	made features in the USA e.g.
	where I live?		(e.g. mountain ranges,	sources.	settlements	Statue of Liberty, Golden Gate
	How is the		rivers, cities, seas.		developing around	Bridge, Grand

weather different? How are lifestyles different? Express own views about a place, people and environment. Know and give detailed reasons to support own likes, dislikes and preferences.		Name and know key landmarks to the country and make suggestions as to how landmarks affect a country. Know time zones are different in different areas of the world Know the main trade and economy in Greece and compare it to the UK. Know that not all countries are as developed or wealthy as others. Know that some settlements vary in relation to the size and wealth.		rivers and how the settlements are effected over time. Know and give reasons why UK local or national river and one aboard are different in terms of form and usage.	Canyon, Yosemite National Park, The White House etc. and relate to UK landmarks. Know the importance and value of the tourism industry in these areas. Know and discuss and decide how to record features of the USA and UK e.g. rivers, mountains, large cities. Know the answers to Geographical questions e.g. How was the land used? How has it changed? What made it change How is land use different in th USA compared to the UK? What is different culturally?
		Disc	iplinary Knowledge		
Local Area Locate a country/county/c ity studied on a map. Study pictures/videos of a locality.	Seaside Use basic geographical vocab to refer to key human features, including: beach, cliff, shore, sand, water, and coastline.	Rainforests Understand the term 'biome'. Use knowledge of this term to make suggestions for places in the world which may be biomes.	<u>Mountains</u> Label countries, cities, mountains and rivers. Use maps to locate specific mountains and mountain chains.	Volcanoes and Earthquakes Locate places in the world where volcanoes and earthquakes occur. Look at settlements, particularly in relation to the	South America and Climatic Zones Locate the major cities of the world and draw conclusions as to their similarities and differences. Make comparisons between th a South America biome and

Uganda and the UK Use geographical questions e.g. What is it like to live in this place? How is this place different to where I live? How is the	Weather Identify hot & cold areas of the world in relation to Equator & North & South Poles Use basic geographical vocab to refer to key physical features including: beach,	Once the children are aware that the main types are tundra, desert, grassland and rainforest. Children to use maps to locate areas they think may be biomes e.g. very green areas could be rainforests, flat pale ones could be deserts etc. Ask guestions about	Use and explain the term 'climate zone'. Understand the term 'biome'. Identify the different climate zones and weather in mountain areas. Ask guestions and	volcanoes and earthquakes - what conclusions can be drawn? Conclusions e.g. make comparisons between locations using photos/pictures, relation to tectonic plate and location of volcano or fault line in different locations	Arctic zones, discussing with classmates the similarities as well as the differences. Explain the climates of given countries in the world and relate this to knowledge of the hemispheres, the Equator and the Tropics. Discuss and compare time zones of a chosen country compared to
weather different? How are lifestyles different?	coast, forest, mountain, desert, artic, season: weather.	global warming. Discuss and compare the climate zones of the UK	find out what affects the climate. Are all mountain climates the same?	and population numbers. Discuss and compare time zones of	the UK and Arctic zones.
Study pictures/videos of two differing localities, one		and relate this knowledge to the weather in the local area.	Use maps to identify different climate zones and see if they link to mountain areas.	different regions compared to the UK. <u>Rivers</u>	Locate the key physical and human characteristics. Relate these features to the locality e.g. population sizes near
in the UK and one in a contrasting Non-European		Discuss and compare time zones of a chosen rainforest compared to the UK.	Study life and vegetation in the mountain regions through primary	Locate significant rivers in different places. Look at settlements,	tourist landmarks/rivers, transport links to mountains. Discuss and compare time zones of a chosen country compared to
country Study pictures of the localities in the past and in the present and ask 'How has it channed of		Defend reasoning using knowledge of maps. Focus on Amazon rainforest - identify the climate, the habitats, the plant and animal types and how people live in the rainforest.	sources. <u>Dartmoor</u> Label counties, towns, National Parks, tors and rivers. Use maps to locate specific National Darks	particularly in relation to the rivers studied – what conclusions can be drawn? Conclusions e.g. make comparisons between locations using photos/pictures,	the UK and Arctic zones. Locate the major man made features in the USA e.g. Statue of Liberty, Golden Gate Bridge, Grand Canyon, Yosemite National Park, The White House etc. and relate to UK landmarks.
changed?'		Study life in the Amazon rainforest through	Parks.	relation to the position of the river	Reflect on the importance and value of the

