



## **Geography at Moat Hall Primary Academy**

### **Intent**

At Moat Hall we believe that Geography helps to provoke and provide answers to questions about the natural and human aspects of the world. Children are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it. The geography curriculum at Moat Hall enables children to develop knowledge and skills that are transferable to other curriculum areas. Geography is, by nature, an investigative subject, which develops and understanding of concepts, knowledge and skills. We seek to inspire in children a curiosity and fascination about the world and its people which will remain with them for the rest of their lives. We aim to promote the children's interest and understanding of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. The curriculum is designed to develop knowledge and skills that are progressive, as well as transferable, throughout their time at Moat Hall Primary Academy.

### **Implementation**

Geography at Moat Hall focuses on developing a broader understanding of the world through ensuring location and place knowledge, human and physical geography and field skills are taught to a high standard. Each year group will teach a sequence of nine lessons in a block of three weeks. Each year group will have three separate geography units across the academic year.

We teach Geography like this so that children can achieve depth in their learning. Teachers have identified the key knowledge and skills of each topic and consideration has been given to ensure progression across topics throughout each year group correlate to the national curriculum. At the beginning of each topic, children are able to convey what they know already as well as what they would like to find out. Lessons are planned to be engaging and purposeful with children being encouraged to use an atlas, digital apps, digital maps and practical apparatus. Lessons are planned in a sequence and teachers deliver that sequence in order to ensure that a progression of skills and knowledge can be attained and mapped across the whole school.

### **Impact**

At Moat Hall we would like outcomes in topic books to show evidence of a broad and balanced geography curriculum. We also strive to ensure children's acquisition key knowledge, skills and vocabulary are linked to each unit of topic taught. It is important that children are able to voice the sticky knowledge and share their understanding of what they have learnt with peers, parents and teachers. As children progress throughout the school, they develop a deep knowledge and appreciation for their local area and its place within the wider geographical context.



## Geography overview of topics

2023 – 2024

	Autumn term	Spring term	Summer term
Reception	All that surrounds me Autumn	Wonderful Winter Once upon a fairy tale	All that grows We're all going on a summer holiday
Year 1	What is it like here?	What is the weather like in the UK?	What is it like to live in Shanghai?
Year 2	Why is our world wonderful?	Would you prefer to live in a hot or cold place?	What's it like to live by the coast?
Year 3	Who lives in Antarctica?	Why do people live near volcanos?	Are all settlements the same?
Year 4	What are rivers and how are they used?	Where does our food come from?	Why are rainforests important?
Year 5	Where does our energy come from?	Why does population change?	Would you like to live in the desert?
Year 6	What is life like in the Alps?	Why do oceans matter?	Can I carry out an independent fieldwork enquiry?



## Geography progression map – whole school

### EYFS

#### **Understanding the World (People and Communities)**

Children know about similarities and differences between themselves and others, and among families, communities and traditions.

#### **Understanding the World (The World)**

Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.

### **Key Stage 1 National Curriculum Expectations**

#### **Locational Knowledge**

Pupils should be taught to:

- 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**

Pupils should be taught to:

- 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**

Pupils should be taught to:

- 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, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation,

#### **Geographical Skills and Fieldwork**

Pupils should be taught to:

- 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.



season and weather

- key human features, including city, town, village, factory, farm, house, office, port, harbour and shop.

## Key Stage 2 National Curriculum Expectations

### Locational Knowledge

Pupils should be taught to:

- 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
- 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

Pupils should be taught to:

- 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

Pupils should be taught to:

- 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

Pupils should be taught to:

- 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.



