



# Geography Progressive Curriculum



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational knowledge	<b>Primary Geography POS Statement -&gt;</b>	<b>KS1 – Name and locate the worlds seven continents and five oceans</b>		<b>KS2: 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.</b>			
	When is it taught?	Year 1: unit 1 – Where in the world do our favourite animals live? Year 1: unit 3 – People and their communities Year 2: unit 3 : What are the wonders of the world?		Year 4 Unit 3: Climate and Weather Year 3 Unit 1: Our World Year 4 Unit 1: The Americas Year 3 Unit 2: Earthquakes and Volcanoes		Year 5 Unit 2: Europe – A Study of the Alpine Region Year 6 Unit 1: South America – The Amazon Year 6 Unit 2: Protecting the Environment	
	<b>EYFS – ELG: People, Culture and Communities</b>  <b>Children at the expected level of development will:</b>  <b>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</b>  We learn about contrasting localities when we visit different countries on our magic carpet.  We learn about the oceans and can talk about them.  We can talk about the polar regions and the equator.	<b>End of Year 1, expected:</b> Can locate some major cities, oceans and continents on a UK and world map. Can use a world map, atlas or globe to name and locate the seven continents and five oceans.	<b>End of Year 2, expected:</b> Can identify and name the relevant continents.	<b>End of Year 3, expected:</b> Can indicate tropical, temperate and polar climate zones on a globe or map. Know about the continents and countries of the world and the 'countries' and 'continents' on the world map they have made. Can talk about the poles, equator and lines of latitude and longitude, and mark them appropriately on their own map and can distinguish between them. Can identify on a globe or map the position of the Prime/Greenwich Meridian. Can describe the significance of latitude and longitude.	<b>End of Year 4, expected:</b> Can locate some countries in Europe, North and South America on a map or atlas, and relate them to longitude, latitude and hemisphere (e.g. Italy, Ecuador). Can relate continent, country, state and city. Can identify states in North America using a map (e.g. using the words of the song 'Route 66', locate the places mentioned on a map of the USA to show a route across the USA and describe the route). Can use a map to locate some states of the USA (e.g. California). Can use a map or atlas to locate some countries and cities in Europe or North and South America.	<b>End of Year 5, expected:</b> Can describe key physical and human characteristics and environmental regions of Europe.	<b>End of Year 6, expected:</b> Can locate cities, countries and regions of South America on physical and political maps. Can describe key physical and human characteristics and environmental regions of South America (e.g. the Amazon Basin). Can identify and locate a national or international environmental issue and explain why it is an issue
	<b>Primary Geography POS Statement -&gt;</b>	<b>KS1: Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</b>		<b>KS2: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.</b>			
	When is it taught?	Year 1 Unit 3: People and their Communities Year 1 Unit 1: Animals and their Habitats Year 2 Unit 1: Seasons Year 2 Unit 2: Journeys – Food		Year 4 Unit 3: Climate and Weather Year 3 Unit 3: Coasts Year 4 Unit 2: Rivers and the Water Cycle		Year 5 Unit 1: Changes in our Local Environment Year 6 Unit 3: Our World in the Future	
	<b>EYFS ELG – The Natural World Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</b>  We learn about our homes and our village/country (Ourselves Topic).	<b>End of Year 1, expected:</b> Can name most of the nations and capitals of the UK. Can understand that they live in the UK and it is an island, can identify the UK and its surrounding seas.	<b>End of Year 2, expected:</b> Can name the capitals of the UK. Can use an atlas to name and locate on a map the four countries and capital cities of the UK.	<b>End of Year 3, expected:</b> Can locate and describe some human and physical characteristics of the UK (e.g. use a copy of a map of the British Isles and locate and label the main British seaside locations they have visited). Can use an atlas to locate the UK and locate some major urban areas, can locate	<b>End of Year 4, expected:</b> Can locate and label the main British rivers on a map of the British Isles and add the names of settlements at the mouth of the rivers. Can describe a river and mountain environment in the UK, using appropriate geographical vocabulary.	<b>End of Year 5, expected:</b> Can locate and describe several physical environments in the UK, e.g. coastal and mountain environments, and how they change (e.g. season to season).	<b>End of Year 6, expected:</b> Can name and locate types of industry in the area and give reasons why they have changed over time. Can describe and give reasons for local land use and suggest how this might change in the future.



