Hazelwood Schools

Geography

Knowledge and Skills Progression

Hazelwood Schools Geography Knowledge and Skills Progression

Locational Knowledge	
EYFS	
Nursery	**Reception**
• Locate places and resources in Nursery. • Beginning to have an awareness that there are other countries in the world.	• Describe my own environment and local area. • Describe the immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Know our school is on Hazelwood Lane in Palmers Green.

Locational Knowledge

All pupils develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes

KS1		KS2			
Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
<u>United Kingdom</u> • Name and locate the four countries and capital cities of the United Kingdom. • Name and locate the surrounding seas of the United Kingdom. • Identify the main characteristics of the four countries and capital cities of the United Kingdom.	<u>Our World</u> • Name and locate the world's seven continents, five oceans, Equator, North and South Poles, hot and cold areas in relation to the Equator and North and South Poles. <u>Around Palmers Green</u> • Locate Palmers Green on a UK map. • Identify and locate Palmers Green's landmarks.	<u>Rivers</u> • Name/locate on a map/digital map the River Indus (its source, course and mouth). <u>Mountains</u> • Name/locate on a map/digital map the highest mountain in each of the four countries of the UK, as well as mountain ranges and mountainous regions. <u>Settlements and cities</u> • Name/locate on a map/digital map major cities in UK (recap rivers – how are the cities linked to	<u>The Rhine and the Mediterranean</u> • Name/locate on a map/digital map the River Rhine (its source, course and mouth) and the cities built along it, including major cities Cologne and Rotterdam. • Name/locate the Mediterranean Sea on a map/globe/digital map (introduce term 'peninsula') and identify the bordering countries. • Name/locate the Suez Canal on a map/globe/digital map.	<u>Why is California so thirsty?</u> • Name and locate the state of California in the United States of America (North America) and its key features in relation to water e.g. rivers, lakes, reservoirs, using thematic maps. <u>Oceans</u> • Locational framework – ○ world oceans ○ seas in Europe <u>North and South America</u> • Building locational framework for North and South America. • Name/locate different countries in North and South America, using lines of latitude and eight-point compass directions for reference	<u>North and South America</u> • Building locational framework for North and South America. • Name/locate different countries in North and South America, using lines of latitude and eight-point compass directions for reference <u>Interconnected Amazon</u> • Name and locate countries in South America where soy beans are exported from Bolivia. • Identify the border of Bolivia and its neighbouring countries. <u>Ethiopia</u> • Name and locate Ethiopia within the continent of Africa

		the rivers?) and land-use patterns. <u>Volcanoes</u> • Name/locate on a map/digital map the volcano, Mount Etna in Sicily, and identify and describe how it is part of a pattern of volcanoes in this region. <u>Climate and Biomes</u> • Introduce the concept of latitude. • Name/locate countries within the continent of Europe using maps.	<u>Coastal Processes and Landforms</u> • Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (coasts and rivers). <u>Tourism</u> • Name and locate Llandudno (seaside town in North Wales) on a map/digital map using compass directions. • Name and locate Spain on a map/globe/digital map in relation to other key places using compass directions. <u>Earthquakes</u> • Name and locate New Zealand and the city of Christchurch on a map/globe/digital map using geographical language.	<u>Interconnected Amazon</u> • Name and locate countries in South America where soy beans are exported from Bolivia. • Identify the border of Bolivia and its neighbouring countries.	(introduction only as this continent is a focus in KS3)

			<u>Deserts</u> • Describe the global distribution of deserts using a world map.		

Place knowledge	
EYFS	
Nursery	**Reception**
• Talk about what I see in my own environment (school and home). • Talk about my home and the places that I know like the park, the shops, the library.	• Describe my own environment and local area. • Describe another environment e.g. desert, Arctic etc • 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**. (ELG)** • Identify places important to our community – library, shops, bank, parks.

