

Geography Progression Map

Cycle A

The study of geography is more than just memorizing places on a map. It's about understanding the complexity of our world, it's appreciating the diversity of cultures that exists across continents.

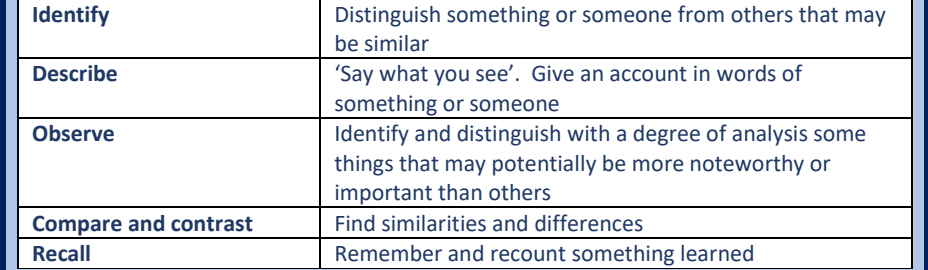
Barrack Obama



Skills

Ident

Identify	Distinguish something or someone from others that may be similar
Describe	'Say what you see'. Give an account in words of



Concepts

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

Key vocabulary

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

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

- Explore the natural world around them, making observations and drawing pictures. *The Natural World ELG*
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class *The Natural World ELG*
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. *The Natural World ELG*

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

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



Objective
To describe their school environment

Enquiry
I wonder ...Why is Icklesham special?



Substantive Knowledge (Content)

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

Prior Learning

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

Future Learning

KS1
Children will look at where Icklesham School is on a map. Children will learn about where the polar regions are and the equator and how they differ.

UKS2
Children will learn about the contrasting features of a European country and one in North and South America.

Skills	
Recognise	Name and point out who or what something is
Identify	Distinguish something or someone from others that may be similar
Describe	‘Say what you see’. Give an account in words of something or someone
Observe	Identify and distinguish with a degree of analysis some things that may potentially be more noteworthy or important than others
Select	Decide upon and choose that information considered most suitable or relevant
Categorise/Classify	Arrange information into particular groups according to shared qualities or characteristics
Sequence	Place a set of related events or things that follow each other into an order
Compare and contrast	Find similarities and differences
Concepts	
Environment	The surroundings of a place in which a person, animal or plant lives and interacts.
Location	The precise site, position, or situation of a place.
Distribution	The pattern or arrangement of the physical (mostly natural) and human features of a place across its surface.
Change	The alteration or modification of places over time as a result of natural and/or human processes.
Key vocabulary	
field	Large area covered with grass
firepit	Container in which a fire can be lit
flowerbed	Area of ground where flowers are planted
gate	Part of a fence or wall that opens and closes like a door
gazebo	Small building with roof and open sides
hill	Area of land that is higher than the surrounding land
patio	Area outside a building with solid floor but no roof
playground	Area designed for children to play in outside
pond	Area of water smaller than a lake, often artificially made
shed	Small building used for storing things
steps	Series of flat pieces of wood or stone that you walk up or down to move to a different level
tree	Tall plant with wooden trunk and branches
tyres	Thick rubber ring from vehicles’ wheels

Assessment points

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

EYFS coverage

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

Minimum expectations, including for pupils with SEND

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

High prior attainment and extension opportunities, including for pupils with SEND
Independent map making opportunities e.g. of classroom or patio area



Objective

To describe their local environment

Enquiry

I wonder ...What is Hastings like?



Substantive Knowledge (Content)

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

Prior Learning

EYFS

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

Future Learning

KS1

Children will look at London as a city and compare it with other places.
Children will enhance their knowledge and understanding of map work by learning about the different continents and oceans.

KS2

Children will continue to enhance their map reading skills through use of OS mapping and digital technologies. They will learn about contrasting countries and landscapes.

Skills

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

Concepts

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

Key vocabulary

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

Assessment points

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

EYFS coverage

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

Minimum expectations, including for pupils with SEND

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

High prior attainment and extension opportunities, including for pupils with SEND

Look at a range of maps of Eastbourne and find places we have already identified on those maps.



Objective

To compare places around the world

Enquiry

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



Substantive Knowledge (Content)

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

Prior Learning

EYFS

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

Future Learning

KS1

Children will look at where the school is in the context of the whole world including the continent and country it can be found in. Children will enhance their knowledge and understanding of physical and human geographical features.

KS2

Children will continue to enhance their map reading skills through use of OS mapping and digital technologies. They will learn about contrasting countries and landscapes.

Skills

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

Concepts

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

Key vocabulary

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

Assessment points

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

EYFS coverage

- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. *People, Culture and Communities ELG*
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class *The Natural World ELG*

Minimum expectations, including for pupils with SEND

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

High prior attainment and extension opportunities, including for pupils with SEND

Further research into these countries or other countries.



Objective
To understand about the locality of where they live.

Enquiry
I wonder ...Where is my school?



Substantive Knowledge (Content)

- To know which planet and continent they live in
- To know that the capital city and flag of England is
- To know that a city is different to a town or village because it has a cathedral
- To know which town they live in
- To know what geographical features they live near
- To know where their school is on a map
- To know when was it built
- To know how to describe the area surrounding the school

Prior Learning

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

Future Learning

KS2
Children will learn to locate geographical regions and their identifying human and physical geographical characteristics. They will learn about time zones, lines of latitude and longitude, the position of the equator and the hemispheres.