# Geography Progressive Curriculum



			where they live/have visited in the UK (e.g. seaside/coastal places they have visited).			
<b>Primary Geography POS Statement -&gt;</b>	<b>KS1 N/A</b>	<b>KS2: 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).</b>				
When is it taught?	<b>N /A</b>	Year 4 Unit 3: Climate and Weather Year 3 Unit 1: Our World Year 4 Unit 1: The Americas Year 3 Unit 2: Earthquakes and Volcanoes			Year 6 Unit 1: South America – The Amazon	
<b>EYFS – N/A</b>	<b>N/A</b>	End of Year 3, expected: Can identify the position of the Prime/Greenwich Meridian and understands the significance of latitude and longitude (e.g. describe how climate varies with latitude and in relation to equator, tropics and poles). Can talk about time zones and day and night. Can use an atlas to locate volcanoes and locations of earthquakes and describe the position of the Pacific Ocean, mountain chains, etc.	End of Year 4, expected: Can describe and compare the physical and human characteristics of some regions in North or South America. Can offer explanations for the similarities and differences between some regions in North or South America (e.g. relate to north and south hemispheres and distance from the equator)	<b>N/A</b>	End of Year 6, expected: Can describe the location of South America and Amazon Basin, the UK, latitude, hemisphere, etc.	

<b>Primary Geography POS Statement -&gt;</b>	<b>KS1 – 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.</b>		<b>KS 2: 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.</b>				
When is it taught?	Year 1 Unit 3: People and their Communities Year 1 Unit 1: Animals and their Habitats Year 2 Unit 1: Seasons Year 2 Unit 2: Journeys – Food Year 2 Unit 3: Our Wonderful World		Year 4 Unit 3: Climate and Weather Year 3 Unit 3: Coasts Year 4 Unit 1: The Americas Year 3 Unit 1: Our World		Year 5 Unit 1: Changes in our Local Environment Year 5 Unit 2: Europe – A Study of the Alpine Region Year 6 Unit 1: South America – The Amazon		
<b>Place Knowledge</b>	<b>EYFS – Understanding the world – People, culture and communities. ELG:</b>  <b>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps</b>  We develop an awareness of caring for our planet  We read stories and look at pictures about other places.  We can explain some of the reasons we are similar and different to other places.	<b>End of Year 1, expected:</b> Can describe in some detail the local area and distant locations' features using images to support answers. Can compare the local area to distant locations. This might be naming key landmarks, e.g. the nearest local green space or landmarks of other capital cities. Know that people do jobs and that where they live (e.g. coastline) might affect this. Have some sense of what animals eat and the dangers (human or physical) animals might encounter.	<b>End of Year 2, expected:</b> Can demonstrate locational awareness, name their local area, and that they live in the UK. Know that weather can be different in different parts of the UK. Can describe a local natural environment (animals and plants) and use a range of good quality key vocabulary.	<b>End of Year 3, expected:</b> Can indicate tropical, temperate and polar climate zones on a globe or map and describe the characteristics of these zones using appropriate vocabulary (e.g. UK in temperate zone).	<b>End of Year 4, expected:</b> Can identify and sequence a range of (North and/or South American) settlement sizes from a village to a city. Can describe the characteristics of settlements with different functions. Can describe and compare the physical and human characteristics of some regions in North or South America. Offer explanations for the similarities and differences between some regions in North or South America. Can describe how the human and physical characteristics	<b>End of Year 5, expected:</b> Can locate the UK's major urban areas, knowing some of their distinct characteristics and how some of these have changed over time. Can describe how a (local) region has changed and how it is different from another region of the UK. Can give information about a region of Europe and its physical environment, climate and economic activity. Know that human activity is influenced by climate and weather and can give examples. Can describe hazards from	<b>End of Year 6, expected:</b> Can describe similarities and differences in life in cities and in villages and in a range of settlement sizes, and give some reasons. Can illustrate how human activity is influenced by climate and weather. Can describe and begin to explain several threats to wildlife/habitats (e.g. in the Amazon Basin).



