

Expectations of Geography – a progression

		EYFS	KS1	KS1/ KS2	Lower KS2		Upper KS2 (Class 5)		
For EYFS progression please refer to the curriculum milestones	Nursery	Reception (Class 1)	Year 1 (Class 2)	Year 2 (Class 2 & 3)	Year 3 (Class 3)	Year 4 (Class 4)	Year 5 (Class 4 & 5)	Year 6 (Class 5)	Year 7
Key questions	Where do I live?	Where do I live? What is it like to go to school on Clee Hill? How does the weather change throughout the seasons?	Where is Clee Hill? What's in my locality? How are places around the world different?	Where would I like to visit in London? Why is the weather different across the UK? Where would I like to visit in Florida?	What's in my local area? Why do we live where we live? How does trade connect us? Where does our water come from? What is climate change and why does it matter? How can we protect our marine biomes?	Can you take us around Europe? How does water move around the world? Can you take us on a journey around the world? How do we energise our homes and country? Why is Antarctica uninhabitable for humans? How are rivers formed?	Should we live in zones of earthquakes and volcanoes? How does water move around the world? Can you take us on a journey around the world? What is our relationship with the physical world? Why is York a tourist destination?		
Locational knowledge	Know that the globe is made up of land and water.	Show on a map which country they live in. England, United Kingdom To know that the globe is made up of land and water. know that the blue parts of the globe is the sea and that the green is the land To know the name of the country they live in.	Locate four of the world's seven continents on a world map. Europe, Africa, Asia, N and S America, Antarctica, Oceania Locate two of the world's oceans on a world map. Atlantic Ocean, Pacific Ocean Find some key features of the UK on a map. England, Wales, Scotland, Northern Ireland, Irish Sea, North Sea, English Channel To know the name of the four of the continents (Europe, Asia, Africa and North America). To know that a continent is a group of countries. To know and show on a map that they live in the continent of Europe.	To be able to name the seven continents of the world. Europe, Africa, Asia, N and S America, Antarctica, Oceania To be able to name the five oceans of the world. Atlantic Ocean, Pacific Ocean, Indian Ocean, Antarctic Ocean Arctic Ocean Know that sea is a body of water that is smaller than an ocean To begin to locate some capitals of the UK. London, England, Cardiff, Wales, Edinburgh, Scotland, Belfast, Northern Ireland, Irish Sea, North Sea, English Channel Know that the United Kingdom is made up of four countries called England, Northern Ireland, Scotland and Wales . Know that the North Pole is the northernmost point of the Earth and the South Pole is the southernmost point of the Earth. North Pole/ South Pole	Confidently locate and name the 4 countries and capitals. London, England, Cardiff, Wales, Edinburgh, Scotland, Belfast, Northern Ireland Locate and name the continents and oceans on a map. Atlantic Ocean, Pacific Ocean, Indian Ocean, Antarctic Ocean, Arctic Ocean, Irish Sea, North Sea, English Channel Begin to know some of the countries in Europe. (inc. Reading Miles countries) Begin to have an awareness of key locational lines of longitude and latitude. (equator). Equator, Longitude, Latitude , Be aware of some counties including border counties such as Shropshire, Herefordshire, Powys & Worcestershire , Know where Clee Hill is on a world map, a map of Europe and a map of the UK. Know that there are four bodies of water surrounding the UK and to be able to name them. North Sea, English Chanel, Irish Sea, Atlantic Ocean Know which county Clee Hill is in and name some counties of the UK. Shropshire	Confidently locate countries in Europe and some in N and S America. (inc. Reading Miles countries) Locate some key cities in UK on a map and begin to know the location of some counties Birmingham, Manchester, Liverpool, Chester, York, London Begin to identify the equator, N and S hemisphere, Arctic and Antarctic Circle, Tropic of Cancer & Tropic of Capricorn Arctic and Antarctic Circle, equator, N and S hemisphere, Tropic of Cancer, Tropic of Capricorn , Name some counties including border counties such as Shropshire, Herefordshire, Powys & Worcestershire, land-locked and locate on a map Greater London, Northumberland and Somerset Know where to find the world's different climate zones (ie polar) on a globe/ map Know that the Equator is a line of latitude indicating the hottest places on Earth and splitting our globe into the Northern and Southern Hemispheres. Know the boundaries of the polar regions are marked by the invisible lines the Arctic and Antarctic circle.	