Place knowledge All pupils develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes					
KS1		**KS2**			
Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
<u>Local area – Palmers Green</u> • Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (Palmers Green vs. Walton-on-the-Naze).	<u>My Place, Your Place</u> • Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (Enfield), and of a small area (Dadar, Mumbai) in a contrasting non-European country (India). <u>London</u> • Studying the human and physical geography of London.	• Understand geographical similarities and differences between places through the study of human and physical geography of a region of the United Kingdom (Wales and London) and a region in a European country (The Mediterranean). • Develop an awareness of how places relate to each other. <u>Rivers</u> • Depth focus: The River Indus – its source, course, uses and some of its environmental challenges. Depth focus: The River Severn – builds sense of place (and so prepares for later work on agriculture and Wales). Wildlife in the	• Understand why there are geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (Wales and London) and a region in a European country (The Rhine, The Mediterranean, The Alps) and compare them to other regions previously studied. <u>The Rhine and The Mediterranean</u> • Cologne and cities on the Rhine. • Rotterdam and the mouth of the Rhine.	• Investigate and analyse the geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (Wales and London), a region in a European country (The Alps) and a region within North or South America (California, USA) and compare them to other regions previously studied. • Suggest and evaluate reasons for geographical similarities and differences between locations. <u>Why is California so thirsty?</u> • Depth focus on California (region in North America), continuing natural resources	• Investigate and analyse the geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (Wales and London) and a region in a European country (The Alps) and a region within North or South America (California, USA) and compare them to other regions previously studied. • Formulate and evaluate reasons for geographical similarities and differences between locations, drawing upon evidence to support conclusions.

		River Severn, fishing, local agriculture, pollution problems.
		
		<u>Mountains</u>
		• Depth focus: Andes and terraced farming.
		• Depth focus: Snowdonia (in preparation for Wales – see Cardiff in Spring 1).
		
		<u>Settlements & cities</u>
		• Two cities: Cardiff and London, inc economy & transport.
		• How is London shaped by the River Thames?
		• London as a conurbation and London boroughs
		• How do people move about in Cardiff?
		• How do people move about in London? (e.g. Tube map).
		• Patterns of settlement in Cardiff and London.
		
		<u>Agriculture</u>
		• Sheep farming in Wales – Snowdonia.
		
		<u>Volcanoes</u>
		• Deepen Mediterranean theme via Mount Etna and human settlements around it.
			• Mediterranean Sea (introduce term 'peninsula')
			• Suez Canal
			
			<u>Population</u>
			• Depth focus: Multi-ethnic London.
			• Depth focus: Multi-ethnic Cardiff.
			• Welsh language and culture, effect of changing demographics
			• Welsh or British? Idea of national identity
			
			<u>Coastal Processes and Landforms</u>
			• Depth focus: West Wales
			
			<u>Tourism</u>
			• Depth focus: Llandudno, Wales – a seaside town. *(Link back to coastal processes in previous unit).*
			• Skiing holidays in the Alps.
			• Sunshine holidays in Spain.
			
			<u>Earthquakes</u>
			• Depth focus: The Christchurch earthquake, New Zealand.
				theme (*revisit water cycle from Year 3).*
				
				<u>Oceans</u>
				• Oceans and the land masses we've studied in depth – the Atlantic and West Wales.
				• The Pacific and South America.
				
				<u>Migration</u>
				• Real migration stories in people's own words, from Northern Ireland to Liverpool and from Turkey to London.
				• How does migration change places?
				  ○ London
				  ○ Shetland Islands
				  ○ Cambridgeshire
				• Migration and identity: examples from diverse settings showing complexity of identity, dual nationalities, multiple identities, and the role of place in identity. Understanding place in relation to scale.
				
				<u>North and South America</u>
				• Megacities including Lima and depth focus on Brazil's megacities.
				• Urban-rural migration in Brazil, including informal settlements, like *favelas.*
					<u>North and South America</u>
					• Megacities including Lima and depth focus on Brazil's megacities.
					• Urban-rural migration in Brazil, including informal settlements, like *favelas.*
					
					<u>The Amazon</u>
					• A depth focus on the Amazon as a region in South America, including conversations between UK children and children from the Bolivian Amazon.
					
					<u>Interconnected Amazon</u>
					• Farming in the Amazon: depth focus on the Bolivia Amazon (starting with the same community as Summer 1).
					• The journey of soy produced in Bolivia.
					
					<u>Energy and climate change</u>
					• Climate change and its effects (building on earlier work on oceans and interconnection) examples from Antarctica, Great Barrier Reef, Pacific Islands, South Asia, UK
					
					<u>Ethiopia</u>
					• An in-depth place focus to complement knowledge gained in History.