# Geography Progressive Curriculum



<p>We learn about contrasting localities when we visit different countries on our magic carpet.</p> <p>We look at maps and the globe describing how life is similar and different to life in other places.</p>				<p>are connected for one or two regions in North or South America (e.g. using photos, information sheets and Google Earth, record information about several cities in North America and South America and their surrounding areas, select two cities and their surrounding areas to compare, drawing out human and physical characteristics, differences and similarities).</p>	<p>physical environments and their management, such as avalanches in mountain regions.</p>	
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<p><b>Primary Geography POS Statement -&gt;</b></p>	<p><b>KS1 – 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.</b></p>		<p><b>KS2 – Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</b></p>			
<p>When is it taught?</p>	<p>Year 1 Unit 3: People and their Communities Year 1 Unit 1: Animals and their Habitats Year 2 Unit 1: Seasons</p>		<p>Year 4 Unit 3: Climate and Weather Year 3 Unit 3: Coasts Year 4 Unit 2: Rivers and the Water Cycle Year 3 Unit 2: Earthquakes and Volcanoes Year 3 Unit 1: Our World</p>		<p>Year 5 Unit 2: Europe – A Study of the Alpine Region Year 5 Unit 3: Journeys – Trade Year 6 Unit 1: South America – The Amazon Year 6 Unit 2: Protecting the Environment Year 6 Unit 3: Our World in the Future</p>	
<p><b>EYFS – ELG – The Natural World</b> <b>Understand some important processes and changes in the natural world around them, including the seasons.</b></p> <p>We discuss geographical features such as mountains and volcanos.</p> <p>We investigate weather and are season detectives.</p>	<p><b>End of Year 1, expected:</b> Show limited awareness of weather differences. Can describe which continents have significant hot or cold areas and relate these to the poles and equator. Use a world map, atlas or globe to locate the continents and oceans relative to the equator and poles. Can describe and ask questions about seasonal and daily weather patterns (UK and overseas) and describe which continents have significant hot or cold areas and relate these to the poles and equator. Can make comparisons when prompted with the weather in your area. Identify seasonal weather patterns.</p>	<p><b>End of Year 2, expected:</b> Know the four seasons and the correct order and identify seasonal and daily weather patterns in the UK. Know that weather can be different in different parts of the UK. Start to give reasons why the UK has the weather it does (e.g. wind).</p>	<p><b>End of Year 3, expected:</b> Can indicate tropical, temperate and polar climate zones on a globe or map and describe the characteristics of these zones using appropriate vocabulary. Can describe how physical processes can cause hazards to people. Can describe some advantages and disadvantages of living in hazard-prone areas (e.g. understand the dangers of floods, drought and climate change). Can use simple geographical vocabulary to describe significant physical features and talk about how they change (e.g. the features of coasts). Can describe some advantages and disadvantages of living in hazard-prone areas (e.g. the dangers of the sea – tides,</p>	<p><b>End of Year 4, expected:</b> Can use simple geographical vocabulary to describe significant physical features of rivers and talk about how they change. Can describe a river and mountain environment in the UK, using appropriate geographical vocabulary. Can describe the water cycle in sequence, using appropriate vocabulary, and name some of the processes associated with rivers and mountains. Can give reasons why physical processes can cause hazards to people, e.g. flooding, earthquakes, etc. Can describe some advantages and disadvantages of living in hazard-prone areas (eg dangers of rivers and mountains). Can use simple geographical vocabulary to describe significant physical features and talk about how they change. Can describe a</p>	<p><b>End of Year 5, expected:</b> Can describe and understand a range of key physical processes and the resulting landscape features. Can describe how a mountain region was formed. Can explain some ways biomes (including the oceans) are valuable, why they are under threat and how they can be protected. Can describe and begin to explain hazards from physical environments and their management, such as avalanches in mountain regions. Can describe what the climate of a region is like and how plants and animals are adapted to it (e.g. in the Alps). Can describe key physical and human characteristics and environmental regions of Europe (e.g. the Alps).</p>	<p><b>End of Year 6, expected:</b> Can begin to explain how climate and vegetation are connected in biomes, e.g. the tropical rainforest. Can describe what the climate of a region is like and how plants and animals are adapted to it (e.g. in the Amazon rainforest). Can compare the Amazon and Alpine regions, identifying similarities and differences. Can identify some ways biomes (including the oceans) are valuable, why they are under threat and how they can be protected.</p>
	<p><b>Human and physical Geography</b></p>					



# Geography Progressive Curriculum



			cliff falls, erosion and flooding).	volcano, volcanic eruption and an earthquake (e.g. make a working model of a volcano, label its features and explain what happens when it erupts).		
<b>Primary Geography POS Statement -&gt;</b>	<b>KS 1 N/A</b>	<b>KS 2: Describe and understand key aspects of 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.</b>				
When is it taught?	<b>N/A</b>	Year 3 Unit 3: Coasts Year 4 Unit 1: The Americas Year 3 Unit 2: Earthquakes and Volcanoes			Year 5 Unit 2: Europe – A Study of the Alpine Region Year 6 Unit 3: Journeys – Trade Year 6 Unit 1: South America – The Amazon Year 6 Unit 2: Protecting the Environment	
<b>EYFS N/A</b>	<b>N/A</b>	<b>End of Year 3, expected:</b> Can identify and sequence a range of (UK) seaside/coastal settlement sizes from a village to a city. Can describe the characteristics of (UK) settlements with different functions, e.g. features, settlements and activities associated with coastal towns, such as tourism, ports and docks.	<b>End of Year 4, expected:</b> Can describe the characteristics of (North American) settlements with different functions. Can use appropriate vocabulary to describe the main land uses within urban areas and identify the key characteristics of rural areas (e.g. using Google Earth, atlases and images, research several major cities in North and South America and identify how they are different and similar).	<b>End of Year 5, expected:</b> Can describe key physical and human characteristics and environmental regions of Europe.	<b>End of Year 6, expected:</b> Can describe key aspects of human geography including economic activity (e.g. the distribution of natural resources including timber). Can identify and justify deforestation as an environmental issue. Can describe how food production is influenced by climate. Know that products we use are imported as well as locally produced. Can name our energy sources and natural resources. Can describe where our energy and natural resources come from. Can identify as environmental issues, and begin to explain, several threats to wildlife/habitats (e.g. deforestation).	