Skills

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

Concepts

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

Key vocabulary

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

Assessment points

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

National Curriculum Coverage

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

Minimum expectations, including for pupils with SEND
Children to know that they live in England and their school is in Icklesham. With support, children can identify where their school is on a map.

High prior attainment and extension opportunities, including for pupils with SEND
Children to think about why aerial photos are useful for describing the specific location of a place.



Objective

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

Enquiry

I wonder ...Why do so many people live in London?



Substantive Knowledge (Content)

- To know where London is
- To know what makes a city
- To know how cities are different from towns
- To know what physical features are in London
- To know what human features are in London
- To know how London compares to other cities
- To understand what symbols are on maps
- To know why symbols are used on maps

Prior Learning

EYFS

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

Future Learning

KS2

Children will learn about the human and physical features of countries around the world including how they have changed over time.

Skills

Recognise	Name and point out who or what something is
Identify	Distinguish something or someone from others that may be similar
Describe	‘Say what you see’. Give an account in words of something or someone
Observe	Identify and distinguish things that may potentially be more important than others
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Concepts

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Change	The alteration or modification of places over time as a result of natural and/or human processes.
Interaction	How the physical and human elements of a place affect each other and other places.
Interdependence	The degree to which what happens in one place impacts on what happens in another.
Sustainability	The extent to which a place can balance meeting the needs of its people
Diversity	The variety of the physical and cultural composition of the society of a place.

Key vocabulary

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

Assessment points

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

National Curriculum Coverage

- Name, locate and identify characteristics of the UK
- Use world maps, atlases and globes to identify
- Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country
- Use basic geographical vocabulary to refer to physical and human features
- Use aerial photographs and plan perspectives to recognise landmarks

Minimum expectations, including for pupils with SEND

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

High prior attainment and extension opportunities, including for pupils with SEND

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



Objective

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

Enquiry

I wonder ...Why do lions live in Kenya?



Substantive Knowledge (Content)

- To know which continent Kenya is in
- To know where Africa and Kenya is on a map
- To know what compass directions are and how to use them
- To know what the climate is like in Kenya
- To know why Kenya is a good place for lions to live
- To know how Kenya and the UK are similar and different
- To know what endangered means
- To know what other animals live in Kenya
- To know where people live in Kenya

Prior Learning

EYFS

They will know the names of some wild animals.

KS2

Children will enhance their locational knowledge by learning about grid references

Skills

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

Key vocabulary

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

Assessment points

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

National Curriculum Coverage

- Understand geographical similarities and differences through studying the human and physical geography
- Use basic geographical vocabulary to refer to physical and human features
- Use world maps, atlases and globes to identify
- Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator

Minimum expectations, including for pupils with SEND

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

High prior attainment and extension opportunities, including for pupils with SEND

Children to research other habitats and compare them to savannahs.



Objective

To explore the physical features of Wales

Enquiry

I wonder...Why are there so many mountains in Wales?



Substantive Knowledge (Content)

- To know where Wales is
- To know what the weather/temperature is like
- To know some of the physical features in Wales are including mountains (Snowdonia)
- To know that Cardiff is the capital city
- To understand the importance of the mining for the Welsh economy
- To understand the importance of farming for the Welsh economy
- To understand the importance of tourism for the Welsh economy
- To understand the similarities/differences between Wales and the rest of the UK are

Prior Learning

EYFS

Children will look at maps of their local area and learn about weather

KS1

Children will learn about the physical and human geographical features of their local area and a contrasting country. Children will learn how a map works.

Future Learning

UKS2

Children will develop their mapping skills and learn about the physical and human geographical features of a contrasting country. The will learn to locate countries on a map using sic figure grid references.

Skills

Recognise	Name and point out who or what something is
Identify	Distinguish something or someone from others that may be similar
Describe	‘Say what you see’. Give an account in words of something or someone
Observe	Identify and distinguish things that may potentially be more important than others
Select	Decide upon and choose that information considered most suitable or relevant
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Interaction	How the physical and human elements of a place affect each other and other places.
Interdependence	The degree to which what happens in one place impacts on what happens in another.
Sustainability	The extent to which a place can balance meeting the needs of its people
Diversity	The variety of the physical and cultural composition of the society of a place.

Key vocabulary

Cardiff	The capital city of Wales
Landscape	The visible features of an area of land
Mountainous	Having lots of mountains
Mount Snowdon	The tallest mountain in the UK, part of the Snowdonia National Park
Rural	Relating to the countryside

Assessment points

- Recognise Wales on a map and name the capital city
- Describe what the weather / climate is over the year in Wales
- Describe Snowdonia National Park
- Categorise the mountains in Wales from tallest to smallest
- Identify common features of mountains
- Describe the natural resources that Wales has and how they are used
- Describe the one of the industries that Wales has (farming, mining, tourism)
- Compare and contrast Wales and the rest of the UK

National Curriculum Coverage

- 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
- describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, mountains and human geography, including: types of settlement and land use, and the distribution of natural resources including energy, food, minerals and water
- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

Minimum expectations, including for pupils with SEND

- Recognise Wales on a map and name the capital city
- Categorise the mountains in Wales from tallest to smallest
- Identify common features of mountains

High prior attainment and extension opportunities, including for pupils with SEND

Children could study a Welsh county in depth to advertise for an estate agent.



Objective

To know the journey of a river and the water cycle

Enquiry

I wonder ... Where will the river take me?