Mostly locate countries of the world (Reading Miles countries) With increasing confidence, identify the Arctic and Antarctic Circle, equator, N and S hemisphere, Tropic of Cancer, Tropic of Capricorn Prime Meridian / Greenwich Meridian / 0° longitude Identify the main cities of the UK and some main cities of other countries Birmingham, London, Manchester, Edinburgh, York, Dublin, Belfast, Cardiff Know the names and locate some of the world's most significant mountain ranges. Ben Nevis, Snowdon, Mount Everest, Himalayas, Alps, Andes, Rockies , To know the Tropics of Cancer and Capricorn are lines of latitude and mark the equatorial region; the countries with the hottest climates. To know the names of some of the world's most significant rivers. Thames, Severn, Nile, Amazon To know the names of some countries and major cities in Europe. Reading Miles Name and identify some of the features of 4 contrasting counties: Shropshire, Greater London, Northumberland and Somerset. Shropshire's surrounding counties (Worcestershire, Herefordshire, Cheshire, Staffordshire, Wrexham, Powys) discussed as border counties.	Confidently locate countries of the world (Reading Miles 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 and counties of the UK. Key 4 counties – see Year 5 Confidently identify the position and significance of latitude, longitude, equator, N and S hemisphere, Arctic and Antarctic Circle, Tropic of Cancer, Tropic of Capricorn the Prime/Greenwich Meridian and time zones and begin to understand the function of these. Mountains, volcanoes and earthquakes largely occur at plate boundaries. Lines of longitude are invisible lines on the globe that determine how far east or west a location is from the Prime Meridian Identify the main cities of the UK and some main cities around the world ie rainforest zones. Manaus, Belem North and South America cities New York, Los Angeles, Las Vegas, San Francisco, Chicago, Washington DC and countries from Reading Miles.	Confidently name world's countries using maps including Africa, Russia, Asia (including China and India), and the Middle East, focusing on environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities.

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Place knowledge	Learn about different countries and places around the world through holidays, stories and personal experiences	Identify features of their home and local area Know that life can be similar or different to Clee Hill in terms of hot/ cold places . Look on a map and compare the shapes and sizes of different countries	Compare Clee Hill with a contrasting location- Isle of Struay (UK)/ Florida (America)		Complete detailed studies of the local area and compare with contrasting regions (ie reading miles, York residential, Welsh Coast, Kenya, Antarctica)		Understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa, and of a region within Asia Climate, Work Rural/Urban Contrasts - Dharavi		
			Begin to understand the similarities and differences of countries in physical and human geography. Compare what is the same and what is different between our homes and homes around the world. Know that life elsewhere in the world can have similarities and differences to life on Clee Hill including weather and climate, vegetation, wildlife, features such as hill, mountains, beaches, agriculture & food types, language etc. Interviewing locals including farmers	Be familiar with some of the similarities and differences of countries in terms of physical and human geography. Look at where our food comes from and compare with food around the world. Compare the physical and human features of Clee Hill with Florida / Isle of Struay. Coast Island , Hill, Cliff , Port Know some similarities and differences between Clee Hill and the Isle of Struay. Look specifically at the physical features of a coastal region compared to a landlocked county.	Understand the similarities and differences between regions in physical and human geography. Compare Clee Hill with Kenya Natural Human , Village , Human , Physical , Similarity, Difference Know the positive and negative effects of living in Clee Hill and a contrasting area of the world. Looking at Kenya and comparing with England in terms of vegetation, wildlife, physical features (mountains/ lakes), language, weather & climate, transport and infrastructure, tourism, wealth distribution. Know how Clee Hill has changed over time In terms of increases of infractions, building and removal of the 'Line', changes as a result of Technology advances in the quarry etc. Know that the scales on a map can differ and what these mean in context. Maps of Clee Hill in different scales (Local study) Begin to understand geographical diversity across the world.	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 (France) Know how locations around the world are changing and explain some of the reasons for change Melting of ice caps/ Artic/ Antarctic Understand more about geographical diversity across the world.	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (York), and a region within North or South America (Brazil) Study different time zones in context: Looking at GMT and a history of time zones		