<b>Geographical vocabulary</b>	<b>Primary Geography POS Statement -&gt;</b>	KS1 – 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.	<b>KS2 –</b>			
	When is it taught?	Year 1 Unit 3: People and their Communities Year 1 Unit 1: Animals and their Habitats Year 2 Unit 1: Seasons Year 2 Unit 3: Our Wonderful World				
	<b>EYFS –</b>	<b>End of Year 1, expected:</b> Know about the local area and can name and locate key landmarks (e.g. create a vocabulary list of the human and physical features of the local area and describe these features).	<b>End of Year 2, expected:</b> Can identify multiple weather types. Can demonstrate that they understand basic, subject-specific vocabulary relating to physical geography (weather).			



# Geography Progressive Curriculum



	<p>Can use appropriate vocabulary in relation to the human and physical features of local and distant locations. Can describe the physical and human geography of a distant place. Can recognise a natural environment and describe it using geographical vocabulary. They can relate this to the animals studied in the unit.</p>	<p>Write sentences about different weather types using good vocabulary. Can talk with confidence about human and physical environments, such as farmland, the local area or further afield (e.g. a major UK city), naming features and using some key vocabulary. Can identify and name some of the wonders (of the world). Can give reasons for choices. Correctly use most of the key vocabulary given in the unit.</p>	
<b>Primary Geography POS Statement -&gt;</b>	<b>KS1: Use basic geographical vocabulary to refer to key human features, including; city, town, village, factory, farm, house, office, port, harbour and shop.</b>		<b>KS2</b>
When is it taught?	<p>Year 1 Unit 2: Our Local Area Year 2 Unit 3: Our Wonderful World</p>		
<b>EYFS -</b>	<p><b>End of Year 1, expected:</b> Know about the local area and can name and locate key landmarks (e.g. create a vocabulary list of the human and physical features of the local area and describe these features and locate them on a map using images or drawings). Can use appropriate vocabulary in relation to the human and physical features of local and distant locations. Describe the physical and human geography of a distant place.</p>	<p><b>End of Year 2, expected:</b> Talk with confidence about human and physical environments, such as farmland, the local area or further afield (e.g. a major UK city), naming features and using some key vocabulary. Can identify and name some of the wonders (of the world). Give reasons for choice of local wonders. Correctly use most of the key vocabulary given in the unit.</p>	

<b>Geographical skills</b>	<b>Primary Geography POS Statement -&gt;</b>	<b>KS1 - 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.</b>	<b>KS2 - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</b>	
	When is it taught?	<p>Year 1 Unit 3: People and their Communities Year 1 Unit 1: Animals and their Habitats Year 2 Unit 1: Seasons Year 2 Unit 2: Journeys – Food Year 2 Unit 3: Our Wonderful World</p>	<p>Year 4 Unit 3: Climate and Weather Year 3 Unit 1: Our World Year 3 Unit 3: Coasts Year 4 Unit 1: The Americas Year 4 Unit 2: Rivers and the Water Cycle Year 3 Unit 2: Earthquakes and Volcanoes</p>	<p>Year 5 Unit 1: Changes in our Local Environment Year 5 Unit 2: Europe – A Study of the Alpine Region Year 5 Unit 3: Journeys – Trade Year 6 Unit 1: South America – The Amazon Year 6 Unit 2: Protecting the Environment Year 6 Unit 3: Our World in the Future</p>