Substantive Knowledge (Content)

- To understand that a river flows from high ground to the sea
- To learn geographical language associated with rivers and their features
- To know that a river flows along a channel with banks on the sides and a bed at the bottom
- To know that rivers meander (flow and bend) across and round land until they meet another body of water
- To know that over a long period of time rivers can erode to land to make valleys, gorges and canyons
- To understand the stages of the river’s journey
- To understand about evaporation and a rivers place in the water cycle
- To know that rivers are fresh water and that seas are made of salt water
- To locate rivers in the UK and across the world using an atlas
- To understand what happens when a river meets the coast including estuaries, deltas, mudflats and salt marshes

Prior Learning

EYFS

Children will look at geographical physical features like rivers and seas

KS1

Children will learn about the oceans of the world

Future Learning

UKS2

Children will learn about the polar regions and the effect of global warming on water levels around the world

Skills

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

Concepts

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

Key vocabulary

Meander	How a river moves and bends across the land
Valley	A low area of land between hills or mountains formed by the flow of a river
Gorge	A low area of land between hills or mountains with steep rocks formed by the flow of a stream
Canyon	A narrow, deep valley with steep sides
Estuary	A tidal mouth of a large river, where the tide meats the stream
Delta	A triangular mass of sediment (silt and sand) deposited at the mouth of a river
Evaporation	The process of turning liquid into a vapour
Condensation	The process of turning vapour into a liquid
Thames	A river in London
Amazon	A river in South America
Mississippi	A river in USA

Assessment points

- Describe** the journey a river takes from it’s source
- Recall** the geographical vocabulary associated with rivers
- Identify** ways rivers can erode land as they flow
- Recall** the names and places of rivers in the UK and around the world
- Describe** the water cycle
- Compare and contrast** rivers around the world

National Curriculum Coverage

- 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
- describe and understand key aspects of: physical geography, including: rivers and the water cycle
- 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

Minimum expectations, including for pupils with SEND

- Describe** the journey a river takes
- Recall** the geographical vocabulary associated with rivers
- Recall** the names and places of rivers in the UK and around the world

High prior attainment and extension opportunities, including for pupils with SEND

Children could investigate the uses of rivers as trade routes globally and compare their findings



Objective

To study the climate and human and physical geography of Australia

Enquiry

I wonder ... What is life like down under?



Substantive Knowledge (Content)

- To locate Australia using atlases and maps
- To know that the six main states of Australia are New South Wales, Victoria, Tasmania, Western Australia, South Australia, and Queensland
- To know that capital city is Canberra
- To know that Australia is in the southern hemisphere
- To know the size of the population of Australia
- To know about the diverse physical features of Australia like Ayres Rock, The Great Barrier Reef and the Daintree Rainforest
- To understand the climate zones in Australia
- To know the indigenous animals of Australia
- To understand how the natural resources of Australia are used economically (mineral mining and food exportation)

Prior Learning

EYFS

Children will look at maps of their local area and learn about weather

KS1

Children will learn about the physical and human geographical features of their local area and a contrasting country. Children will learn how a map works.

Future Learning

UKS2

Children will learn about the different hemispheres of the world and compare the ways in which countries utilise their natural resources.

Skills

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

Concepts

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

Key vocabulary

State	An area of a country governed by its own parliament
Canberra	The capital city of Australia
Southern Hemisphere	Part of the Earth south of the equator
Ayres Rock	A conspicuous red monadnock in central Australia
The Great Barrier Reef	The world's largest coral reef system
Daintree Rainforest	A remnant of what was once a vast forest that covered the entire Australian continent
Indigenous	A occurring naturally in a place

Assessment points

- **Describe** where Australia is in the world
- **Identify** the six main states of Australia
- **Recall** the capital city of Australia
- **Recall** that Australia is in the southern hemisphere
- **Recall** the population of Australia
- **Describe** key physical features such as Ayres Rock, The Great Barrier Reef and The Daintree Rainforest
- **Classify** climate zones of Australia
- **Identify** indigenous animals of Australia
- **Describe** how the natural resources of Australia benefit the economy.

National Curriculum Coverage

- 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)
- describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts
- 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

Minimum expectations, including for pupils with SEND

- **Describe** where Australia is in the world
- **Recall** the capital city of Australia
- **Recall** that Australia is in the southern hemisphere
- **Describe** key physical features such as Ayres Rock, The Great Barrier Reef and The Daintree Rainforest

High prior attainment and extension opportunities, including for pupils with SEND

Children could investigate changes in human geography over time including immigration.



Objective

To undertake geographical fieldwork to understand the human geography of Hastings

Enquiry

I wonder ... Is Hastings a good place to go on holiday?



Substantive Knowledge (Content)

- To know that Hastings is a coastal town in the south of England
- To know that Hastings is built on a bed of sandstone which meets the English Channel which has formed cliffs to the east of the town over time
- To know that Hastings old town is in a valley sheltered by the East and West Cliffs
- To know that Hastings beach is made up from shingle
- To know that tourism in Hastings began in Victorian times but has declined over time
- To know that a rejuvenation of Hastings began in 2004 to encourage more visitors
- To understand the different types of businesses in Hastings and their value at attracting visitors to the town

Prior Learning

EYFS

Children will learn about their local environment and where they go to school and what their nearest towns have to offer.

KS1

Children will learn about where they live, what the area has to offer and how the land used.

LKS2

Children will compare other countries in the UK with where they live

Future Learning

UKS3

Children will look further at how physical and human geography interact and influence each other. They will learn about population changes and urbanisation.