Draw pictures to	primary sources -	Ask guestions and	in different locations	tourism industry in these areas.
show how places	recounts/photographs,	find out what	and population	Tourism industry in mese dreas.
are different and	and ask questions, make	affects the climate.	numbers.	Use maps to locate features of
write	comparisons to life in the	Are all National Park	numbers.	the USA and UK e.g. rivers,
comparati	UK and consider how life	climates the same?	Compare a UK local or	mountains, large cities.
vely to	in the UK may be similar.	climates the same?	national river and one	mourrains, la ge erres.
show the	in the OK may be similar.	Use maps to identify	aboard.	Explain and defend which are
difference		different climate	aboura.	physical and which are human
		zones and see if they	Compare international	features.
		link to Dartmoor.	rivers.	
	Crease and LIK	TINK TO DURIMOOR.	rivers.	Label counties, cities, mountains
	<u>Greece and UK</u>	Cturder life and		and rivers.
	<u>Comparison</u>	Study life and		
	Study some pictures of	vegetation on		Study photographs and maps of
	different parts of Europe	Dartmoor through		different locations in the USA
	(e.g. top of a mountain, on	primary sources.		and UK.
	the banks of a river, on a			
	farm.			Ask Geographical questions e.g
				How was the land used? How has
	Match key landmarks to			it changed? What made it
	the country and make			change? How is land use
	suggestions as to how			different in the USA compared
	landmarks affect a			to the UK? What is different
	country (tourism,			culturally?
	economy etc) e.g Greek			
	Islands generates a lot of			
	revenue through tourism.			
	Athens has great			
	historical significance and			
	landmarks. Relate to UK			
	landmarks.			
	Discuss and compare			
	time zones of a country			
	compared to the UK.			
	Identify main trade and			
	economy in			

			Greece and compare to the UK. Look at settlements, particularly in relation to the size and wealth.			
H			Subs	tantive Knowledge		
m a n a n d P h y s i c a l L o c a l	Local Area Know that buildings are used for different purposes e.g. shop, house, farm. Know different language relating to what places are like using words and phrases such as built up, noisy, busy, quiet, farm land, hills, streets, roads,	Seaside Know different language relating to what places are like using words and phrases such as built up, noisy, busy, quiet, such as, beach, cliff, sand, shore, water and coastline. <u>Weather</u> Know and explain (UK & local scales. E.g. What's the weather like today? What about in other parts of the UK or world?	RainforestsKnow the differentlayers of a rainforestand discuss whatmight be found there.Know about what goodsare traded around theworld and to the UK.Know why fair trade isimportant for lessdeveloped countries. Givereasons for fair trade.Greece and UKComparisonKnow settlements overtime.	Mountains Know where mountains and mountain chains occur. Understand and be able to communicate in different ways the cause of mountains and the process that forms them. Know and give examples of how mountains affect human life e.g. settlements and spatial variation. Dartmoor	Volcanoes and Earthquakes Know and explain the different ways that tectonic plates meet/join and what tectonic activity occurs as a result. Know and explain using the correct vocabulary the cause of volcanoes and the process that occurs before a volcano erupts. Know and explain using the correct	South America and Climatic Zones Know and explain the different ways key aspects of: Climate zones, biomes, vegetation belts. Know, explain and decide on the best form of recording different physical and human features in the studied countries and compare and contrast them. Know, explain and decide on the best form of recording a climatic zones, rainforests, mountains and rivers. Know and discuss trade links around the world based on