# Geography Progressive Curriculum



	<p><b>EYFS – children should recognise, identify and observe to show their understanding.</b></p>	<p><b>End of Year 1, expected:</b> Can use a world map, atlas or globe to recognise and name some continents and oceans. Use a UK wall map or atlas to locate and with support identify the four countries and capital cities of the UK. Can use a wall map or atlas to locate and identify countries taught in the unit.</p>	<p><b>End of Year 2, expected:</b> Can locate the UK and name the countries of the UK. Can use an atlas to name and locate on a map the four countries and capital cities of the UK. Can use atlas, map or globe to locate some wonders (of the world).</p>	<p><b>End of Year 3, expected:</b> Can use the zoom function of a digital map to locate places and gather information (e.g. uses Google Earth to locate places within different climate zones, to zoom in on the poles, equator and tropics) Can talk about the ‘globe’ they started with and how they made it into a map, the challenges they faced and how they overcame them. Can use most of the vocabulary introduced in the unit when talking about their map. Can use an atlas to locate the UK and locate some major urban areas, can locate where they live/have visited in the UK (e.g. seaside/coastal places they have visited).</p>	<p><b>End of Year 4, expected:</b> Can use a map or atlas (including index) to locate some countries and cities in Europe, North and South America. Can use a map to locate some states of the USA (e.g. use an atlas to locate places and be able to describe the location of the place using a nested hierarchy). Can relate continent, country, state and city. Can identify states in North America using a map (e.g. using the words of the song ‘Route 66’, locate the places mentioned on a map of the USA to show a route across the USA and describe the route). Can use the zoom function of a digital map to locate places (e.g. using Google Earth, starting at Denver, Colorado, near to the centre of the USA – zoom out to identify states and cities of the USA and locate them on a map). Can use the zoom function of a digital map to locate places (e.g. global rivers and mountain ranges, locations of earthquakes and volcanoes).</p>	<p><b>End of Year 5, expected:</b> Can locate and describe several physical environments in the UK. Can locate the UK’s major urban areas. Can use maps to locate the Alps and identify the physical features of the region. Can use base maps to create their own maps of the Alpine region.</p>	<p><b>End of Year 6, expected:</b> Can locate Brazil and the Amazon Basin and River and describe features studied. Can use a range of resources to locate national and global environmental issues. Can use digital maps to investigate and describe features of an area. Can use maps to locate places and countries that locally available products come from.</p>
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<b>Geographical</b>	<p><b>Primary Geography POS Statement -&gt;</b></p>	<p><b>KS1 – 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.</b></p>	<p><b>KS2 – Use the eight points of a compass, four/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.</b></p>	
	<p>When is it taught?</p>	<p>Year 1 Unit 2: Our Local Area Year 1 Unit 1: Animals and their Habitats Year 2 Unit 2: Journeys – Food</p>	<p>Year 3 Unit 1: Our World Year 4 Unit 1: The Americas</p>	<p>Year 5 Unit 1: Changes in our Local Environment Year 6 Unit 2: Protecting the Environment Year 6 Unit 3: Our World in the Future</p>



# Geography Progressive Curriculum



<p><b>EYFS –</b> We look at maps and the globe describing how life is similar and different to life in other places.</p>	<p><b>End of Year 1, expected:</b> Know about the local area and can name and locate key landmarks (e.g. create a vocabulary list of the human and physical features of the local area and describe these features and locate them on a map using images or drawings). Can use appropriate language when talking about maps and locations. Can describe a journey on a map of the local area using simple compass directions and locational and directional language (e.g. after a walk to a nearby green space, describe the route taken on a large-scale map using compass directions and locational language).</p>	<p><b>End of Year 2, expected:</b> Can use a range of good quality key vocabulary, including directional language, to describe a local natural environment (animals and plants).</p>	<p><b>End of Year 3, expected:</b> Can use an atlas to locate the UK and locate some major urban areas, can locate where they live/have visited in the UK (e.g. seaside/coastal places they have visited). Can use directional language and grid references when talking about locations.</p>	<p><b>End of Year 4, expected:</b> Can give direction instructions up to eight compass points. Can make a map of a route with features in the correct order and in the correct places.</p>	<p><b>End of Year 5, expected:</b> Can describe maps of the local area, using appropriate geographical vocabulary and conventions (e.g. grid references, compass directions).</p>	<p><b>End of Year 6, expected:</b> Can use and talk about a variety of maps of South America and Brazil, using appropriate geographical vocabulary and conventions (e.g. compass directions, symbols). Can describe locations of local, national and global environmental issues using appropriate locational vocabulary, and using the conventions of OS maps for UK issues. Can make sketch maps of the local area using symbols, a key and a scale.</p>
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<b>Geographical skills and fieldwork</b>	<p><b>Primary Geography POS Statement –</b></p>	<p><b>KS1 – 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.</b></p>	<p><b>KS2 –</b></p>				
	<p>When is it taught?</p>	<p>Year 1 Unit 2: Our Local Area Year 2 Unit 1: Seasons</p>					
	<p><b>EYFS –</b></p>	<p><b>End of Year 1, expected:</b> Know about the local area and can name and locate key landmarks (e.g. create a vocabulary list of the human and physical features of the local area and describe these features and locate them on a map using images or drawings).</p>	<p><b>End of Year 2, expected:</b> Can use and understand basic weather symbols. Can use photographs and plan perspectives to describe and recognise landmarks and basic human and physical features. Correctly use most of the key vocabulary given in the unit.</p>				
	<p><b>Primary Geography POS Statement –</b></p>	<p><b>KS1 – 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.</b></p>		<p><b>KS2 – 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.</b></p>			
<p>When is it taught?</p>	<p>Year 1 Unit 2: Our Local Area Year 2 Unit 1: Seasons Year 2 Unit 2: Journeys – Food</p>		<p>Year 4 Unit 3: Climate and Weather Year 3 Unit 3: Coasts (if possible) Year 4 Unit 2: Rivers and the Water Cycle</p>		<p>Year 5 Unit 1: Changes in our Local Environment Year 5 Unit 2: Europe – A Study of the Alpine Region Year 5 Unit 3: Journeys – Trade</p>		