Skills

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

Concepts

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

Key vocabulary

Coastal Town	A town situated on a coastline
Sandstone	Sedimentary rock consisting of sand or quartz grains cemented together
Shingle	A mass of small rounded pebbles, especially on a seashore.
Rejuvenation	The action or process of giving new energy to something.
Tourism	The study of travel and tourism, as an industry and as a social and cultural activity

Assessment points

- Recognise that Hastings is a coastal town on the south coast
- Describe the physical make up of Hastings
- Describe the beach at Hastings
- Classify the decline of tourism in Hastings over time
- Sequence the rejuvenation of Hastings seafront
- Observe and categorise first hand visitors to Hastings seafront
- Describe the how the rejuvenation of Hastings has brought more visitors to Hastings

National Curriculum Coverage

- 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
- 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.

Minimum expectations, including for pupils with SEND

- Recognise that Hastings is a coastal town on the south coast
- Describe the physical make up of Hastings
- Describe the beach at Hastings
- Observe and categorise first hand visitors to Hastings seafront

High prior attainment and extension opportunities, including for pupils with SEND

Children could compare Hastings to the neighbouring seaside town of Eastbourne



Objective

To know the climate and physical geography of Scandinavia

Enquiry

I wonder ... How cold is it in Scandinavia?



Substantive Knowledge (Content)

- To know that Scandinavia is made up of three countries: Norway, Sweden and Denmark
- To locate Scandinavia on a map
- To know that Scandinavia is in the northern hemisphere
- To know the capital cities are: Norway – Oslo, Sweden – Stockholm and Denmark – Copenhagen
- To know that the Scandinavian coastline is made up of archipelagos
- To know that Scandinavia has a varied landscape made up from Fjords, rugged, glaciated mountains and fertile valleys and plains
- To know that Scandinavia has a temperate climate

Prior Learning

EYFS

Children will learn that different countries in the world have different types of weather.

KS1

Children learn the names of the continents and oceans of the world and which countries have oceans on their borders. They learn that different countries have different weather.

LKS2

Children will learn about countries that the globe is split into two hemispheres and the importance of the water cycle and the worlds rivers.

Future Learning

UKS3

Children will learn more about physical geography relating to: geological timescales and plate tectonics; rocks, weathering and soils; weather and climate, including the change in climate from the Ice Age to the present; and glaciation, hydrology and coasts

Skills

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

Concepts

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

Key vocabulary

Scandinavia	The name given to the countries Norway, Sweden and Denmark
Archipelagos	A group of islands found in an ocean created by volcanic eruptions
Fjords	a long, narrow, deep inlet of the sea between high cliffs typically formed by submergence of a glaciated valley.
Glaciated mountains	Mountains formed or covered by glaciers
Glacier	Huge, thick masses of ice that build up over time
Temperate Climate	Environments with mild – warm summers and cool – cold winters. Moderate rainfall across the year

Assessment points

- **Recall** the three countries that make up Scandinavia
- **Locate** Scandinavia using maps and atlases
- **Describe** the global position of Scandinavia
- **Recall** the names of the capital cities of the three countries of Scandinavia
- **Describe** the varied Scandinavian landscapes
- **Recognise and explain** the term archipelagos
- **Describe** the climate in Scandinavia

National Curriculum Coverage

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes

Minimum expectations, including for pupils with SEND

- **Recall** the three countries that make up Scandinavia
- **Locate** Scandinavia using maps and atlases
- **Describe** the global position of Scandinavia
- **Recall** the names of the capital cities of the three countries of Scandinavia

High prior attainment and extension opportunities, including for pupils with SEND

Children could investigate land use in Scandinavian countries looking at settlements and industries



Objective

To compare the physical geography and climate of Mexico to the UK

Enquiry

I wonder ... Como es vivir en Mexico?



Substantive Knowledge (Content)

- To know that Mexico is located in North America, however its history and culture have much in common with many South American countries (e.g. language and religion).
- To know that Mexico has two coasts (Pacific Ocean, Gulf of Mexico and Caribbean Sea) and is bordered by the United States to the north, and Belize and Guatemala to the south
- To know that It is largely mountainous but the north of the country is mostly desert and the south, which is close to the equator, has a tropical climate and is covered by rainforest
- To know that the capital of Mexico is Mexico City
- To know that the United States is Mexico's main trading partner
- Mexico has many natural resources including; gold, silver, copper, lead, natural gas and petroleum – the mineral industry generates a lot of money for the country
- To understand that Mexico is situated on the 'Ring of Fire', the world's most prominent volcano and earthquake region.
- To know that Mexico has the world's largest Spanish speaking population
- To know that *Chichen Itza* was built by the Maya people is a World Heritage Site
- To know that chocolate, chilies and corn originally come from Mexico

Prior Learning

EYFS

Children will learn that different countries in the world have different types of weather.

KS1

Children learn the names of the continents and oceans of the world and which countries have oceans on their borders. They learn that different countries have different weather.

LKS2

Children will learn about the climate and topography of other countries in the southern hemisphere.