		<u>Climate and Biomes</u> • Depth focus: Mediterranean climate • Depth focus: Temperate climate	• Depth focus: California & San Andreas fault, Indian Ocean tsunami. <u>Deserts</u> • Depth focus: The Sahara Desert. • Depth focus: The Patagonian Desert.	<u>The Amazon</u> • A depth focus on the Amazon as a region in South America, including conversations between UK children and children from the Bolivian Amazon. <u>Interconnected Amazon</u> • Farming in the Amazon: depth focus on the Bolivia Amazon (starting with the same community as Summer 1). • The journey of soy produced in Bolivia.	• What is Ethiopia like? Climate, landscape (including Great Rift Valley), population, biomes, major cities, rural life

Human and Physical Geography	
EYFS	
Nursery	**Reception**
• Talk about similarities and differences in relation to friends or family, in people, countries and communities.	• Describe another environment e.g. desert, Arctic etc • Describe my own environment and local area

• Develop a positive attitude about the differences between people, countries and communities.	• 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**. (ELG)** • Talk about my family and people in the community and their roles • Talk about the differences in lives in other countries • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. **(ELG)**

Human and Physical Geography

All pupils understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time

KS1		KS2			
Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
<u>Weather</u> • Identify daily weather patterns in the local area and season weather patterns in the United Kingdom. <u>Around Our School</u> • Identify some human and physical features of the school (e.g. lunch hall, Mr Newham's office, wildlife garden). <u>United Kingdom</u> • With reference to the four countries in the United Kingdom, use basic geographical vocabulary to refer to: ❖ Human features, including: famous	• Understand the terms 'physical geography' and 'human geography'. <u>London</u> • City of London and London Boroughs • Key physical and human landmarks in London • Why is London important to people who live, work and visit it? • How can you use transport to get around London and why is transport so important in a city? • Cultures of people in London <u>Our world</u> • Know some human and physical geography of hot	<u>Rivers</u> • The River Severn's source, course, uses, and some of its environmental challenges. • How do rivers get their water? - The source, springs, the water cycle (and so prepares for the relationship between mountains and weather in Autumn 2). • How do rivers shape the land? The river's load. Flooding. <u>Mountains</u> • Highest mountain in each of the four countries of the UK.	<u>The Rhine and the Mediterranean</u> • Cologne and cities on the Rhine. • Rotterdam and the mouth of the Rhine. • How the course of the river has been changed by human activity including canals. • Mediterranean Sea (introduce term 'peninsula'). • Suez Canal • Water as a resource, human use of resources, including land, factors influencing the growth of settlements and cities from earlier. <u>Population</u> • Characteristics of population including	<u>Why is California so thirsty?</u> • Water as a resource • Water resources in California. • Farming - intensive farming, growing almonds. • California aqueduct – providing water. • The future of water supply in California. <u>Oceans</u> • Oceans and trade, oceans and climate, major currents. • Oceans and climate change, the human impact on oceans. <u>Migration</u> • Why do people migrate? Push and pull factors revisited *(from Year 5*	<u>North and South America</u> • Human and physical characteristics of North and South America, including population distribution and climate. • Urban-rural migration in Brazil, including informal settlements, like *favelas.* • Challenge stereotypes often held of the *favelas.* <u>The Amazon</u> • The Amazon river – course and characteristics. • The Amazon ecosystem – vegetation, animals and food chains. • Ecosystem processes. • Causes and effects of deforestation. • Futures for the Amazon rainforest. <u>Interconnected Amazon</u>