Human and Physical Geography									
HUMAN AND PHYSICAL FEATURES	Respect and care for the natural environment. Explore the natural world around them. Learn about their senses	Describe what they see, hear and feel whilst outside. Language in context of stories and personal experiences Beach, Cliff, Sea, Land, Fields, Hedges	Identify key physical features beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather Identify key human features city, town, village, factory, farm, house, office, port, harbour and shop Talk about people and places beyond their local environment Comparing and contrasting two localities Comparing a farm with a seaside location.	Identify the key features of a location in order to say whether it is a city, town or village, coastal or rural area. Rural, urban, coastal Identify some similarities and differences between Clee Hill and Kenya in terms of human and physical geography. Bordering countries, tribes, language, trade and exports, Indian Ocean, Mount Kenya, Savanna , Watering hole, tribes, Mount Kenya	Know that physical features means any feature of an area that is on the Earth naturally. Know that human features means any feature of an area that was made or built by humans. Understand and begin to explain the similarities and differences between these in human and physical geography. (Context of France, Artic/ Antarctic) To know the positive and negative effects of living in a polar region. Looking at Antarctica in terms of vegetation, wildlife, physical features (mountains/ lakes),	Confidently identify and explain the similarities and differences between these in human and physical geography (Context of Italy, Greece, USA) Physical, Human, Resources, Natural, Man-made, Village, Town, City , City State, Region Collect and analyse statistics and other information in order to draw clear conclusions about locations population changes, wealth distribution, levels of deforestation, range of statistical data and changes over time Analyse and give views on the effectiveness of different geographical representations of a location (aerial images compared with maps and topological maps)	Understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in physical and human geography.		

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					<p>language, weather & climate and infrastructure.</p> <p>Collect and analyse statistics and other information in order to draw clear conclusions about locations</p> <p>Temperature changes in Antarctica, rainfall indicators</p>		
<p>PHYSICAL WEATHER & CLIMATES (including climate zones, biomes and vegetation belts)</p>	<p>Explore the natural world around them and weather in terms of personal experiences rain, snow, sun, thunder, lightening etc</p>	<p>Know the four seasons of the UK. Autumn, Spring, Summer, Winter</p> <p>Know that ‘weather’ refers to the conditions outside at a particular time. Understand the effect of changing seasons on the natural world around them.</p>	<p>To know that different parts of the UK often experience different weather. Begin to identify the different seasons and what types of weather each brings.</p> <p>To know that a weather forecast is when someone tries to predict what the weather will be like in the near future. Look at the globe from space and how satellites are used to take pictures of the globe.</p> <p>To know that the North Pole is the northernmost point of the Earth and the South Pole is the southernmost point of the Earth. Begin to locate hot and cold areas and think about where on the globe they are.</p>	<p>Locate hot and cold areas in relation to the Equator and poles. Compare weather and climate in Kenya with Cleve Hill and their positioning on the globe. Identify that countries on and near the equator are warmer and countries nearer the poles are cooler. Identify deserts and their position.</p> <p>Savanna, Watering hole Village, City, Town Arid Agriculture Climate Drought, Famine Desert, Grassland Livestock</p>	<p>Know where the world’s biomes are i.e., Polar regions.</p> <p>To know that the Arctic is the Northernmost part of the planet whereas the Antarctic is the southernmost.</p> <p>Differences in climate/temperatures</p>	<p>Explore the climate zones, rivers, biomes, and vegetation belts in the Amazon Basin Tropical, Temperate, Canopy, Emergent, Understory, Forest floor, Polar, Desert,</p> <p>Know that a biome is a region of the globe sharing a similar climate, landscape, vegetation and wildlife.</p> <p>Know that the hottest biomes are found between the Tropics of Cancer and Capricorn.</p> <p>Know that climate can affect the vegetation in a biome.</p> <p>Know that biomes are areas of world with similar climates, vegetation and animals.</p> <p>Know the delicate interdependence nature of ecosystems and consider global environmental problems and solutions. Study of the Amazon Rainforest – review of weather and climate, vegetation and animals and reviewing the location of biomes for patterns,</p>	<p>Physical geography relating to weather and climate, including the change in climate from the Ice Age to the present and glaciation.</p>