Future Learning

UKS3

Children will learn more about the key processes in human geography relating to:
population and urbanisation; international development; economic activity and the use of
natural resources

Skills

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

Concepts

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

Key vocabulary

Mexico City	The capital city of Mexico
Pacific Ocean	Ocean to the east of Mexico
Gulf of Mexico	An ocean basin and a marginal sea of the Atlantic Ocean
Caribbean Sea	A sea of the Atlantic Ocean in the tropics of the Western Hemisphere
Tropical Climate	Tropical temperatures are warm or hot throughout the year and are located near the equator.
Equator	An imaginary line around the middle of a planet that is halfway between the north pole and the south pole, at 0 degrees latitude
Chicken Itza	A world heritage Site that is a complex of Mayan ruins

Assessment points

- **Recall** the location of Mexico, naming coasts and neighbouring countries
- **Describe** the Mexican landscape using geographical vocabulary
- **Recall** the name of the capital city
- **Categorise** the natural resources that Mexico has
- **Identify** the South American influences on Mexican culture
- **Describe** the importance of Mayan heritage on Mexico
- **Identify** foods that originate from Mexico and their economic and cultural importance

National Curriculum Coverage

- 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
- 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
- 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

Minimum expectations, including for pupils with SEND

- **Recall** the location of Mexico, naming coasts and neighbouring countries
- **Describe** the Mexican landscape using geographical vocabulary
- **Recall** the name of the capital city
- **Identify** the South American influences on Mexican culture

High prior attainment and extension opportunities, including for pupils with SEND

Children could investigate the tourism industry in Mexico and find out if all of Mexico is popular with tourists.



Geography Progression Map

Cycle B

The study of geography is more than just memorizing places on a map. It's about understanding the complexity of our world, it's appreciating the diversity of cultures that exists across continents.

Barrack Obama



Objective

To compare different weathers and seasons.

Enquiry

I wonder ...What is the weather?



Substantive Knowledge (Content)

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

Prior Learning

EYFS

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

Future Learning

EYFS

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

KS1

Children will look the climate in different countries.
Children will learn about how the weather can change depending on seasons.

KS2

Children will develop their skills in physical geography including climate zones.

Skills

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

Concepts

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

Key vocabulary

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

Assessment points

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

EYFS coverage

- Explore the natural world around them, making observations and drawing pictures. *The Natural World ELG*
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class *The Natural World ELG*
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. *The Natural World ELG*

Minimum expectations, including for pupils with SEND

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

High prior attainment and extension opportunities, including for pupils with SEND

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



Objective
To describe their school environment

Enquiry
I wonder ...Why is Icklesham special?



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

Prior Learning

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

Future Learning

KS1
Children will look at where Icklesham School is on a map. Children will learn about where the polar regions are and the equator and how they differ.

UKS2
Children will learn about the contrasting features of a European country and one in North and South America.

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

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

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

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

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

- Minimum expectations, including for pupils with SEND**
- **Recognise** features in our school environment
 - **Describe** our school environment, with support
 - **Select** features to include in maps, drawings, other representations of our school and local environment, with support

High prior attainment and extension opportunities, including for pupils with SEND

Independent map making opportunities e.g. of classroom or patio area



Objective

To describe their local environment

Enquiry

I wonder ...What is Hastings like?



Substantive Knowledge (Content)

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

Prior Learning

EYFS

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

Future Learning

KS1

Children will look at London as a city and compare it with other places.
Children will enhance their knowledge and understanding of map work by learning about the different continents and oceans.

KS2

Children will continue to enhance their map reading skills through use of OS mapping and digital technologies. They will learn about contrasting countries and landscapes.

Skills

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

Concepts

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

Key vocabulary

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

Assessment points

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

EYFS coverage

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

Minimum expectations, including for pupils with SEND

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

High prior attainment and extension opportunities, including for pupils with SEND

Look at a range of maps of Eastbourne and find places we have already identified on those maps.



Objective

To compare places around the world

Enquiry

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



Substantive Knowledge (Content)

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

Prior Learning

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

Future Learning

KS1

Children will look at where the school is in the context of the whole world including the continent and country it can be found in. Children will enhance their knowledge and understanding of physical and human geographical features.

KS2

Children will continue to enhance their map reading skills through use of OS mapping and digital technologies. They will learn about contrasting countries and landscapes.

Skills

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

Concepts

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

Key vocabulary

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

Assessment points

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

EYFS coverage

- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. *People, Culture and Communities ELG*
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class *The Natural World ELG*

Minimum expectations, including for pupils with SEND

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

High prior attainment and extension opportunities, including for pupils with SEND

Further research into these countries or other countries.



Objective

To name and locate the continents and oceans

Enquiry

I wonder...Is Quito a good place to live?



Substantive Knowledge (Content)

- To know what the names of the oceans and continents are
- To know where the oceans and continents are located
- To know how the climate compares between the UK and Ecuador
- To know what the similarities and differences are between London and Quito
- To know what animals live in different parts of the world
- To understand which features are human or physical
- To know how to create a map

Prior Learning

EYFS

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

Future Learning

KS2

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

Skills

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

Concepts

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

Key vocabulary

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

Assessment points

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

National Curriculum Coverage

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

Minimum expectations, including for pupils with SEND

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

High prior attainment and extension opportunities, including for pupils with SEND

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



Objective

To explore the physical features and climate of the polar regions

Enquiry

I wonder ...What is it like to live in the Arctic?



Substantive Knowledge (Content)

- To know where the polar regions are
- To know what the weather/temperature is like
- To know what some of the physical features in the Arctic are
- To know what some of the human features in the Arctic are
- To know which animals live in the Arctic
- To understand the similarities/differences between the Arctic and the UK are

Prior Learning

EYFS

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

Future Learning

KS2

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

Skills

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

Concepts

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

Key vocabulary

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

Assessment points

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

National Curriculum Coverage

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

Minimum expectations, including for pupils with SEND

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

High prior attainment and extension opportunities, including for pupils with SEND

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



Objective

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

Enquiry

I wonder ...When is a good time to go on holiday?