landmarks, office, farm, port. ❖ Physical features, including: river, mountain, forest, seasonal weather patterns, hill. <u>Local area – Palmers Green</u> • With reference to Palmers Green and Walton-on-the-Naze, use basic geographical vocabulary to refer to: ❖ Human features, including: town, house, office, harbour, shop ❖ Physical features, including: beach, coast, sea, vegetation, cliff. • Make simple comparisons between the key human and physical features of the two places studied.	and cold areas (e.g. Indonesia, Canada). • Use key geographical words when learning about the key human and physical features of these places, including: city, port, coast, forest, river, sea. <u>My Place, Your Place</u> • *(Recap)* Identify seasonal weather patterns in the UK. • Know some human and physical geography of Dadar in Mumbai, India and Enfield in London, UK. • Use key geographical vocabulary when learning about the key human and physical features of these places. • Identify similarities and differences between the key human and physical features of the places studied.	• Mountain ranges and mountainous regions: Brecon Beacons, Highlands, Lake district, Snowdonia, Pennines, Yorkshire Dales. • Why do people live on mountains? <u>Settlements and cities</u> • Settlement types, hamlet, village, town, city etc; land use, settlements by rivers. <u>Agriculture</u> • Arable farming, pastoral farming, mixed farming, how farming changes the landscape. • How does the food we eat affect farming? Seasonal food, local food, pesticides, organic food, vegetarian and plant-based diets that do not use animals. <u>Volcanoes</u> • Structure and composition of the earth • How and why volcanoes erupt • Types of volcanoes • Formation of volcanoes	distribution and diversity. Migration. • Welsh language and culture, effect of changing demographics. • Welsh or British? Idea of national identity. <u>Coastal Processes and Landforms</u> • Processes of erosion, transportation & deposition. • Overview of Jurassic coast, including significance of its rocks, fossils and landforms. • Coastal habitats using contrasting examples, including coasts of the Indian Ocean. <u>Tourism</u> • Types of tourism (e.g. visiting friends and family activity holidays). • Skiing holidays in the Alps. • The growth of tourism in the UK and overseas. • Sunshine holidays in Spain. • Advantages and disadvantages of tourism. • Sustainable tourism.	*Autumn 1)* and extended in new contexts. • Refugees, persecution, asylum, asylum seekers; challenges for refugees. <u>North and South America</u> • Human and physical characteristics of North and South America, including population distribution and climate. • Urban-rural migration in Brazil, including informal settlements, like *favelas.* • Challenge stereotypes often held of the *favelas.* <u>The Amazon</u> • The Amazon river – course and characteristics. • The Amazon ecosystem – vegetation, animals and food chains. • Ecosystem processes. • Causes and effects of deforestation. • Futures for the Amazon rainforest. <u>Interconnected Amazon</u> • Primary, secondary and tertiary industry. • Effects of changes in trade.	• Primary, secondary and tertiary industry. • Effects of changes in trade. • Environmental connections, carbon cycle, impacts of deforestation. • Social connections, globalisation. • International trade. • Trans-national companies. <u>Energy and climate change</u> • How people use energy • Types of energy (reviewing those covered and extending) • Renewable and non-renewable energy sources • The greenhouse effect • Enhanced greenhouse effect – causes (including energy use and farming) • How can we respond? Local and global <u>Ethiopia</u> • What is Ethiopia like? Climate, landscape (including Great Rift Valley), population, biomes, major cities, rural life • Sustainable futures – challenges faced due to climate change, UN sustainable development goals, depth focus on one project

		• Active, dormant and extinct volcanoes *Link to settlements (prior learning Year 3 Spr 1)* with section on why people still live near volcanoes. • Why do people visit volcanoes? (work, tourism, farming, science) <u>Climate and Biomes</u> • Climate and relationship with oceans. • Climate and biomes within climates.	<u>Earthquakes</u> • Causes of earthquakes: tectonic plates, fault lines. • Effects of earthquakes • How humans live in earthquake zones and adapt their settlements (e.g. Japan). *(Revisits knowledge on volcanoes from Year 4 Spring 1).* <u>Deserts</u> • Climate of deserts. • How deserts are formed, variety of landscapes. • Plants and animals in deserts. • How humans live and adapt in deserts.	• Environmental connections, carbon cycle, impacts of deforestation. • Social connections, globalisation. • International trade. • Trans-national companies.	

Geographical Skills and Fieldwork	
EYFS	
Nursery	**Reception**
• Use senses to explore. • Sometimes ask questions about things in my direct environment. • Comment on recent pictures of celebrations or special times in my life e.g. holidays.	• Explore and talk about the world using what I know from stories / non-fiction. • Explore Google Earth, atlases and globes (with support of an adult). • Create simple maps (linked to interests - treasure maps, road maps). • Use positional language to describe. • Explore the natural world around them, making observations and drawing pictures of animals and plants.