Locational Knowledge			
Early Years	Year 1	Year 2	National curriculum - end of KS1 Pupils should be able to:
Introduce and explore maps for the first time.	Locate two of the world's seven continents on a world map. Locate two of the world's oceans (Atlantic Ocean and Pacific Ocean) on a world map. Show on a map which continent they live in.	Locate all the world's seven continents on a world map. Locate the world's five oceans on a world map. Show on a map the oceans nearest the continent they live in.	Name and locate the world's seven continents and five oceans
Identify that blue on a map represents water and green represents land.	To know the names of the two continents (Europe and Asia). To know that a continent is a group of countries. To know that they live in the continent of Europe. To know that an ocean is a large body of water. To know the name of two of the world's oceans (Atlantic Ocean and Pacific Ocean)	To be able to name the seven continents of the world. To be able to name the five oceans of the world.	
Show UK on a map.	Locate the four countries of the United Kingdom (UK) on a map of this area. Show on a map which country they live in and locate its capital city.	Locate the surrounding seas and oceans of the UK on a map of this area. Locate the capital cities of the 4 countries of the UK on a map. Identify characteristics (human and physical) of the 4 capital cities of the UK. Show on a map the city, town or village where they live in relation to their capital city.	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas
To know they live in a country called England.	To know that the UK is short for 'United Kingdom'. To know that a country is a land or nation with its own government. To know that the United Kingdom is made up of four countries and their names. To know the name of the country they live in.	To know that a sea is a body of water that is smaller than an ocean. * To know that there are four bodies of water surrounding the UK and to be able to name them. To name some characteristics of the 4 capital cities of the UK. To know the 4 capital cities of the UK. To know that a capital city is the city where a country's government is located.	



Lower KS2	Upper KS2	National curriculum - end of KS2 Pupils should be able to:
<p>Locate some countries in Europe and North and South America using maps.            Locate some major cities of the countries studied.            Locate some key physical features in countries studied on a map including significant environmental regions.            Locate some key human features in countries studied.            Locate the world's most significant mountain ranges on a world map and identify any patterns.            Locate where the world's volcanoes are on a map and identify the 'Ring of Fire'.            Locate some of the world's most significant rivers and identify any patterns.</p>	<p>Locate more countries in Europe and North and South America using maps.            Locate major cities of the countries studied.            Locate key physical features in countries studied on a map.            Locate key human features in countries studied.            Identify significant environmental regions on a map.            Use maps to show the distribution of the world's climate zones, biomes and vegetation belts.</p>	
<p>To know where North and South America are on a world map.            To know the names of some countries and major cities in Europe and North and South America.            To know the names of some of the world's most significant mountain ranges.            To know the names of some of the world's most significant rivers.            To know that mountains, volcanoes and earthquakes largely occur at plate boundaries.            To know that climate zones are areas of the world with similar climates. *            To know the world's different climate zones (equatorial, tropical, hot desert, temperate and polar). *            To know that biomes are areas of world with similar climates, vegetation and animals. *            To know the world's biomes. *            To know vegetation belts are areas of the world which are home to similar plant species. *</p>	<p>To know the name of many countries and major cities in Europe and North and South America.            To know the location of key physical features in countries studied.            To name and describe some of the world's vegetation belts (ice cap, tundra, coniferous forest, deciduous forest, evergreen forest, mixed forest, temperate grassland, tropical grassland, Mediterranean, desert scrub, desert, highland). *</p>	<p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p>



<p>Locate some counties in the UK (local to your school).          Locate some cities in the UK (local to your school).          Identify key physical and human characteristics of counties, cities and/or geographical regions in the UK.          Begin to locate the twelve geographical regions of the UK.          Identify how topographical features studied have changed over time using examples.          Describe how a locality has changed over time, give examples of both physical and human features.</p>	<p>Locate many counties in the UK.          Locate many cities in the UK.          Confidently locate the twelve geographical regions of the UK.          Identify key physical and human characteristics of the geographical regions in the UK.          Understand how land-use has changed over time using examples.          Explain why a locality has changed over time, give examples of both physical and human features.</p>	<p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p>
<p>To know the name of some counties in the UK (local to your school).          To know the name of some cities in the UK (local to your school).          To know the name of the county that they live in and their closest city.          To begin to name the twelve geographical regions of the UK.          To know the main types of land use. *          To know some types of settlement. *</p>	<p>To know the name of many counties in the UK.          To know the name of many cities in the UK.          To confidently name the twelve geographical regions of the UK.          To know that London and the South East regions have the largest population in the UK.</p>	
<p>Finding the position of the Equator and describing how this impacts our environmental regions.</p> <p>Finding lines of latitude and longitude on a globe and explaining why these are important.</p> <p>Identifying the position of the Tropics of Cancer and Capricorn and their significance.</p> <p>Identifying the position of the Northern and Southern hemispheres and explaining how they shape our seasons.</p> <p>Identifying the position and significance of both the Arctic and Antarctic Circle.</p>	<p>Identifying the location of the Prime/Greenwich Meridian and time zones (including day and night) and explaining its significance.</p> <p>Using longitude and latitude when referencing location in an atlas or on a globe.</p>	<p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p>



To know that countries near the Equator have less seasonal change than those near the poles.