<p>PHYSICAL RIVERS & THE WATER CYCLE (including coastal erosion)</p>	<p>Stories and personal experiences of rivers, seas, ocean, beaches etc.</p>	<p>Personal experiences of local rivers and streams. Stories and experiences discussing features of rivers such as water falls.</p> <p>Cross curricular work – Daniel’s Mill trip – working watermill</p> <p>To know that the features of a coastal area Island, beach, sand, sea, port</p>	<p>Know that the main processes involved in the water cycle are evaporation, condensation, precipitation, run off and transpiration. Science topic on the water cycle. Know that weather refers to a short term change in the atmosphere whereas climate describes what weather is like over a period of time. Process involved in water treatment and not wasting water.</p> <p>Know that a sea is different to an ocean because it is landlocked. The ocean covers 70% of the world surface Why the ocean is important (water storage, habitats) and it’s role in the water cycle.</p> <p>Cross curricular work on Rivers including the role of the River Nile in Egyptian times.</p> <p>The processes involved in water treatment</p>	<p>Understand that the features of a river and the surrounding landscape change from source to mouth</p> <p>Source, Mouth, Meander, Spring, River bed, Estuary</p> <p>Understand the process of flooding and why and how rivers breach their banks. Know the rivers would have played a key role in settlement, trade links and distributing resources and how this changed over time. History of York- role of the river for trade and settlement including the Viking era. River Amazon – role in terms of trade and Human use</p> <p>To know that rivers start in higher land and flow down to lower land and to the sea.</p> <p>To know the names of some of the world’s most significant rivers.</p> <p>To understand how rivers are formed</p> <p>To understand that the features of a river and the surrounding landscape change from source to mouth.</p> <p>To understand the factors that cause rivers to flood.</p> <p>To understand what happens to the physical environment when flooding occurs.</p>	<p>Physical geography relating to glaciation, hydrology and coasts</p>		

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				<p>To understand the human impact of a major flood event.</p> <p>To understand how to prepare for flooding.</p> <p>To name and locate the five longest rivers in the UK.</p> <p>Understand how waterfalls are formed</p> <p>To know the key features of a river.</p> <p>Know that Shropshire has the longest River in the UK (River Severn)</p> <p>Understand the relationship between rivers and settlements in Britain ie York</p>		
<p>PHYSICAL VOLCANOES & EARTHQUAKES (including mountains)</p>	<p>Stories and personal experiences.</p>	<p>Clee Hill is a hilly area surrounded by flatter areas of land. Sheep farming is mainly on the hills and agriculture on the flatter areas.</p> <p>Struay has mountains, green areas and beaches.</p>	<p>How settlements use hills and mountains to protect them.</p> <p>Know that water flows downhill and that the source of a river is in the hills and mountains.</p> <p>Look at local hills and how they are shown on an OS map.</p> <p>Clee Hill is a hill and there are a number of hill and mountain ranges which can be seen from the summit including: Malverns Brown Clee, Brecon Beacons, Snowdonia, Black Mountains, the Long Mydd and the Stiperstones.</p>	<p>Know the 7 main mountain ranges of France (Alps, Pyrenees, Jura, Vosges, Massif Central, Corsica, and Auvergne)</p>	<p>Know the different types of mountains and volcanoes and how they are formed.</p> <p>Know that scientists, known as seismologists, use the Moment Magnitude Scale (MMS) to determine the magnitude (strength) of an earthquake</p> <p>Tornados, Earthquakes, Tsunamis, Volcanoes Plate techtonics, Crater, Cone, Dome, Tremor, Magma, Flood, Lava, Erosion, Richter scale, Beaufort scale</p> <p>Know the positive and negative effects of living in a tourist destination Focusing on Rome: the benefits of tourisms versus the impact on infrastructure, pollution, etc</p> <p>Know the positive and negative effects a volcano can have on a community. Focusing on Mount Vesuvius: geology, physical features, tectonic plates,</p>	<p>Physical geography relating to geological timescales and plate tectonics; rocks, weathering and soils.</p>