# Geography Progressive Curriculum



						Year 6 Unit 1: South America – The Amazon Year 6 Unit 2: Protecting the Environment Year 6 Unit 3: Our World in the Future
<b>EYFS</b>	<b>End of Year 1, expected:</b> Can describe a journey on a map of the local area using simple compass directions and locational and directional language (e.g. after a walk to a nearby green space, describe the route taken on a large-scale map using compass directions and locational language prompted by their journey stick).	<b>End of Year 2, expected:</b> Can use geographical skills (sketching) and creative means (role play, questioning) to show their understanding of different weather and seasons.	<b>End of Year 3, expected:</b> Can use fieldwork to measure, record and describe the characteristics of the temperate zone using appropriate vocabulary.	<b>End of Year 4, expected:</b> In a group, can carry out fieldwork in the local area selecting appropriate techniques (e.g. to create a river in the playground using natural materials, use a watering can to form the river, observe and record what happens to the water over different materials, take photographs and label with key river features and processes).	<b>End of Year 5, expected:</b> Can use fieldwork to investigate key questions and begin to answer them. Can use fieldwork to observe and describe local human and physical features and compare them with those in the Alps.	<b>End of Year 6, expected:</b> Can use fieldwork (e.g. in a forest or woodland) to observe, describe and record the environment and create a sketch map, using symbols and key. Can present information gathered in fieldwork using a range of graphs and other simple forms, including digital. Can record/list products available locally and say whether they are produced locally and/or imported.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Vocabulary</b>	Ocean, sea, river, North Pole, South Pole, Antarctica, Artic, Equator, hot, cold, Atlantic Ocean, Pacific Ocean, house, bungalow, street, road, woods, forest, Swanland, Mountain, lava, volcano, hot, cold, wind, rain, snow, ice, ice-berg, sun, Autumn, Summer, Spring, Winter, Map, Globe, Google Maps, same, different, similar, sea, river, ocean, land, beach, coast, direction.	<b>Unit 1 – where in the world do these animals live?</b> Restaurant, high street, supermarket, place of worship, bus stop, train station, hospital, car park, river, pond, park, playground, wood, hill, block of flats (medium height and tall), bungalow, semi-detached house, stone cottage, school. Near, far, Edinburgh, Cardiff, London, Birmingham, Snowdon, Isle of Wight, Fort William, Caernarfon castle, Manchester, East Anglia, Map, plan, above, aerial, bird's-eye view, familiar, see clearly (plain view), hidden, navigation, grid, symbols, above, Open space, green space, field, park, forest, woodland, landmark, park, golf club, allotments, beach, cliffs, promenade (as appropriate), symbols, often, rarely <b>Unit 2 – Our Local Area</b> World, United Kingdom, England, Wales, Scotland, Northern Ireland school, car, coach, plane, buildings, high street, landmark, Sea, seaside, coast, coastline, sand, water, waves, rocks, pebbles, buoys, windsurf/surfboard, windbreaks, cafe, deckchair, inflatable boat, bucket, spade, lifeboat, Rainforest, remote, hot, wet, home, different, tall trees,	<b>Unit 1 – weather and seasons</b> Sun, cloud, weather, weather symbol, satellite, above, sky, umbrella, predict, stormy, thunder, lightning, breeze, gale, winds, rains, torrents, tides, sunshine, snowflakes, storm, oceans roaring, north, south, east, west, days of the week, Wind, change, compass, blown, north, south, east, west, sun, shiver, shine, icy blast, freezing, cold, warm, blow, thaw, melt, cold blast, glow, winter, summer, bright, observe, change, Climate, region, north, south, east, west, warm air, cold air, continent, London, Edinburgh, Cardiff, Belfast, Atlantic. <b>Unit 2 – Journeys – food</b> High