To know that the Equator is a line of latitude indicating the hottest places on Earth and splitting our globe into the Northern and Southern Hemispheres.

To know lines of longitude are invisible lines on the globe that determine how far east or west a location is from the Prime Meridian.

To know lines of latitude are invisible lines on the globe that determine how far north or south a location is from the Equator.

To know the Tropics of Cancer and Capricorn are lines of latitude and mark the equatorial region; the countries with the hottest climates.

To know the Northern and Southern hemisphere are 'halves' of the Earth, above and below our Equator and have alternate seasons to each other.

To know the boundaries of the polar regions are marked by the invisible lines the Arctic and Antarctic circle.

To know the patterns of daylight in the Arctic and Antarctic circle and the Equatorial regions.

To know the Prime/Greenwich Meridian is a line of longitude which goes through 0° and determines the start of the world's time zones.





<b>Place Knowledge</b>			
<b>Early Years</b>	<b>Year 1</b>	<b>Year 2</b>	<b>National curriculum - end of KS1</b> Pupils should be able to:
<ul style="list-style-type: none"> <li>Name key features of the local area.</li> </ul>	<ul style="list-style-type: none"> <li>Name some key similarities between their local area and a small area of a contrasting non-European country.</li> <li>Name some key differences between their local area and a small area of a contrasting non-European country.</li> </ul>	<ul style="list-style-type: none"> <li>Describe and begin to explain some key similarities between their local area and a small area of a contrasting non-European country.</li> <li>Describe and begin to explain some key differences between their local area and a small area of a contrasting non-European country.</li> <li>Describe what physical features may occur in a hot place in comparison to a cold place.</li> </ul>	<p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p>
<ul style="list-style-type: none"> <li>Compare a hot and cold country.</li> </ul>	<ul style="list-style-type: none"> <li>To know that life elsewhere in the world is often different to ours.</li> <li>To know that life elsewhere in the world often has similarities to ours.</li> </ul>	<ul style="list-style-type: none"> <li>To know some similarities and differences between their local area and a contrasting non-European country.</li> </ul>	

<b>Lower KS2</b>	<b>Upper KS2</b>	<b>National curriculum - end of KS2</b> Pupils should be able to:
<ul style="list-style-type: none"> <li>Describe and begin to explain similarities between two regions studied.</li> <li>Describe and begin to explain differences between two regions studied.</li> <li>Describe how and why humans have responded in different ways to their local environments.</li> <li>Discussing how climates have an impact on trade, land use and settlement.</li> <li>Explain what measures humans have taken in order to adapt to survive in cold places.</li> </ul>	<ul style="list-style-type: none"> <li>Describe and explain similarities between two environmental regions studied.</li> <li>Describe and explain differences between two environmental regions studied.</li> <li>Explain how and why humans have responded in different ways to their local environments in two contrasting regions.</li> <li>Understand how climates impact on trade, land use and settlement.</li> <li>Explain how humans have used desert environments.</li> <li>Use maps to explore wider global trading routes.</li> </ul>	<p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p>



<ul style="list-style-type: none"><li>• Describe and explain how people who live in a contrasting physical area may have different lives to people in the UK.</li></ul>		
<ul style="list-style-type: none"><li>• To know the negative effects of living near a volcano.</li><li>• To know the positive effects of living near a volcano.</li><li>• To know the negative effects an earthquake can have on a community.</li><li>• To know ways in which communities respond to earthquakes.</li></ul>	<ul style="list-style-type: none"><li>• To know some similarities and differences between the UK and a European mountain region.</li><li>• To know why tourists visit mountain regions.</li></ul>	