a n d G I o	woods and coastline <u>Uganda and UK</u> <u>Comparison</u> Know that places	E.g. Polar Regions Antarctica and deserts. Express opinions about the seasons	Know about a settlement of study: What resources were used? Why were they used? Why were their settlements so different?	Know and be able to communicate in different ways the cause of tors and the process that forms them.	vocabulary the stages of an earthquake. Know and raise questions about the effects of volcanoes	chosen items produced in a South American country e.g. coffee, chocolate, bananas. Know why the promotion of ethically sound trade is
b a	are different from their own	and relate the changes to changes	What tools were available? What was the purpose of	Know how Dartmoor	and earthquakes. Discuss how volcanoes	important for developing countries.
ĩ	city and country.	in clothing and	the settlements?	has changed during	affect human life e.g.	What are our main export
S	,	activities e.g. winter		the historical periods	settlements and	businesses? Which countries do
с	Know different	= coat, summer = t-	Know how different	studied. Look at land	spatial variation.	we trade with most? What may
a	language relating	shirts.	countries/settlements	use in the same area	F ormlain and defend	be the reasons for this? Why
ı e	to what places are like using	Know that seasonal	have changed/developed over time.	today and consider how and why this has	Explain and defend which are physical	do we need to import from elsewhere?
S	words and	& daily weather		changed.	and which are human	Where does it not? What
	phrases such as	patterns change.			features.	conclusions can be drawn?
	built up, noisy,				Divers	North America and UK
	busy, quiet, rural, less developed, poorer, wealthier, city, village, farm land, hills, mountains, islands, waada/umalaa.and	Know about the weather in other parts of the UK and around the world E.g. Polar Regions Antarctica and deserts.			<u>Rivers</u> Understand and be able to communicate in different ways using the correct vocabulary the water cycle.	North America and UK Know, explain and decide on the best form of recording which are physical and which human features are. E.g counties, cities, mountains, National parks and rivers etc.
	woods/jungles and coastline.	Know and use basic geographical vocabulary to refer to: key physical features, including: desert, artic, coast, forest/jungle etc			Understand and be able to communicate in different ways, using the correct vocabulary for each stage of the process of a river's formation. Explain and defend which are physical and which are human	Know, explain and decide on the best form of recording answers to geographical questions e.g. How was the land used? How has it changed? What made it change? How is land use different in the USA compared to the UK? What is different culturally? Know, explain and decide on the best form of recording the major man made or

				features along a river. Know and discuss how water affects the environment, settlement and the need for environmental change and sustainability. Know how river use has changed over time.	 natural features in the USA e.g. Statue of Liberty, Golden Gate Bridge, Grand Canyon, Yosemite National Park, The White House etc. and relate to UK landmarks. Know the importance and value of the tourism industry in these areas.
		Disci	iplinary Knowledge		
Local Area Identify what a type of building is e.g. shop, house, farm. Use simple language to describe what places are like using words and phrases such as, farm land, hills, streets, roads, woods and coastline. Uganda and the UK	Seaside Use simple language to describe what places are like using words and phrases such as, beach, cliff, sand, shore, water and coastline. Weather Use both maps and globes, identify the coldest places in the world - The North and South pole, related to their	RainforestLook at pictures and labelled diagrams of different layers of a rainforest. Produce own pictures and labelled diagrams.Identify trade links around the world based on a few chosen items e.g. coffee, chocolate, bananas.Discover where food comes from.Discuss and debate fair trade. Investigate the facts and join in a reasoned discussion.	Mountains Locate places in the world where mountains and mountain chains occur. Draw diagrams, produce writing and use the correct vocabulary for each stage of the process of mountain's formation. Ask and answer questions about the effects of mountains e.g. settlement, climate, vegetation, economy (tourism).	Volcanoes and Earthquakes Understand and be able to communicate in different ways that tectonic plates meet/join and what tectonic activity occurs as a result. Understand and be able to communicate in different ways the cause of volcanoes and the process that occurs before a volcano erupts.	South America and Climatic Zones Understand and be able to communicate key aspects of: Climate zones, biomes, vegetation belts. Locate and record different physical and human features in the studied countries and compare and contrast them. Link previous learning of climatic zones, rainforests, mountains and rivers. Ask and answer the following geographical questions: Identify trade links around the world based on a few chosen