<p>HUMAN NATURAL RESOURCES (including energy, food/ agriculture, minerals & water)</p>	<p>Stories and personal experiences.</p>	<p>To know the different physical features of farms.</p> <p>To know that there are different types of farm vehicles</p> <p>To know that transport on Clee Hill has changed over time.</p> <p>To know that rain and sunlight are needed by farmers</p> <p>To know that transport on Clee Hill has changed over time.</p> <p>To know that some transport can cause air pollution and how air pollution can effect living things.</p> <p>To know that there are different types of farm vehicles</p>	<p>To know that farming and quarrying are the main land use of Clee Hill and the balance between these has changed over time.</p> <p>Know that Clee Hill quarry originally quarried coal and that this is a fossil fuel</p> <p>To know that farming and quarrying are the main land use of Clee Hill</p> <p>Know that climate change and pollution are the result of overuse of energy.</p> <p>Pollution can effect all living things and their habitats.</p> <p>Know that by reducing our waste by reusing items, reducing what we need and recycling can help the environment.</p>	<p>Know about some of the human features related to the UK, e.g. industry and environment</p> <p>Know about the importance of power in our lives</p> <p>Know how important electricity is for homes and industry</p> <p>Know what is meant by fossil fuel</p> <p>Know some types of renewable energy</p> <p>Know why it is important to find more environmentally friendly sources of energy</p>		<p>Understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems</p>
<p>HUMAN TRADE & ECONOMICS</p>	<p>Stories and personal experiences including a visits to the shops, spending money, shopping in the role play</p>	<p>Recognise the shops and enterprises in the locality, including being aware of their branding/names.</p> <p>To know that trade is buying and selling products</p> <p>To know that trading is an important part of farming.</p>	<p>Know that trade is important in Kenya and how the trade of coffee and tea supports its economy.</p> <p>Know that trade is the buying and selling of goods and services we want and need.</p>	<p>Know some transport routes for trade The route of Peggy Sue in Kensuke’s Kingdom</p> <p>Know that nearly all settlements were originally by water sources such as</p>	<p>Know that trade and natural resources in the Amazon Basin includes Palm oil and bananas (Fair Trade) Economic, Fair Trade Why are bananas grown in Brazil? History of trading – ensuring fairness and equality, making choices about what you buy in the supermarket.</p> <p>Know that fair trade means that the price of good is deemed fair company, profit, consumer, plantation</p>	<p>Human Geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and</p>

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			<p>To know what the terms import and export mean. Know that products we use are imported as well as locally produced. Have some understanding of 'globalisation' in that the economies of different countries are connected. Know that consumer choice can impact on the economic activities of other countries.</p> <p>How is the coffee transported to other countries? Why is coffee grown in Kenya?</p> <p>Know that quarrying and farming were historically important for trade and economics on Cleve Hill and how this has changed over time. Know that the currency of different countries can be different around the world</p> <p>Reading miles</p>	<p>rivers Why river/ ports were/ are important for trade?</p> <p>Know that the currency of different countries can be different around the world and making simple conversions of money</p> <p>Reading miles/ Kenya Shillings</p>	<p>Know that trade and natural resources in the Amazon Basin include Palm oil and bananas (Fair Trade)</p> <p>Explain different settlements with relation to land use, trade links and how natural resources are distributed. Vikings – trade and land use</p>	<p>the use of natural resources</p>
<p>HUMAN LAND USE & SETTLEMENT</p>	<p>Stories and personal experiences about such as: villages towns, cities, roads, streets, shops, etc.</p>	<p>Know that houses and homes can be made of different materials</p> <p>Know that some Islands off mainland Britain are inhabited ie Isle of Struay.</p> <p>Know that London is the capital city of England and has a high population.</p> <p>Know that building in London include the Houses of Parliament and Buckingham Palace.</p>	<p>Houses were built on Cleve Hill when people settled there (settlements) and now this has changed over time</p> <p>Jobs from the quarrying led to people settling on Cleve Hill.</p> <p>Houses in Kenya are often built of different materials to protect them from the sun.</p> <p>Settlement , Land use</p>	<p>Know that nearly all settlements were originally by water sources such as rivers Trade and settlement</p> <p>Humans do not live permanently in the Arctic or Antarctic but there are some settlements – such as the Antarctic research centre.</p> <p>Know that how and why humans defend the coastline against erosion in terms of protecting settlement</p> <p>Know the relationship between rivers and settlements in Britain ie York</p>	<p>Know how the change of land use in the Amazon Basin - deforestation – impacts on the environment.</p>	<p>How human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems</p>