## Human and Physical Geography

Early Years	Year 1	Year 2	National curriculum - end of KS1 Pupils should be able to:
<ul style="list-style-type: none"> <li>Complete daily weather calendar.</li> <li>Opportunity for activities and dress up to relate to different weathers.</li> </ul>	<ul style="list-style-type: none"> <li>Describe how the weather changes with each season in the UK.</li> <li>Describe the daily weather patterns in their locality.</li> <li>Confidently use the vocabulary 'season' and 'weather'.</li> </ul>	<ul style="list-style-type: none"> <li>Locate some hot and cold areas of the world on a world map.</li> <li>Locate the Equator and North and South Poles on a world map.</li> <li>Locate hot and cold areas of the world in relation to the Equator and the North and South poles.</li> </ul>	<p>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p>
<ul style="list-style-type: none"> <li>Introduce the seasons.</li> </ul>	<ul style="list-style-type: none"> <li>To know the four seasons of the UK.</li> <li>To know that 'weather' refers to the conditions outside at a particular time. To know that different parts of the UK often experience different weather.</li> <li>To know that a weather forecast is when someone tries to predict what the weather will be like in the near future.</li> <li>To know that weather conditions can be measured and recorded.</li> </ul>	<ul style="list-style-type: none"> <li>To know that the Equator is an imaginary line around the middle of the Earth.</li> <li>To know that, because it is the widest part of the Earth, the Equator is much closer to the sun than the North and South poles.</li> <li>To know that the North Pole is the northernmost point of the Earth and the South Pole is the southernmost point of the Earth.</li> <li>To know that different parts of the world experience different weather conditions and that these are often caused by the location of the place.</li> </ul>	
<ul style="list-style-type: none"> <li>Introduce vocabulary of physical features e.g. beach, forest, river</li> </ul>	<ul style="list-style-type: none"> <li>Recognise some physical features in their locality.</li> <li>To know that physical features means any feature of an area that is on the Earth naturally.</li> </ul>	<ul style="list-style-type: none"> <li>Describe the key physical features of a coast using subject specific vocabulary.</li> <li>To know that coasts (and other physical features) change over time.</li> <li>To know some key physical features of the UK.</li> </ul>	<p>Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p>
<ul style="list-style-type: none"> <li>Introduce vocabulary – city, town, village.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise some human features in their locality.</li> </ul>	<ul style="list-style-type: none"> <li>Describe and understand the differences between a city, town and village.</li> </ul>	<p>Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory,</p>



		<ul style="list-style-type: none"> <li>Describe the key human features of a coastal town using subject specific vocabulary.</li> </ul>	farm, house, office, port, harbour and shop
	<ul style="list-style-type: none"> <li>To know that human features means any feature of an area that was made or built by humans.</li> </ul>	<ul style="list-style-type: none"> <li>To know that a sea is a body of water that is smaller than an ocean.</li> <li>To know that human features change over time.</li> <li>To know some key human features of the UK.</li> </ul>	

Lower KS2	Upper KS2	National curriculum - end of KS2 Pupils should be able to:
<ul style="list-style-type: none"> <li>Map and label the seven biomes on a world map.</li> <li>Understand some of the causes of climate change.</li> <li>Describe how physical features, such as mountains and rivers are formed, and why volcanoes and earthquakes occur.</li> <li>Describe where volcanoes, earthquakes and mountains are located globally.</li> <li>Describe and explain how physical features such as rivers, mountains, volcanoes and earthquakes have had an impact upon the surrounding landscape and communities.</li> <li>Describe how humans use water in a variety of ways.</li> </ul>	<ul style="list-style-type: none"> <li>Describe and understand the key aspects of the six biomes.</li> <li>Describe and understand the key aspects of the six climate zones.</li> <li>Understand some of the impacts and causes of climate change.</li> <li>Describe and understand the key aspects and distribution of the vegetation belts in relation to the six biomes, climate and weather.</li> <li>Give examples of alternative viewpoints and solutions regarding an environmental issue and explain its links to climate change.</li> </ul>	<p>Describe and understand key aspects of:</p> <p>Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p>