street, shops, supermarket, market, farm, local, locality, fast food, frozen food, fresh food, Kitchen, food, lunchbox, food story, farm, plant, raw ingredients, whole animal, change (processed), packet, factory, delivered, Farm, farmer, tractor, big or small area, flat, hilly, mountainous, stream/river, coastal, fields, eggs, chickens, wheat barley, Cow, milk, wheat, barley, oilseed rape, pasture, grassland, United Kingdom, Wales, Scotland, Northern Ireland, lowland,	<b>Unit 1 – Our world</b> Globe, map, longitude, latitude, continent, ocean, Equator, North Pole, South Pole, Northern Hemisphere, Southern Hemisphere, Address, postcode, county, country, Earth, solar system, universe, satnav, Tropic of Cancer, Tropic of Capricorn, Arctic Circle, Antarctic Circle, Longitude, Greenwich/Prime Meridian, Earth's rotation, axis, clockwise, anti-clockwise, International Date Line, Pacific Ocean, Co-ordinate. <b>Unit 2 Earthquakes and volcanoes</b> Earthquake, rock strata, Earth, core, mantle, crust, tectonic plate, plate boundary, tectonics Volcano, crater, cone, vent, eruption, lava, molten, ash plume, caldera, pressure, converge, diverge, Java and Sumatra (both Indonesia), Philippines, Mid-Atlantic Ridge, Iceland, Active, dormant, extinct,	<b>Unit 1 – The Americans</b> City, state, country, continent, North America, South America, northern hemisphere, compass points (8), region, Brazil and other South American countries, southern hemisphere, Types of buildings (e.g. skyscrapers, public buildings, religious buildings), routeways, city networks, road lay-out patterns, surrounding landscape (e.g. mountains, plains), Pacific Ocean, Atlantic Ocean, regions of North America (Western/Pacific coastal strip, Rockies, Great Plains/Prairies, Canadian Shield, Caribbean, Eastern/Atlantic coastal strip, Great Lakes), Itinerary. <b>Unit 2 – The water cycle</b> River, stream, valley, mountain, hill, water cycle, flow, infiltration, percolation, source, mouth, estuary, sea, terrain, tributary, confluence, meander, Evaporation, condensation, clouds, transpiration, sun, heat, sea, evaporate, evaporation, water vapour, droplets, (dark) clouds, rain, land, precipitation – rain, snow and hail, hydrological cycle, valley, (Thames) basin, urban, rural, village, town,	<b>Unit 1 – Changes in our local environment</b> Continent, country, region, city, county, borough Locational language, compass points Physical and human features British Isles, Great Britain, UK, Sustainability, legacy, regeneration, Development, physical features, human features – roads, houses, canals, cathedral, city, Enquiry, local area, sustainability, past, present, future. <b>Unit 2 – Study of the Alpine region</b> Continent, country, region: Settlement, city, town, village Human features: created by humans, for example: roads, houses, canals Physical features: naturally occurring, for example: River, Mountain, Lake Locational vocabulary: longitude, latitude, tropic of cancer, north, south, east, west	<b>Unit 1 – South America – The Amazon</b> Continent, country, region, river, river basin, source, mouth, names of continents and relevant South American countries and regions, locational vocabulary: longitude, latitude, north, south, east, west Weather, climate, seasons, forest, rainforest, Primary and secondary source, human and physical features, city, state, Settlement, tribe, indigenous, shifting cultivation, agriculture, fallow, fertile, nomad/nomadic Rainforest, deforestation <b>Unit 2 – Protecting the environment</b> Sustainability, habitat destruction, endangered, extinction, conservation, Mineral, renewable, non-renewable Renewable and non-renewable, wind power, biomass, wave energy, geothermal energy, hydroelectricity, tidal energy, solar energy, fossil fuels (oil, gas, coal) Marine, ocean (and the names of the world's oceans), endangered species Sustainability, enquiry, biodiversity, recycle, waste, environment <b>Unit 3 - Journeys – Trade</b>