Progression of fieldwork: Based on the progression materials from the Geographical Association

	Nursery	Year R	Year 1	Year 2	Year 3	Year 4	Year 5 & 6	Key stage 3
<p>GEOGRAPHICAL SKILLS FOR FIELDWORK</p> <p>Knowing how to ...</p>	<p>Use positional language Up, down, under, over, next to etc</p>	<p>Begin to use globes</p> <p>Use some locational language Near, Far, forwards, backwards</p> <p>Draw simple maps based on their experiences</p>	<p>Begin to use maps, atlases and globes to identify the regions studied.</p> <p>Sea, Land</p> <p>Use simple locational and directional language to describe routes on a map</p> <p>Near, Far, Left, right</p> <p>Begin to devise a simple map.</p>	<p>Use maps, atlases and globes to identify the regions studied.</p> <p>Understand and begin to use 4 compass points.</p> <p>North, East, South, West, scale</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p> <p>Confidently draw a simple map with a key.</p>	<p>Confidently use maps, atlases and globes to identify regions studied.</p> <p>Begin to use 8 compass points and 4 fig grid references.</p> <p>North, East, South, West, Hemisphere</p> <p>North East, South East, North West</p> <p>Begin to familiarise with OS maps and symbols. (Ludlow and Cleve Hill area)</p>	<p>Begin to use 8 compass points and 4 fig grid references whilst orienteering.</p> <p>North, East, South, West Hemisphere, North East South East, North West</p> <p>South West Symbol, Key, Grid reference</p> <p>Begin to familiarise with OS maps and symbols (Ludlow and Cleve Hill area) whilst orienteering.</p>	<p>Confidently use maps, atlases and globes to identify and describe the regions studied. Use 8 compass points and 4 fig grid references; begin to use 6 fig grid refs. (more confidence using this in year 6)</p> <p>Use fieldwork to observe, measure and record collected data using sketch maps, plans and digital technologies (Google Earth).</p> <p>A and B roads, Railway</p> <p>Place of interest, Contour lines</p>	<p>Build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field</p>

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	<p>Reception: Explore the plants in the surrounding natural environment Explore minibeads in the surrounding natural environment. Mapping a journey around school: journey sticks Mapping a journey from a story book ie The Gruffalo, Exploring our wild woodland and trips to the local library and church.</p>	<p>the school grounds and local area Forest school</p> <ul style="list-style-type: none"> • explore the local area of the school to investigate the range of buildings, roads, green spaces and other local features • visit some local facilities (e.g. shops, a library, a health centre) and talk about what happens there and investigate why people go there • take a short journey by bus, tram or train to investigate a slightly more distant site that contrasts with the immediate local area Severn Valley Railway • visit a park or local green space to observe its physical and human features and investigate how people use and enjoy it Rec visit • investigate environmental issues (e.g. lack of play facilities, where litter collects, road safety issues) in the school grounds or local area Clee Hill traffic survey 	<p>explore issues of environmental quality and value (e.g. by investigating which spaces or places are valued by the local community) Elan Valley flooding/ Dam</p> <ul style="list-style-type: none"> • when learning about economic activities, to investigate local shops (e.g. to find out how far people travel to them and why) or investigate local journeys and routes, including road safety, public transport provision and more sustainable travel choices Local Study • when learning about natural resources, to explore issues of sustainability in everyday life (e.g. energy generation and use, water supply and use) Travel survey • take fieldtrips to more distant places (e.g. farm, water treatment plant, botanical gardens) to investigate their physical and human geography, as appropriate to the curriculum plan Elan Valley, 	<ul style="list-style-type: none"> • when learning about economic activities, to investigate the range and location of primary, secondary and tertiary businesses in the local area York • when learning about natural resources and trade, to explore issues of sustainability in everyday life, including how everyday goods (e.g. food or clothing) are produced and traded, as well as consumption, waste and recycling Plastic pollution, Fair trade, global citizenship • take fieldtrips to unfamiliar environments to investigate the physical and human geography of those areas (e.g. mountains, rural areas, beaches) as appropriate to the curriculum plan Coastal study. River study 	