Locate where	Make predictions		Dartmoor	Draw diagrams,	items e.g. coffee, chocolate,
Uganda and the	about where the	Generate solutions and	Look at pictures	produce writing and	bananas.
UK are.	hottest places in the	promote ethically sound	and labelled	use the correct	
	world are? Children	trade.	diagrams of	vocabulary for each	Generate solutions and promote
	to identify the		different	stage of the process	ethically sound trade.
Use simple	, equator	<u>Greece and UK</u>	historical	of volcanic eruption.	What are our main export
language to	and locate the	<u>Comparison</u>	settlements over	Ask and answer	businesses? Which countries do
describe what	places on the	Look at pictures and	time (Bronze Age,	questions about the	we trade with most? What may
places are like	' Equator which are	labelled diagrams of	Victorian). Produce	effects of volcanoes.	be the reasons for this? Why
and how they are	the hottest.	different historical	own pictures and	Discuss how volcanoes	do we need to import from
different: using		settlements over	labelled diagrams.	affect human life e.g.	elsewhere?
words and	Ask questions	time. Produce own	5	settlements and	Where does it not? What
phrases such as,	about the weather	pictures and labelled	Ask and answer	spatial variation.	conclusions can be drawn?
rural, city, village,	and seasons.	diagrams.	questions through own		
farm land, hills,			knowledge and self-	Draw diagrams,	
mountains,	Observe and	Ask and answer questions	conducted research:	produce writing and	North America and UK
islands,	record e.g. draw	through own knowledge	What resources were	use the correct	Explain and defend which are
woods/jungle and	pictures of the	and self- conducted	used? Why were they	vocabulary for each	physical and which are human
coastline.	weather at	research: What resources	used? Why were their	stage of the process	features.
	different times of	were used? Why were they	settlements so	of an earthquake.	Descende counting siting
	the year or keep a	used? Why were their	different? What tools		Research counties, cities, mountains, National parks and
	record of how many	settlements so different?	were available? What		rivers etc.
	times it rains in a	What tools were available?	was the purpose of the	<u>Rivers</u>	
	week in the winter	What was the purpose of	settlements?	Draw diagrams,	Study photographs and maps of
	and a week in the	the settlements?		produce writing and	different locations in the USA
	summer.		Study maps of	use the correct	and UK.
		Study maps of	historical settlements	vocabulary for each	
		settlements.	(e.g. Bronze Age).	stage of the water	Ask Geographical questions e.g.
				cycle.	How was the land used? How has
		Draw conclusions about	Draw conclusions		it changed? What made it
		the location of the	about the location of	Draw diagrams,	change? How is land use
		settlements based on	the settlements based	produce writing and	different in the USA compared
		prior knowledge.	on prior knowledge.	use the correct	to the UK? What is different
			Compare with current	vocabulary for each	culturally?
		Compare with current	maps and make	stage of the process	carrarany?
		maps and make	suggestions about	of a river's formation.	Research the major man made
			change.		or natural features in the USA