Geographical Skills and Fieldwork

All pupils are competent in the geographical skills needed to:

- Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length

KS1		KS2			
Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
• Devise a simple map and use and construct basic symbols in a key. (Linked to school). • Use aerial/satellite photographs to locate and identify features at a local spatial scale (Linked to Hazelwood Schools) • Begin to use simple locational (e.g. near/far) and compass directions/directional language (e.g. NSEW) to describe features. • Understand what a compass is and begin to use one for simple navigation.	• Devise a simple map and use and construct basic symbols in a key. (Linked to central London) • Begin to follow routes on prepared maps. • Use simple locational and directional language and compass directions to describe features and routes (e.g. left/right from own perspective, NSEW). • Use a compass (four compass points) to follow and describe routes • Use aerial/satellite photographs and plan perspectives to locate and identify landmarks and basic human and physical	• Use the four main compass points (NSEW) to describe location and direction of key features and places on a map (recap of KS1). • Use photographs (aerial/satellite and ground) to recognise physical and human features from a variety of perspectives and scales. • Make diagrams and label key features e.g. hill vs. mountain. • Begin to use a wider range of maps, as well as atlases and globes, to locate countries and describe features studied.	• Use the four main compass points (NSEW) when describing and comparing location of key places on a map. • Extend use of photographs (aerial/satellite and ground) by providing reasoning and explanations. • Make diagrams, label key features e.g. types of coastal landforms, and add further exemplification, where appropriate. • Extend use of a wider range of maps (thematic maps) at a variety of scales, as well as atlases, globes and digital mapping, to locate	• Use the 4-point and 8-point compass to build their knowledge of the UK and the wider world. • Extend use of photographs (aerial/satellite and ground) by comparing landscapes, explaining wider significance and making inferences. • Make diagrams with annotations and draw upon them to provide more detailed explanations in prose. • Extend use of a wider range of maps (thematic maps) at a variety of scales, as well as atlases, globes and digital mapping, to describe	• Use the 8-point compass to build their knowledge of the UK and the wider world. • Extend use of photographs (aerial/satellite and ground) by considering the impact on multiple stakeholders and suggesting future improvements. • Make diagrams with annotations and draw upon them and wider evidence to provide more detailed explanations and analysis in prose. • Extend use of a wider range of maps (thematic maps) at a variety of scales, as well as atlases, globes and

• Use a UK map to identify countries, capitals and surrounding seas. • Begin to use compass directions in the context of the United Kingdom. *Fieldwork* • Engage in simple, teacher-led fieldwork enquiries • Begin to ask and respond to basic geographical questions • Begin to use basic observational skills in the school grounds and local area. • Begin to collect quantitative data by using simple measurement devices. • Begin to take digital photos, with adult guidance, and annotate with simple labels. • Begin to use a simple recording technique using a proforma (tally chart).	features at a broader spatial scale e.g. London, international • Use world maps, globes and atlases to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. • Use simple grid references (e.g. A1, D7) to locate squares on a map. • Use world maps, atlases and globes to locate Dadar, Mumbai, India and Enfield, London, UK. • Use pictograms, tally charts and/or simple tables (from Maths NC). *Fieldwork* • Engage in teacher-led/guided fieldwork enquiries. • Ask and respond to basic geographical questions. • Use basic observational skills to identify and comment on features of the London skyline • Create a simple field sketch to record observations in a less familiar environment, noting key features • Add labels onto a sketch map of features	• Use simple directional language to describe the location of key places (recap of KS1). • Use standard symbols and key when exploring a range of maps and diagrams. • Basics in navigating the globe: locating Equator, key lines of latitude, Arctic, Antarctic, North/South Poles (recap) on a world map. • Begin to respond to questions by using evidence from graphs. *Fieldwork* • Engage in guided enquiries and begin to suggest own questions for enquiry. • Ask geographical questions • Design and conduct an interview with volunteers at the local Palmers Greenery Community Café • Record findings from fieldwork. • Taking digital photos independently • Use geographically descriptive language when presenting fieldwork findings. • Annotating digital photos with descriptive /	countries and describe features studied. • Extend use of symbols and key to include map symbolisations for quantitative thematic maps with varying magnitude in value. • Begin to identify what types of questions geographers ask and what tools they use. • Use tables of figures to identify patterns and create/plot bar graphs e.g. earthquake magnitude, climate data. • Begin to explore how to use and interpret geographical data e.g. census, climate data. • Use and analyse continuous data (from Maths NC) – focussing on the concept of 'average' in mathematical terms. • Analyse data presented in tables of figures by responding to questions using plotted graph. • Use graphs to identify patterns in data. *Fieldwork* • Engage in guided enquiries and suggest own questions for enquiry.	distribution and routes, identify patterns and provide explanations for these. • Explain ideas using a thematic map for reference. • Use symbols and key when exploring a range of maps and diagrams to describe distribution and routes, identify patterns and provide explanations for these. • Begin to formulate and respond to their own geographical questions using evidence to support answers. • Interrogate tables of figures to identify and explain patterns and create/plot bar graphs e.g. earthquake magnitude, climate data. • Read, interpret and analyse continuous data presented in tables. • Use four-figure references to locate places on a map. • Interpret a variety of flow diagrams, including their parts: stores, flows and cycles. • Interpret bar graphs and draw upon them to provide more detailed explanations in prose.	digital mapping, to formulate geographical conclusions and detailed explanations based on deeper analysis. • Confidently use distribution/thematic maps to illustrate an idea or discussion. • Formulate and respond to their own geographical questions, linking to core geographical concepts, using evidence to support answers and suggesting enquiries to test them. • Interrogate tables of figures to identify and explain patterns and create/plot bar graphs e.g. earthquake magnitude, climate data, and analyse by responding to questions using the graph. • Read, interpret and analyse continuous data presented in tables, knowing when it is appropriate to calculate a mean of a data set. • Use four-figure references to locate places on a map. • Develop understanding of six-figure grid references to locate places on a map. • Interpret a variety of flow diagrams, including their parts: stores, flows and cycles, and offering