Substantive Knowledge (Content)

- To know what the names of the four seasons are
- To know the order of seasons
- To know which months of the year are linked to each season
- To know what is the weather like in each season
- To understand how the seasons are different to each other

Prior Learning

EYFS

The children have begun to look at types of weather.

Future Learning

KS2

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

Skills

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

Concepts

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

Key vocabulary

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

Assessment points

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

National Curriculum Coverage

- Use simple fieldwork and observational skills to study the geography of their school and its grounds
- Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator

Minimum expectations, including for pupils with SEND

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

High prior attainment and extension opportunities, including for pupils with SEND

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



Objective
To study the human and physical geography of Egypt

Enquiry
I wonder ... Would you ‘walk like an Egyptian’?



Substantive Knowledge (Content)

- To locate Egypt on a ma using an atlas
- To know that capital city is Cairo
- To know that Egypt is part of the continent of Africa
- To know the size of the population of Egypt
- To know about the importance of the physical features of Egypt including the River Nile and The Great Pyramids of Giza
- To understand that Egypt is mainly dessert
- To understand the importance of the River Nile to human settlement
- To know the indigenous animals of Egypt
- To understand some features of human geography including the importance of tourism to the economic stability of Egypt

Prior Learning

EYFS
Children will look at maps of their local area and learn about weather

KS1
Children will learn about the physical and human geographical features of their local area and a contrasting country. Children will learn how to use an atlas to locate countries around the world. They will learn the names of the world’s continents.

Future Learning

UKS2
Children will continue to learn about the physical and human geographical features of countries in the UK and around the world. They will learn how use six figure grid references to locate specific landmarks and features of these countries.

Skills

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

Concepts

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

Key vocabulary

Cairo	The capital city of Egypt
Continent	Any of the world's main continuous expanses of land
River Nile	The world's longest river (4150 miles); flows northward through eastern Africa into the Mediterranean
The Great Pyramid of Giza	The largest Egyptian pyramid and the tomb of Fourth Dynasty pharaoh Khuf

Assessment points

- Locate** Egypt on a map using an atlas
- Recognise** that Egypt is part of the continent of Africa
- Recall** that Cairo is the capital city
- Recall** the population of Egypt
- Describe** the importance of the River Nile and The Great Pyramid of Giza
- Recognise** that Egypt is mainly dessert
- Recall** the indigenous animals of Egypt
- Classify** the importance of tourism to the Egyptian economy

National Curriculum Coverage

- describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts,
- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- locate the world’s countries, using maps to concentrate on their environmental regions key physical and human characteristics, countries, and major cities

Minimum expectations, including for pupils with SEND

- Locate** Egypt on a map using an atlas
- Recognise** that Egypt is part of the continent of Africa
- Recall** that Cairo is the capital city
- Recognise** that Egypt is mainly dessert

High prior attainment and extension opportunities, including for pupils with SEND

Children could investigate changes in human geography over time including the historical and economical importance of the Suez Canal



Objective

To compare physical and human geography of Italy to the UK

Enquiry

I wonder... would you move to Italy?



Substantive Knowledge (Content)

- To know that Italy is a Mediterranean country in Europe
- To know that Italy is a peninsula country
- To that Italy is surrounded by the Mediterranean Sea, the Adriatic Sea, The Ionian Sea, The Tyrrhenian Sea and The Liguria Sea
- To know that Italy has three volcanoes: Vesuvius (still active), Etna and Stromboli
- To know that Italy is split into regions that govern themselves
- To know that the capital city is Rome
- To know that the other important cities are: Venice, Milan, Pisa and Florence
- To understand the importance of human geography (food and drink, religion, fashion and music) have on increasing the tourist economy.
- To compare and contrast the UK as an island to Italy as a peninsula highlighting similarities and differences

Prior Learning

EYFS

Children will learn that there are different countries around the world and that they are different to where they live.

KS1

Children will learn the names for the continents and oceans around the world. They will learn about to compare different countries in geographical terms.

Future Learning

UKS2

Children will learn about other European countries and learn to compare and contrast them to the UK and other countries on the continent.

Skills

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

Concepts

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

Key vocabulary

Europe	One of the world's continents
Peninsula	A piece of land almost surrounded by water or projecting out into a body of water.
Mediterranean Sea	A sea connected to the Atlantic Ocean, surrounded by the Mediterranean Basin and almost completely enclosed by land
Adriatic Sea	A sea between Italy and the Balkans
Mount Vesuvius	An active volcano in Italy
Rome	The capital city of Italy

Assessment points

- **Recognise** that Italy is a peninsula country in Europe
- **Identify** and name the seas that surround Italy
- **Recall** the different regions in Italy
- **Recall** the capital city and other important regional capitals
- **Identify** ways in which human geography increases the economy through tourism
- **Compare and contrast** Italy as a peninsula to the UK as an island

National Curriculum Coverage

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

Minimum expectations, including for pupils with SEND

- **Recognise** that Italy is a peninsula country in Europe
- **Identify** and name the seas that surround Italy
- **Recall** the different regions in Italy
- **Recall** the capital city and other important regional capitals

High prior attainment and extension opportunities, including for pupils with SEND

Children could investigate why the city of Pompeii is famous.



Objective
To know the human and physical geography of Scotland

Enquiry
I wonder ... What is it like in north of Hadrian’s Wall?