<ul style="list-style-type: none"> <li>• To know that the water cycle is the processes and stores which move water around our Earth and to be able to name these.</li> <li>• To know the courses and key features of a river.</li> <li>• To know the different types of mountains and volcanoes and how they are formed.</li> <li>• To know that an earthquake is the intense shaking of the ground.</li> <li>• To know that a biome is a region of the globe sharing a similar climate, landscape, vegetation and wildlife. *</li> <li>• To know the world's biomes. *</li> <li>• To know that the hottest biomes are found between the Tropics of Cancer and Capricorn.</li> <li>• To know that climate zones are areas of the world with similar climates. *</li> <li>• To know the world's different climate zones. *</li> <li>• To know that climates can influence the foods able to grow.</li> </ul>	<ul style="list-style-type: none"> <li>• To know vegetation belts are areas of the world that are home to similar plant species. *</li> <li>• To name and describe some of the world's vegetation belts.</li> <li>• To know why the ocean is important.</li> </ul>	
<ul style="list-style-type: none"> <li>• Describe and understand types of settlement and land use.</li> <li>• Explain why a settlement and community has grown in a particular location.</li> <li>• Explain why different locations have different human features.</li> <li>• Explain why people might prefer to live in an urban or rural place.</li> <li>• Describe how humans can impact the environment both positively and negatively, using examples.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe and understand economic activity including trade links.</li> <li>• Suggest reasons why the global population has grown significantly in the last 70 years.</li> <li>• Describe the 'push' and 'pull' factors that people may consider when migrating.</li> <li>• Understand the distribution of natural resources both globally and within a specific region or country studied.</li> <li>• Recognise geographical issues affecting people in different places and environments.</li> <li>• Describe and explain how humans can impact the environment both positively and negatively, using examples.</li> </ul>	<p>Describe and understand key aspects of:</p> <p>Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>



<ul style="list-style-type: none"> <li>• Describe and understand types of settlement and land use.</li> <li>• Explain why a settlement and community has grown in a particular location.</li> <li>• Explain why different locations have different human features.</li> <li>• Explain why people might prefer to live in an urban or rural place.</li> <li>• Describe how humans can impact the environment both positively and negatively, using examples.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe and understand economic activity including trade links.</li> <li>• Suggest reasons why the global population has grown significantly in the last 70 years.</li> <li>• Describe the 'push' and 'pull' factors that people may consider when migrating.</li> <li>• Understand the distribution of natural resources both globally and within a specific region or country studied.</li> <li>• Recognise geographical issues affecting people in different places and environments.</li> <li>• Describe and explain how humans can impact the environment both positively and negatively, using examples.</li> </ul>	
<ul style="list-style-type: none"> <li>• To know the main types of land use. *</li> <li>• To know the different types of settlement. *</li> <li>• To know water is used by humans in a variety of ways.</li> <li>• To know an urban place is somewhere near a town or city.</li> <li>• To know a rural place is somewhere near the countryside.</li> <li>• To know that a natural resource is something that people can use which comes from the natural environment.</li> <li>• To know the threats to the rainforest both on a local and global scale.</li> <li>• To know that fair trading is the process of ensuring workers are paid a fair price, have safe working conditions and are treated with respect and equality.</li> <li>• To know the UK grows food locally and imports food from other countries.</li> </ul>	<ul style="list-style-type: none"> <li>• To know the global population has grown significantly since the 1950s.</li> <li>• To know which factors are considered before people build settlements.</li> <li>• To know migration is the movement of people from one country to another.</li> <li>• To know that natural resources can be used to make energy.</li> <li>• To know some positive impacts of humans on the environment.</li> <li>• To know some negative impacts of humans on the environment.</li> </ul>	



## Geographical Skills and Fieldwork

### Progression of Skills

	Early Years	Year 1	Year 2	National curriculum - end of KS1 Pupils should be able to:
Question	<ul style="list-style-type: none"> <li>Investigate planting.</li> </ul>	<ul style="list-style-type: none"> <li>Ask questions about the world around them.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise there are different ways to answer a question.</li> </ul>	<p>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.</p>
Observe	<ul style="list-style-type: none"> <li>School walk/local walk</li> <li>Observational learning e.g. ice melting.</li> </ul>	<ul style="list-style-type: none"> <li>Comment on the features they see in their school and school grounds on a walk around the respective places.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss the features they see in the area surrounding their school when on a walk.</li> <li>Ask and answer simple questions about human and physical features of the area surrounding their school grounds.</li> </ul>	
Measure	<ul style="list-style-type: none"> <li>Observe and talking about the features of their school and school grounds.</li> </ul>	<ul style="list-style-type: none"> <li>Ask and answer simple questions about the features of their school and school grounds.</li> </ul>	<ul style="list-style-type: none"> <li>Collect quantitative data through a small survey of the local area/school to answer an enquiry question.</li> </ul>	
Record	<ul style="list-style-type: none"> <li>Look at maps.</li> </ul>	<ul style="list-style-type: none"> <li>Draw some of the features they notice in their school and school grounds in correct relation to each other on a sketch map.</li> </ul>	<ul style="list-style-type: none"> <li>Classify the features they notice into human and physical with teacher support.</li> <li>Take digital photographs of geographical features in the locality.</li> <li>Make digital audio recordings when interviewing someone.</li> </ul>	