<p>Fieldwork techniques</p>	<p>Pupils should have opportunities to learn through fieldwork, including:</p> <ul style="list-style-type: none"> • using small world play, model making, or the classroom role-play area to represent a visited place (e.g. a shop, the library or Health Centre) Role play areas • adding details to a teacher-prepared drawing (e.g. doors, windows and other features to the outline of a house) • making annotated drawings to show variations (e.g. in a row of houses in a local street) House and homes • drawing a freehand map (e.g. of the school grounds, local street or park) Map work 	<p>Pupils should have opportunities to plan and conduct geographical investigations that include fieldwork, and to develop skills in using a range of simple techniques for collecting, analysing and presenting what they learn through fieldwork, including:</p> <ul style="list-style-type: none"> • relating a large-scale plan (e.g. of the school grounds or a local street) to the environment, identifying known features Map of the school/ Map of the village • marking information on a large-scale plan (e.g. of the school grounds or a local street) using colour or symbols to record observations • using a simple compass and cardinal compass directions (north, south, west, east) • taking digital photos (e.g. of buildings in the locality, things seen on a bus journey) • making digital audio recordings when interviewing someone (e.g. shop worker, librarian, nurse) about their job Interviewing a local farmer. • collecting quantitative data (e.g. to create a pictogram of favourite places to play or how pupils travel to school) Travel to school • using a questionnaire where would you like to go on holiday? Would you rather live in Clee Hill or London • collecting and sorting natural objects (e.g. leaves, twigs, stones) to investigate their properties Forest school/ science 	<p>Pupils should have opportunities to plan and conduct geographical investigations that necessitate fieldwork, and to develop skills in a range of standard techniques for collecting, analysing and presenting what they learn through fieldwork, including:</p> <ul style="list-style-type: none"> • making models, annotated drawings and field sketches to record observations aerial photos/ model work • drawing freehand maps of routes (e.g. of a walk to a site in the local area) Maps with a simple key • relating a large-scale plan of the local area or fieldwork site to the environment, identifying features relevant to the enquiry Why was Ludlwo Castle built where it was? • recording selected geographical information on a map or large-scale plan, using colour or symbols and a key Local study • taking digital photos and annotating them with labels or captions Encouraging others to reuse reduce and recycle • making digital audio recordings for a specific purpose (e.g. traffic noise) • collecting, analysing and presenting quantitative data in charts and graphs • designing and using a questionnaire to collect quantitative fieldwork data (e.g. to compare how far people travel to different types of shop) 	<p>Pupils should have opportunities to plan and conduct geographical investigations that necessitate fieldwork, and to develop skills in a range of standard techniques for collecting, analysing and presenting what they learn through fieldwork, including:</p> <ul style="list-style-type: none"> • making models, annotated drawings and field sketches to record observations Marvellous maps/ topography • drawing freehand maps (e.g. of a site they have visited) Field sketches • relating large-scale plans to the fieldwork site, identifying relevant features Annotating sketches/ scribble maps • recording selected geographical data on a map or large-scale plan, using colour or symbols and a key • taking digital photos and annotating them with labels or captions • making digital audio recordings (e.g. to create soundscapes) • collecting, analysing and presenting quantitative data in charts and graphs • designing and using a questionnaire to collect qualitative data (e.g. to find out and compare pupils' views on plastic waste) Plastic pollution • designing and conducting fieldwork interviews (e.g. to establish the range of views local people hold about a proposed development) Ynylas – views of local people on the erosion 	

Expectations of Geography – a progression

		<ul style="list-style-type: none"> • using a simple recording technique (e.g. smiley/sad faces worksheet) to express their feelings about a specific place and explaining why they like/dislike some of its features 	<ul style="list-style-type: none"> • designing and conducting interviews (e.g. to investigate which spaces/places local people value) Why are you in Ludlow today? • using simple sampling techniques appropriately (e.g. time sampling when conducting a traffic survey) Traffic survey • using a simplified Likert Scale to record their judgements of environmental quality (e.g. in streets near the school) Local study • developing a simple method of recording their feelings about a place or site Environmental survey of the local area. 	<ul style="list-style-type: none"> • using standard field sampling techniques appropriately (e.g. taking water samples from a stream) Ynylas – quadrant data • designing and using a tool to record their feelings about the advantages and disadvantages of a proposed development, for instance deforestation/Amazon • conducting a transect to observe changes in buildings and land use World Biomes 	