Substantive Knowledge (Content)

- To know that Scotland is the most northern country in the UK
- To know that Scotland is part of the continent of Europe in the northern hemisphere
- To know that Edinburgh is the capital city of Scotland
- To know that the other 6 cities in Scotland are: Aberdeen, Dundee, Glasgow, Inverness, Perth and Stirling
- To know that Scotland may be divided into three main geographical areas: the Southern Uplands; the Central Lowlands , and the Highlands
- To know that the Southern Uplands run parallel to the border of Scotland and England and consist of broad, rolling hills
- To know that the cities of Glasgow, Edinburgh, Stirling and Dundee all lie in the Central Lowlands, and over half of Scotland's population lives in this region.
- To know that the Scottish Highlands is the only area in the British Isles to have the taiga biome
- To know that Ben Nevis is the tallest mountain in the UK
- To know that the five biggest lochs in Scotland are Awe, Lomond, Morar, Ness and Shiel
- To know that because of the northern latitudinal position of Scotland it experiences huge differences of sunrises and sunsets
- To understand the differences in climate in Scotland

Prior Learning

EYFS
Children will learn that different places have different weather and that places differ from each other.

KS1
Children will learn what Icklesham and the south of England are like and know that other places are different in a variety of ways. They will learn that the world is split into continents and that the UK is part of Europe.

Future Learning

UKS2
Children will learn about other countries within the UK and make comparisons between them. They will learn about the lines of longitude and latitude and the two hemispheres of the world.

Skills

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

Concepts

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

Key vocabulary

Europe	One of the continents of the world
Norther Hemisphere	Part of the world that is above the equator
Edinburgh	The capital city of Scotland
Border	Where two countries meet
Taiga Biome	Also known as boreal forest, biome (major life zone) of vegetation composed primarily of cone-bearing needle-leaved evergreen trees
Ben Nevis	The tallest mountain in the UK
Loch	A lake
Latitudinal Position	The distance from the equator

Assessment points

- Describe** Scotland in geographical terms in relation to the UK
- Recall** that Scotland is in the northern hemisphere
- Recall** the capital city and other important cities in Scotland
- Classify** the landscapes of the three main regions in Scotland
- Identify** the tallest mountain and largest lochs by name
- Identify** the effect of latitudinal position of Scotland on daylight hours
- Compare and contrast** the Scottish climate with other countries in the UK

National Curriculum Coverage

- 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,
- 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)
- describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains,

Minimum expectations, including for pupils with SEND

- Describe** Scotland in geographical terms in relation to the UK
- Recall** that Scotland is in the northern hemisphere
- Recall** the capital city and other important cities in Scotland
- Classify** the landscapes of the three main regions in Scotland

High prior attainment and extension opportunities, including for pupils with SEND

Children could investigate land use min the three regions of Scotland and how they have changed over time.



Objective

To understand the physical geography and climate of the polar regions

Enquiry

I wonder ... Do polar bears get cold?



Substantive Knowledge (Content)

- To know that Antarctica is the fifth largest continent with the smallest population.
- To know that the Arctic Circle contains the Arctic Ocean and eight countries: Norway, Sweden, Greenland (Denmark), Finland, Russia, the US, Canada, and Iceland.
- To know that Antarctica is divided into territories ruled by New Zealand, Australia, France, Norway, the United Kingdom, Chile, and Argentina.
- To know that the Arctic Circle has glaciers and icebergs.
- To know that the climate in Antarctica is the coldest, windiest, and driest of all the continents on Earth. .
- To know that the Arctic is a tundra ecosystem, which means it is treeless, cold and windy, and rainfall is scant and snow covers the ground for nine months of the year.
- To know that the Arctic Circle's natural resources of oil, gas and minerals are mined and exported
- To understand the impact of climate change on the polar icecaps and sea levels
- To understand how animals have adapted to survive in the polar regions

Prior Learning

EYFS

Children will learn that different countries in the world have different types of weather.

KS1

Children learn the names of the continents and oceans of the world. They learn that different countries have different weather. They will learn that animals adapt to their environments.

LKS2

Children will learn about the climate and topography of other countries in the southern hemisphere.

Future Learning

KS3

Children will learn the key processes in physical geography relating to: geological timescales and plate tectonics; rocks, weathering and soils, weather and climate, including the change in climate from the Ice Age to the present and glaciation, hydrology and coasts

Skills

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

Concepts

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

Key vocabulary

Polar	The regions of Earth surrounding the North and South Poles
Antarctic Circle	An imaginary line/circle about 66.5° south of the Equator
Weddell Sea	
Arctic Circle	An imaginary line/circle about 66.5° north of the Equator
Ecosystem	A particular environment, large or small, with characteristic physical conditions and types of organisms living there
Glacier	A slowly moving mass or river of ice formed by the accumulation and compaction of snow on mountains or near the poles

Assessment points

- **Describe** where the polar regions can be found in the world
- **Recall** the countries that make up the Arctic Circle
- **Recall** the countries that rule Antarctica
- **Describe** the climate in Antarctica
- **Describe** the Arctic Tundra
- **Identify** the Arctic Circle's natural resources and their role in the economy of the Arctic circle
- **Select** reasons that impact the effect of climate change on the polar regions
- **Categorise** the adaptations that animals have made for survival in the polar regions

National Curriculum Coverage

- 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)
- describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

Minimum expectations, including for pupils with SEND

- **Describe** where the polar regions can be found in the world
- **Recall** the countries that make up the Arctic Circle
- **Recall** the countries that rule Antarctica
- **Describe** the climate in Antarctica
- **Describe** the Arctic Tundra

High prior attainment and extension opportunities, including for pupils with SEND

Children could investigate polar expeditions and compare and contrast reasons behind successful and failed attempts.