			suggestions about change. Study how land in the local area was used during the historical periods studied. Look at land use in the same area today and consider how and why this has changed. Identify main economies in the immediate area. Compare with trade in the past. Why has this changed?	Study how land in the local area was used during the historical periods studied. Look at land use in the same area today and consider how and why this has changed. Identify main economies in the immediate area. Compare with trade in the past. Why has this changed? Draw diagrams, produce writing and use the correct vocabulary for each stage of the process of tor's formation.	Use the language of rivers e.g. erosion, deposition, transportation. Explain and present the process of rivers. Compare how river use has changed over time and research the impact on trade in history. Research and discuss how water affects the environment, settlement, environmental change and sustainability.	e.g. Statue of Liberty, Golden Gate Bridge, Grand Canyon, Yosemite National Park, The White House etc. and relate to UK landmarks. Reflect on the importance and value of the tourism industry in these areas.
G e			Subs	tantive Knowledge		-
e ographical	Local Area and Uganda and the UK Know how to make maps, devise basic symbols, fieldwork, E.g. How is where we live different to	Seaside and Weather Know how is where we live different to? And why? What do maps tell us? How do I use an atlas?	<u>All units</u> Know and give comparisons of pictures of different countries and settlements and compare and contrast. Know how to use maps (including OS maps), atlases, globes, digital	<u>Mountains</u> Know and be able to give comparisons of pictures of different countries and settlements and compare and contrast. Know how to use maps (including OS maps),	<u>Volcanoes and</u> <u>Earthquakes</u> Know and use 8 compass directions N, NE, E, SE, S, SW, W, NW to describe points on a map.	<u>All units</u> Know how to find human and physical features on a map and use: compass direction, longitude and latitude and 6 figure grid references. Know, explain and decide on the best form of recording a human and physical features e.g. number of the population.

S k I s a n d	And why? What do maps tell us? Begin to ask questions. How do I use an atlas? Know how to create a map to	Know how to create a map to direct others which uses a key and includes the main physical and human features. Mapping- see GA	mapping, measure, record and communicate using a range of methods including maps, plans, graphs, writing at length. Know recognised symbols to mark out local areas of	atlases, globes, digital mapping, measure, record and communicate using a range of methods including maps, plans, graphs, writing at length	Know and compare some of the different countries/continen ts and tectonic plates in the Northern and Southern hemisphere.	Temperature, highest mountain etc. Know, explain and decide on the best form of recording the effects of environmental change on themselves and others. Mapping- see GA progression in
d Field Work	create a map to direct others which uses a key and includes the main physical and human features. Mapping- see GA progression in mapping	Mapping- see GA progression in mapping	Apply knowledge Mapping- see GA progression in mapping	length. Know recognised symbols to mark out local areas of interest on own maps. Apply knowledge Mapping- see GA progression in mapping Dartmoor Know how to use a range of maps (including OS maps), atlases, digital mapping, measure, record and communicate using a range of methods including maps, plans, graphs, writing at length. Know how to use grid	Know four figure grid references, using them to locate and describe them. Study pictures of the earthquakes and volcanoes and compare and contrast the different types. Select a method to present the differences between different earthquakes and volcanoes Rivers Know and record evidence of past river use by visiting the location. Know what field	mapping

			Know recognised symbols to mark out local areas of interest on own maps. Apply knowledge Mapping- see GA progression in mapping	features are relevant. Know four figure grid references, using them to locate and describe them. Know and discuss a visited river and explain the human and physical features studied. Know that transport and use of a river changes over time. Know how to record the measurements of a rivers width/depth. Mapping- see GA progression in mapping	
		Disci	plinary Knowledge		
Local Area Observe and record the features around the school e.g. the different types of plants, the animals seen	Seaside and Weather Observe and record information about the local beach area e.g. how many shops there	<u>All units</u> <u>Study pictures</u> of different countries and settlements and compare and contrast. Locate, describe, explain using maps (including OS	<u>Mountains</u> Children make sketches/notes of mountains and then create a map to direct others which uses a key and includes the main	<u>Volcanoes and</u> <u>Earthquakes</u> Study maps and aerial photographs and use 8 compass directions N, NE, E, SE, S, SW, W, NW	South America and Climatic Zones Identify human and physical features on a map and use: compass direction, longitude and latitude and 6 figure grid references, using them to locate and describe them.