Present	<ul style="list-style-type: none"> <li>Show and tell holiday pictures/photographs.</li> </ul>	<ul style="list-style-type: none"> <li>Use a simple recording technique to express their feelings about a specific place and explain why they like/dislike some of its features.</li> </ul>	<ul style="list-style-type: none"> <li>Present data in simple tally charts or pictograms and comment on what the data shows.</li> <li>Ask and answer simple questions about data.</li> </ul>	
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Question	Lower KS2	Upper KS2	National curriculum - end of KS2 Pupils should be able to:
	<ul style="list-style-type: none"> <li>Begin to choose the best approach to answer an enquiry question.</li> </ul>	<ul style="list-style-type: none"> <li>Develop their own enquiry questions.</li> <li>Choose the best approach to answering an enquiry question.</li> </ul>	<p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>
Observe	<ul style="list-style-type: none"> <li>Map land use in a small local area using maps and plans.</li> <li>Plan for how they wish to collect data to answer an enquiry-based question, with the support of a teacher.</li> <li>Ask and answer one- step and two-step geographical questions.</li> <li>Observe, record, and name geographical features in their local environments.</li> </ul>	<ul style="list-style-type: none"> <li>Make sketch maps of areas studied including labels and keys where necessary.</li> <li>Make an independent or collaborative plan of how they wish to collect data to answer an enquiry-based question.</li> </ul>	
Measure	<ul style="list-style-type: none"> <li>Use simple sampling techniques appropriately.</li> <li>Make digital audio recordings for a specific purpose.</li> <li>Design a questionnaire / interviews to collect quantitative fieldwork data.</li> </ul>	<ul style="list-style-type: none"> <li>Select appropriate methods for data collection.</li> <li>Design interviews/questionnaires to collect qualitative data.</li> <li>Begin to use standard field sampling techniques appropriately.</li> </ul>	





Record	<ul style="list-style-type: none"> <li>• Take digital photos and label or caption them.</li> <li>• Make annotated sketches, field drawings and freehand maps to record observations during fieldwork.</li> <li>• Use a questionnaire/interviews to collect qualitative fieldwork data.</li> </ul>	<ul style="list-style-type: none"> <li>• Use GIS (Geographical Information Systems) to plot data sets (e.g. prevalence of crime in certain areas) onto base maps which can then be analysed.</li> <li>• Conduct interviews/questionnaires to collect qualitative data.</li> <li>• Interpret and use real-time/live data.</li> <li>• To identify and mitigate potential risks during fieldwork.</li> </ul>	
Present	<ul style="list-style-type: none"> <li>• Present data use plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies when communicating geographical information.</li> <li>• Suggest different ways that a locality could be changed and improved.</li> <li>• Find answers to geographical questions through data collection.</li> <li>• Analyse and present quantitative data in charts and graphs.</li> </ul>	<ul style="list-style-type: none"> <li>• Decide how to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing at length and digital technologies when communicating geographical information.</li> <li>• Draw conclusions about an enquiry using findings from fieldwork to support your reasonings.</li> <li>• Evaluate evidence collected and suggesting ways to improve this.</li> <li>• Analyse quantitative data in pie charts, line graphs and graphs with two variables.</li> </ul>	

<b>Geographical Skills and Fieldwork</b>			
<b>Early Years</b>	<b>Year 1</b>	<b>Year 2</b>	<b>National curriculum - end of KS1</b> Pupils should be able to:
<ul style="list-style-type: none"> <li>• Look at maps and globes.</li> </ul>	<ul style="list-style-type: none"> <li>• Use an atlas to locate the UK.</li> <li>• Use a map of the UK to locate the four countries.</li> <li>• Begin to use an atlas to locate the four capital cities of the UK.</li> <li>• Use a world map and globe to locate two of the world's seven continents (Europe and Asia)</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise why maps need a title.</li> <li>• Use an atlas to locate the four capital cities of the UK.</li> <li>• Use a world map, globe and atlas to locate all the world's seven continents.</li> <li>• Use a world map, globe and atlas to locate the world's five oceans.</li> </ul>	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