Objective

To compare a contrasting European country

Enquiry

I wonder ... Would you move to Greece?



Substantive Knowledge (Content)

- To know that Greece is part of southern Europe
- To know that it has a large coastline as its surrounded by the Mediterrean, Aegan and Ionian Seas
- To know that it is bordered by Albania, Turkey, Bulgaria and Macedonia
- To know that Greece has 6000 islands (227 inhabited)
- To know that the population is 10.8 million people
- To know the capital city of Greece is Athens and that it has a population of 3 million people
- To know that most settlements are around the coast as historically the Greeks were a seafaring nation
- To know Greece is part of the European Union
- To know that their currency is the Euro
- To understand the importance of the tourism industry as a source of income
- To understand the importance of exporting petroleum, fresh fish, olive oil, tomato based products and wine
- To know that as Greece is closer to the equator the climate is warmer than the UK

Prior Learning

EYFS

Children will learn about where they live and that people live in different ways in different countries.

KS1

Children will learn about life in a different country and compare it to their lives in the UK.

LKS2

Children will learn about a European country and compare and contrast it to the UK

Future Learning

UKS3

Children will learn how to use Geographical Information Systems (GIS) to view, analyse and interpret places and data to compare European countries

Skills

Recognise	Name and point out who or what something is
Identify	Distinguish something or someone from others that may be similar
Describe	‘Say what you see’. Give an account in words of something or someone
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Concepts

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Interaction	How the physical and human elements of a place affect each other and other places.
Interdependence	The degree to which what happens in one place impacts on what happens in another.
Sustainability	The extent to which a place can balance meeting the needs of its people
Diversity	The variety of the physical and cultural composition of the society of a place.

Key vocabulary

Southern Europe	The southern region of Europe. It is also known as Mediterranean Europe
Settlement	A place where people live.
European Union	A political and economic union of 27 member states that are located primarily in Europe
Euro	The single European currency
Tourism	The branch of human geography that deals with the study of travel and its impact on places

Assessment points

- **Describe** where Greece is on a map
- **Recall** the climate of Greece
- **Identify** the seas that surround Greece
- **Identify** the countries that border Greece
- **Describe** the population of Greece
- **Recognise** that Greece is part of the European Union
- **Categorise** the settlements of the Greek population
- **Identify** the importance of the tourist industry of Greece
- **Describe** the importance of the export industry of Greece
- **Compare and contrast** Greece with the UK

National Curriculum Coverage

- 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,
- 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

Minimum expectations, including for pupils with SEND

- **Describe** where Greece is on a map
- **Recall** the climate of Greece
- **Identify** the seas that surround Greece
- **Compare and contrast** Greece with the UK

High prior attainment and extension opportunities, including for pupils with SEND

Children could investigate further the comparisons with Greece and the UK as holiday destinations



Objective

To understand the human and physical geography of a country in the UK

Enquiry

I wonder ... Is life different in Northern Ireland to the rest of the UK?



Substantive Knowledge (Content)

- To know that Northern Ireland is the smallest part of the UK but separated by the Irish Sea
- To know that Northern Ireland was formed on 3rd May 1921 when Ireland split into two countries
- To know that Northern Ireland is ruled by Great Britain
- To know that Northern Ireland is predominately protestant and Southern Ireland is predominately catholic
- To know that Ireland's landscape is formed by mountains, lowland peat bogs, rivers, and peninsulas
- To know it has six counties: County Fermanagh, County Tyrone, County Londonderry, County Antrim, County Armagh, County Down
- To know that the capital city is Belfast
- To know that Belfast has a population of 333,000
- To know that other cities include: Lisburn, Newry, City of Londonderry, City of Armagh
- To know that The Giant's Causeway is a major landmark formed by a volcanic eruption
- To know that The Titanic was built in Belfast
- To know about tourist attractions like Carrik-a-Rede and Belfast City Hall
- To know that Lough Neagh (lough Neagh) is Britain's largest freshwater lake
- To know that St Patrick's Day is celebrated on 17th March

Prior Learning

EYFS

Children will learn that different places have different weather and that places differ from each other.

KS1

Children will learn what Icklesham and the south of England are like and know that other places are different in a variety of ways. They will learn that the world is split into continents and that the UK is part of Europe.

LKS2

Children will learn about the physical and human geography of the different countries that make up the UK (Scotland and Wales)

Future Learning

UKS3

Children will learn how to use Geographical Information Systems (GIS) to view, analyse and interpret places and data to compare European countries

Skills

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

Key vocabulary

Belfast	The capital city of Northern Ireland
Irish Sea	The sea between Northern Ireland and mainland Great Britain
Peat bogs	Dense wetlands filled with partially decayed vegetation
Peninsula	A piece of land almost surrounded by water or projecting out into a body of water
Protestant	A member or follower of any of the Western Christian Churches that are separate from the Roman Catholic Church

Assessment points

- Recognise where Northern Ireland is located on a map
- Describe the surrounding seas and countries of Northern Ireland
- Recall the names of the counties and cities of NI
- Describe the physical geography of NI
- Recall facts about the capital city of NI
- Describe the human geographical features of NI
- Recall how NI was formed

National Curriculum Coverage

- 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,

Minimum expectations, including for pupils with SEND

- Recognise where Northern Ireland is located on a map
- Describe the surrounding seas and countries of Northern Ireland
- Describe some of the physical geography of NI
- Describe some of the human geographical features of NI

High prior attainment and extension opportunities, including for pupils with SEND

Children could investigate further the lives of children in NI and how they compare to their own lives.