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	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
Vocabulary	Up, down, under, over, on, next to beach, sea, fields, hedges, Weather, sunny, rainy, windy, snowy, leaf, flower	near, far, forwards, backwards Cliff, Land, England, United Kingdom Seasons, Winter, Summer, Spring, Autumn, petal, fruit, berry, root, seed,	Season, Winter ,Summer, Spring, Autumn, Country ,England, Scotland, Wales, Northern Ireland, United Kingdom, Continents, Oceans/Seas, Fields, Hedges, Beach, Cliff, Sea, Land,	Continent, Atlantic Ocean. Pacific Ocean, Indian Ocean, Antarctic Ocean, Arctic Ocean, Europe, Africa, Asia, N and S America, Antarctica, Australasia Irish Sea, North Sea, English Channel, Land, North, East, South, West, Railway, Island,	Capital City, London, England Cardiff. Wales, Edinburgh, Scotland, Belfast, Northern Ireland, Rural, urban, coastal Village, town, city, Shropshire, Herefordshire, Powys, Worcestershire Savanna , Watering hole Arid, Agriculture , Climate, Drought, Famine, Desert Grassland , Livestock, condensation, evaporation, precipitation, transpiration, import, export, globalisation	Hemisphere, North East South East, North West South West, Symbol, Key , Grid, reference , Place of interest Viewpoint , Place of worship Settlement , Arctic and Antarctic Circle, Land use, Natural , Human Coast , Island , Hill, Cliff , Port , Village, Human Physical Similarity Difference, Northing, Easting, Ordnance Survey Map, land locked, Headland, bay, dunes, arches, stacks slumps, erosion, deposition, fossil fuel, renewable energy	Equator, N and S hemisphere, Tropic of Cancer, Tropic of Capricorn Resources Natural, Man-made, altitude, avalanche, valley, peak, gorge, summit, magma, tectonic plate, , channel, dam, deposit/ deposition, mouth, source, tidal bore, tributaries, river bed, spring, estuary, Fair Trade	Prime Meridian / Greenwich Meridian / 0° longitude State, Region Tornados, Earthquakes, Tsunamis, Volcanoes , Plate tectonics Crater, Cone Dome, Tremor Magma, Flood Lava Economic Erosion, Richter scale Beaufort scale, Biome, Polar, Desert, Tropical, Temperate, Canopy Emergent Understory, Forest floor, A and B roads, Place of interest, Contour lines	Constructive and destructive plate boundaries, Eruption Richter scale, Mercalli scale Subduction High income countries (HICs) and Low income countries (LICs) Epicentre, Super volcanoes Tsunami, Scale, Primary Secondary, Tertiary Quaternary industry Population structure Interdependence

Assessment Questions	<p>What country do we live in? What continent is that in? Tell me about where you live. Can you name 1 ocean/sea? What type of weather do we get in the winter? What might you find on a farm?</p>	<p>Can you tell me 2 countries in the UK? What continent do we live in? Can you name another 2 continents and show me where they are on the map of the World? How could you find out more about Cleve Hill? Can you name 2 of the oceans? Can you show me where they are on the map? What type of weather do we get in the winter? North and South are 2 compass points. Can you tell me the other 2?</p>	<p>What is the capital city of Wales? What continent do we live in? How is a map made? Can you name the other continents? Name 3 countries in Europe/ in the Northern hemisphere/ near the equator etc. Show me where the equator is on the map. Can you name 4 compass points? On the OS map of Cleve Hill, can you show me where our school is?</p>	<p>Tell me 4 countries in Europe. Show me where Canada is on the map. How have some paces changed over time? Name 3 counties in England. Show me where London is on the map. Where is the arctic circle? What is it like there? North, East, South and West – what are the other 4 compass points? What is the symbol on the OS map for ...</p>	<p>Tell me the names of 4 countries in Europe and show me where they are on a map of Europe. Tell me the names of 4 counties and where they are on a map of the UK. How could you gather data to find out more about an ecosystem? Where is the Tropic of Cancer and what is it? Where is Birmingham? What is fair trade and why is it important? Where is New York? What is the weather like in Manaus, Brazil? If I travelled from Ludlow to NYork, what direction would I be travelling in? Tell me about the life of a river from start to end. What can you tell me about a temperate climate? What types of animals live in a tropical climate? How do we get earthquakes? Tell me something similar / different between Ludlow and New York.</p>
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