	<ul style="list-style-type: none"> <li>• Use an atlas to locate the Atlantic Ocean and Pacific Ocean.</li> </ul>		
<ul style="list-style-type: none"> <li>• Use of Beebots.</li> <li>• Introduce directional language.</li> </ul>	<ul style="list-style-type: none"> <li>• Use directional language to describe the location of objects in the classroom and playground.</li> <li>• Use directional language to describe features on a map in relation to other features (real or imaginary).</li> <li>• Respond to instructions using directional language to follow routes.</li> <li>• Begin to use the compass points (N, S, E, W) to describe the location of features on a map.</li> </ul>	<ul style="list-style-type: none"> <li>• Use locational language and the compass points (N, S, E, W) to describe the location of features on a map.</li> <li>• Use locational language and the compass points (N, S, E, W) to describe the route on a map.</li> <li>• Use locational language and the compass points (N, S, E, W) to plan a route in the playground or school grounds.</li> <li>• Use a map to follow a prepared route.</li> </ul>	<p>Use simple compass directions (North, South, East and West) and locational and directional language, to describe the location of features and routes on a map</p>
<ul style="list-style-type: none"> <li>• Read stories and look at picture/illustrations.</li> <li>• Use of Google Maps – look and follow.</li> <li>• Draw a simple map.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise local landmarks on aerial photographs.</li> <li>• Recognise basic human features on aerial photographs.</li> <li>• Recognise basic physical features on aerial photographs.</li> <li>• Draw freehand maps (of real or imaginary places) using simple pictures or symbols.</li> <li>• Draw a simple sketch map of the classroom and playground using simple pictures, colours or symbols to represent features.</li> <li>• Add labels to sketch maps.</li> <li>• Use simple picture maps and plans to move around the school.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise landmarks of a city studied on aerial photographs and plan perspectives.</li> <li>• Recognise human features on aerial photographs and plan perspectives.</li> <li>• Recognise physical features on aerial photographs and plan perspectives.</li> <li>• Draw a map and using class agreed symbols to make a simple key.</li> <li>• Draw a simple sketch map of the playground or school grounds using symbols to represent human and physical features.</li> <li>• Find a given OS symbol on a map with support.</li> <li>• Begin to draw objects to scale (e.g. show the school playground is smaller than the school or school field).</li> <li>• Use an aerial photograph to draw a simple sketch map using basic symbols for a key.</li> </ul>	<p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p>



Lower KS2	Upper KS2	National curriculum - end of KS2 Pupils should be able to:
<ul style="list-style-type: none"> <li>• Begin to use maps at more than one scale.</li> <li>• Use atlases, maps, globes, satellite images and begin to use digital mapping to locate countries studied.</li> <li>• Use atlases, maps, globes and begin to use digital mapping to recognise and describe physical features and human features in countries studied.</li> <li>• Use the scale bar on a map to estimate distances.</li> <li>• Find countries and features of countries in an atlas using contents and index.</li> <li>• Zoom in and out of a digital map.</li> </ul>	<ul style="list-style-type: none"> <li>• Confidently use and understand maps at more than one scale.</li> <li>• Use atlases, maps, globes and digital mapping to locate countries studied.</li> <li>• Use atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied.</li> <li>• Identify, analyse and ask questions about distributions and relationships between features using maps (e.g. settlement distribution).</li> <li>• Use the scale bar on a map to calculate distances.</li> <li>• Recognise an increasing range of Ordnance Survey symbols on maps and locate features using six-figure grid references.</li> <li>• Recognise the difference between Ordnance Survey and other maps and when it is most appropriate to use each.</li> <li>• Begin to use thematic maps to recognise and describe human and physical features studied.</li> <li>• Use models and maps to talk about contours and slopes.</li> <li>• Select a map for a specific purpose.</li> </ul>	<p>Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied</p>
<ul style="list-style-type: none"> <li>• Begin to use the key on an OS map to name and recognise key physical and human features in regions studied.</li> <li>• Accurately use 4-figure grid references to locate features on a map in regions studied.</li> <li>• Begin to locate features using the 8 points of a compass.</li> <li>• Use a simple key on their own map to show an example of both physical and human features.</li> <li>• Follow a route on a map with some accuracy.</li> <li>• Say which directions are N, S, E, W on an OS map.</li> <li>• Make and using a simple route on a map.</li> <li>• Label some features on an aerial photograph and then locate these on an OS map of the same locality and scale in regions studied.</li> </ul>	<ul style="list-style-type: none"> <li>• Confidently use the key on an OS map to name and recognise key physical and human features in regions studied.</li> <li>• Accurately use 4 and 6-figure Grid References to locate features on a map in regions studied.</li> <li>• Confidently locate features using the 8 points of a compass.</li> <li>• Follow a short pre-prepared route on an OS map.</li> <li>• Identify the 8 compass points on an OS map.</li> <li>• Plan a journey to another part of the world using six figure grid references and the eight points of a compass.</li> </ul>	<p>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p>