		explanatory labels and captions ● Consider how photos provide useful evidence ● Begin to evaluate own observations and compare them with others	● Ask geographical questions ● Design and use a questionnaire to collect quantitative data from tourists (members of the public) in Trafalgar Square. ● Record findings from fieldwork. ● Use a bar chart to present primary data collected from fieldwork. ● Use appropriate terminology. ● Evaluate own observations and compare them with others.	● Draw a bar graph to present own raw data collected in class. ● Engage in a simple enquiry process. ● Develop and use a questionnaire to collect data as a whole class. *Fieldwork* ● Begin to complete enquiries based on own suggested questions. ● Select appropriate methods for data collection. ● Relate large-scale plans (OS map) to the fieldwork site, identifying relevant features ● Record selected geographical data on a 'blank' local map, using symbols and a key ● Take digital photos and (digitally) annotate them with titles and captions including location information ● Locate position of a photograph on a map ● Record selected geographical data on a digital map of the local area ● Use 4-figure grid references to identify and describe locations	detailed explanations for a range of interactions. ● Interpret bar graphs and draw upon them and wider evidence to provide more detailed explanations and analysis in prose. ● Draw a bar graph to present own data collected in class, converted to percentages. ● Engage in a simple enquiry process based on own suggested questions. ● Develop and use a questionnaire to collect data individually. ● Use and interpret a map to develop understanding of lines of longitude and their significance in relation to time zones. *Fieldwork* ● Complete enquiries based on own suggested questions and appropriate methods for data collection. ● Make own suggestions for sites to further investigate in the enquiry. ● Select appropriate methods for data collection. ● Independently collect quantitative data by using measurement devices.

				• Evaluate the usefulness of the images collected • Evaluate own observations, compare them with others and begin to draw conclusions. • Evaluate the quality of evidence collected.	• Use graphs to display, analyse and evaluate data collected. • Evaluate own observations, compare them with others and draw detailed conclusions. • Evaluate the quality of evidence collected and suggest improvements. • Offer suggestions for future enquiries based on results.

National curriculum	
KS1	**KS2**
Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness. **Pupils should be taught to:** ***Locational knowledge*** • name and locate the world's seven continents and five oceans • name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas ***Place knowledge*** • 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 ***Human and physical geography*** • 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	Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. **Pupils should be taught to:** ***Locational knowledge*** • locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time

- use basic geographical vocabulary to refer to:
- key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork

- 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
- 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
- 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 the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Place knowledge

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

Human and physical geography

- describe and understand key aspects of:
- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.