# Geography Progressive Curriculum



		<p>animals, noisy, sun, Africa, hot, dry, glass, steel, brick, concrete, wood, Timbuktu, Mali, mosque, climate, Equator, same, different, similar, Continent, country, city, capital, mountains, harbour.</p> <p><b>Unit 3 – People and their communities</b></p> <p>World, continent, Europe, Africa, North America, South America, Oceania, Asia, Antarctica, country, Great Britain, Ireland, North Pole, South Pole, Southern Ocean, polar, emperor penguin, China, Indonesia, Pakistan, Bangladesh, Turkey, India, Russia, Japan, hot, cold, wet, dry, windy, calm, snowy, Ocean, sea, underwater, Arctic, Atlantic, Indian, (South) Pacific and Southern, Australia, Ningaloo Reef, harmless, filter feeders, shark, warm and cold water. Various seas such as Coral Sea, Tasman sea. Continent names, Namibia, carnival, emperor penguin, red panda, whale shark, savannah, herdjourney, distance, far, near, land, sea or air, thousand (e.g. 6000 miles), warmer, spring, summer, autumn, winter, globe, red panda, giant panda, African elephant, whale shark, swallow, dark, bright, sunny, empty, busy</p>	<p>pig, pork pie, oats, oatcakes, traditional, picnic, South East, London, North West, East of England, West Midlands, South West, Yorkshire and the Humber, East Midlands, North East, landscape, landmarks, human, physical</p> <p><b>Unit 3 – Our wonderful world</b></p> <p>trees, roses, flowers, sky, clouds, night, day, rainbow, people, friends, babies. Colours and shades: green, red, blue, white, dark, bright, Descriptive: high, long, wide, wonder, deadly, freezing, wild, up-and-down, high-flyer, rollercoaster, cold</p> <p>Physical features: mountain, hill, ridge, cliff, highland, moor, mound, rivers, rocks, snow, ice</p> <p>Locations: Everest, UK, River, wonderful, desert, major world rivers: Congo, Yangtze, Amazon, Nile, Volga, Mississippi, Botanical garden, opera house, arena, museum, stadium, hotel, place of worship, shops</p> <p>Human features: Great Wall of China, Asia; Golden Gate Bridge, North America; The Louvre Museum, Europe; Christ the Redeemer Statue, South America; Suez Canal, Africa</p> <p>Physical features: Ayers Rock/Uluru, Oceania; Mount Erebus, Antarctica, Asia, Africa, North America</p> <p>Nigeria, USA, China, San Francisco, Hong Kong, Lagos</p> <p>UK capitals: Edinburgh, London, Cardiff, Belfast</p> <p>Other relevant world cities they have studied, Wonder, world heritage, Lagos, Hong Kong, San Francisco</p>	<p>Popocatépetl, Iztaccíhuatl, Mexico, ‘Ring of Fire’, Hazard, risk, danger, tsunami, Cotopaxi, Ecuador, advantages, disadvantages, social, environmental, economic, Tigua, Quechuan, Richter Scale, magnitude, Japan, Pompeii, Vesuvius, Italy</p> <p><b>Unit 3 – The Coast</b></p> <p>Sea, waves, seaside, coast, coastline, strandline, compass point, N, NE, E, SE, S, SW, W, NW, beach, sand, dune, rocks, cliff, location, holiday, resort, tourist, tourism, Benidorm, Mediterranean, rock, industry, fishing, harbour, physical features, human features including settlement, economic activities, tourism, region, peninsula, reef, coral, Great Barrier Reef, Australia, bleaching, Erosion, deposition, tides, storm, resistance, power (of the sea), Antarctica, cruise. Revisit geographical vocabulary already introduced – beach, cliff, bay, etc. Port, dock, harbour, shipping, sea fisherman, trawlerman, trawler, human activity, reclaimed land, economic activity, trade, sea food, rock pool, shells, Climate change, rising sea level, inundation, archipelago and any of the vocabulary already introduced, St Lucia, Seychelles, Maldives, Galapagos.</p>	<p>city, capital city, gradient, meander, This will depend on the rivers chosen for study, but will include named cities, crossing points/bridges, ports/docks, industries, trade links and could include Three Gorges Dam, hydro-electric power, dam, reservoir, flood control, irrigation, water extraction, sacred river,</p> <p>Glacier, scree; named mountain ranges/chains, including Himalayas, Andes, Atlas, Rockies, Pyrenees, Alps, Great Dividing Range, Urals, Appalachians, North West/Scottish Highlands, Tianshan, Snowdonia, Drakensburg, Antarctic Mountains, tributary, confluence, OS (Ordnance Survey) map, grid reference, key, upstream, downstream, erode/erosion, transport/transportation, deposit/deposition, percolate/percolation, infiltrate/infiltration, rain/precipitation</p> <p><b>Unit 3 – Climate and weather</b></p> <p>Weather, weather forecast, season, climate, climate zone – polar, temperate and equatorial/tropical/rain forest; biome, flora, fauna, vegetation, Temperature, frozen/freeze/freezing, glacier, iceberg, ice flow, ice cap, Arctic, Antarctic, continent, polar tundra and alpine tundra, caribou, reindeer, polar bear, penguin, seal, Northern and Southern Hemisphere, permafrost, taiga, Desert, sub-tropical, Sahara (Arabic for ‘The Great Desert’), Namibian Desert, Mojave Desert (pronounced ‘mo-harvey’), dry, arid, rain shadow, Monsoon, tropical rain forest, rainfall map, Cherrapunjee, Mawsynram, India, Temperate climate zone and biome, deciduous (trees), seasons, flora (plants), fauna (animals)</p>	<p>Names of continents and relevant European countries and regions</p> <p>Country, region, physical features: fold mountains, tectonic plates, climate, natural resources</p> <p>Industry, agriculture, tourism</p> <p>Avalanche, mountain, physical and human features/processes</p> <p><b>Unit 3 – Our world in the future</b></p> <p>Names of continents and relevant countries and regions</p> <p>Import: to bring goods into a country for sale</p> <p>Export: to send goods to another country for sale</p> <p>Trade: buying or selling goods or services</p> <p>Raw materials</p> <p>Man-made</p> <p>Native, season, biome, climate, Recycle, reuse, fair trade, import, export, raw material, country of origin, import, producer, retailer, consumer, trade, sustainability Imported, locally sourced, consumers, retailers and producers, recycled</p>	<p>Human/physical features, topographical features, region, enquiry, future</p> <p>Housing: detached, semi-detached, terraced housing, flats/apartments, bungalow</p> <p>Industry, employment, primary, secondary, tertiary or quaternary</p> <p>Amenities, accessible, public services, public spaces</p> <p>Community spirit, public spaces</p> <p>Sustainable development, physical and human features, housing, industry, public services</p>
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