## Geographical Skills and Fieldwork

### Progression of Knowledge

EYFS	Year 1	Year 2
<ul style="list-style-type: none"> <li>Look at atlases, photos, maps and introduce directional language (e.g. near, far, up, down, left, right, forwards, backwards).</li> </ul>	<ul style="list-style-type: none"> <li>To know that an aerial photograph is a photograph taken from the air above.</li> <li>To know that atlases give information about the world and that a map tells us information about a place.</li> <li>To know that a map is a picture of a place, usually drawn from above.</li> <li>To know that symbols are often used on maps to represent features.</li> <li>To know simple directional language (e.g. near, far, up, down, left, right, forwards, backwards).</li> <li>To know what a sketch map is.</li> </ul>	<ul style="list-style-type: none"> <li>To know that a globe is a spherical model of the Earth.</li> <li>To begin to recognise world maps as a flattened globe.</li> <li>To know that a compass is an instrument we can use to find which direction is north.</li> <li>To know which direction is N, S, E, W on a map.</li> <li>To know that maps need a title and purpose.</li> <li>To know that maps need a key to explain what the symbols and colours represent.</li> <li>To know that an interview can be a way to find out people's views about their area.</li> <li>To know that a tally chart is a way of collecting data quickly.</li> <li>To know that a pictogram is a chart that uses pictures to show data.</li> </ul>
Lower KS2		Upper KS2
<ul style="list-style-type: none"> <li>To understand that a scale shows how much smaller a map is compared to real life.</li> <li>To recognise world maps as a flattened globe.</li> <li>To know that an OS (Ordnance survey) map is used for personal use and organisations use it for housing projects, planning the natural environment and public transport and for security purposes.</li> <li>To know that an OS map shows human and physical features as symbols.</li> <li>To know that grid-references help us locate a particular square on a map.</li> <li>To know the eight points of a compass are north, south, east, west, north-east, south-east, north-west, south-west.</li> <li>To know the main types of land use (agricultural, residential, recreational, commercial, industrial and transportation)</li> </ul>		<ul style="list-style-type: none"> <li>To know that contours on a map show height and slope.</li> <li>To know that qualitative data involves qualities, characteristics and is largely opinion based and subjective. *</li> <li>To know that GIS is a digital system that creates and manages maps, used to support analysis for enquiries.</li> <li>To know that a pie chart can represent a fraction or percentage of a whole set of data.</li> <li>To know a line graph can represent variables over time.</li> <li>To be aware of some issues in the local area.</li> <li>To know what a range of data collection methods look like.</li> <li>To know how to use a range of data collection methods.</li> </ul>



- To know an enquiry-based question has an open-ended answer found by research.
- To know how to use various simple sampling techniques.
- To know what a questionnaire and an interview are.
- To know that quantitative data involves numerical facts and figures and is often objective.
- To know that an annotated drawing or sketch map is hand drawn and gives a rough idea of features of an area without having to be completely accurate.
- To know a Likert scale is used to record people's feelings and attitudes.
- To know that quantitative data involves numerical facts and figures and is often objective. \*
- To know what a bar chart, pictogram and table are and when to use which one best to represent data.