by the river compared to the animals seen on the road, the different amounts of traffic on different roads. Children to take photos of interesting things in the local area and explain what the photos show. On a walk in the local area, children to pick things up e.g. a stick, stone, leaf etc and use them to create memory maps to show the journey. Make a simple map. Study aerial photographs of the school and label it with key features e.g. school, church, park, shops.	are there close to the school. Children to take photos of interesting things in the local area and explain what the photos show. On a walk in the beach area, children to pick things up e.g. a stick, stone, leaf etc and use them to create memory maps to show the journey. Study aerial photographs of the	ng, measure, ommunicate of methods os, plans, ng at length. Study maps and aerial photographs and use simple compass directions (North, South, East and West) and locational and directional language	and locational and directional language to describe the location of features and routes on a map. Study the different countries/continen ts in the Northern and Southern hemisphere and state which tectonic plates are located there. Identify tectonic features on a map and use four figure grid references, using them to locate and describe them. Study pictures of the earthquakes and volcanoes and compare and contrast the different types. Select a method to present the different earthquakes and volcanoes	Collate the data collected and record it using data handling software to produce graphs and charts of the results. Ask Geographical questions e.g. how are areas studied are different? What are the physical differences? What are the human differences? Undertake research on human and physical features e.g. number of the population. Temperature, highest mountain etc. Form and develop opinions e.g. Do the pupils like/ dislike the country studied Make suggestions and reflect on own beliefs. Which country do the pupils prefer? What changes/ improvements would they make to either environment? Report on the effects of environmental change on themselves and others. Carry out a role-play where pupils look at the issue of environmental change e.g deforestation from different viewpoints, making presentation to represent different points o

Look at a simple	Create an aerial	e.g. tables to collect	Identify rivers on a	debate for the best way to
map of the local	map of the	data.	map and use four	improve the issue. Select
area and	beach/seaside		figure grid	methods for collecting,
identify the	area.	Present data in an	references, using	presenting and analysing data
things they		appropriate way using	them to locate and	Analyse evidence and draw
know and have	Children to make	keys to make data	describe them	conclusions
seen.	suggestions for the	clear.		
	cause of the		Look for evidence	Be aware of own responsibility
Children make	differences.	Draw conclusions from	of past river use by	in the world
sketches/notes	Communicate	the data.	visiting the location.	
of their trip	findings in			North America and UK
around the area	different ways e.g.		Make field	Identify human and physical
of the school	reports,		notes/observational	features on a map and use:
create a map to	graphs,		notes about land	compass direction, longitude and
direct others	sketches,		features.	latitude and 6 figure grid
which uses a key	diagrams,			references, using them to locate
and includes the	pictures.		Visit a river, locate	and describe them.
main physical			and explain the	
and human	Children make		features.	Collate the data collected and
features.	sketches/notes of			record it using data handling
	their seaside trip		Take photographs to	software to produce graphs
<u>Uganda and UK</u>	to the river and		support findings e.g.	and charts of the results.
<u>Comparison</u>	then create a map		showing different	
Study maps and	to direct others		transport used in the	Ask Geographical questions
aerial	which uses a key		area today which	e.g. how are areas studied are
photographs and	and includes the		would not have been	different? What are the
use simple	main physical and		used during Victorian	physical differences? What are
compass	human features.		times/past. (Possible	the human differences?
directions			link to History and	
(North, South,			Isambard Kingdom	Undertake research on human
East and West)			Brunel)	and physical features e.g.
and locational and				number of the population. Temperature, highest mountain
directional			Study pictures of the	etc.
language to			river in Victorian/past	
describe the			times and compare	Form and develop opinions e.g.
location of			and contrast.	Do the pupils like/ dislike the
			(Possible link to	country studied. Which country

features and routes on a map.		History and Isambard Kingdom Brunel).	would they prefer to live in and why?
Draw own maps of the countries; use and construct basic symbols in a key.		Select a method to present the differences in transport in the area today compared to the past. (Possible link to History and Isambard Kingdom Brunel).	
		Record measurement of river width/depth.	