

Aspect	Nursery	Reception	Year 1 and 2 (Class 2)	Year 2 and 3 (Class 3)	Year 4 and 5 (Class 4)	Year 5 and 6 (Class 5)
LOCATIONAL KNOWLEDGE	To know that a globe represents the world.	Show on a map which country they live in. England, United Kingdom	Use a world map, atlas or globe to name and locate the seven continents and five oceans and some countries studied.	Identify the equator, north and southern hemisphere, tropics of cancer and Capricorn, Artic and Antarctic circle.	Know the continents and some countries of the world and can name and locate them on a world map.	Name and locate counties (Northumberland, Shropshire, Greater London & Somerset) and cities of the UK (Birmingham, Manchester, Worcester, Hereford & York).
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 in terms of hot / cold places. Look on a map and compare the shapes and sizes of different countries.	Compare the local area to distant locations (understanding near and far) using appropriate geographical vocabulary and compare this to our local area (TransSiberian, Russia). Recognise and compare natural environments and describes it using key vocabulary (physical features).	Identify the human and physical characteristics of Clee Hill (including the local minerals- Dihstone) and why people settled here. Identify the human and physical characteristics of Ludlow and why people settled here.	Understand similarities and differences through the study of human and physical geography of a region of the UK (Shropshire) and a region in a European country (France).	To locate the UK urban areas (York), knowing some of their distinct characteristics including Human and Physical features. Identify and name some of the countries and cities (Manaus) inside the Amazon basin (Bolivia, Brazil, Colombia, Ecuador) and compare with the UK – physical and human characteristics. Understand and compare topography features of a region of the UK (Snowdonia) and a region in a European country (Alps). Extract geographical data (e.g. rainfall, temperature, weather, climate/vegetation zones) from pictorial/graphical representations to present.
WEATHER & CLIMATE (including climate zones, biomes and vegetation belts)	Explore the natural world around them and weather in terms of personal experiences rain, snow, sun,	Know the four seasons of the UK Autumn, Spring, Summer, Winter. Know that 'weather' refers to the conditions	Knows the four seasons, identify daily weather patterns in their local area and how this impacts on farming. Identify hot, cold, dry areas of the world in relation to the Equator and Poles.	Explain some ways biomes (including the oceans) are valuable, why they are under threat and how they can be protected (Great Barrier Reef). Understand some advantages of marine protected areas (MPAs/ coral reefs around the world).	Describe the water cycle in sequence, using appropriate vocabulary, and name some of the processes associated with rivers and mountains. Understand how physical processes can cause hazards to people, e.g. flooding	Understand what a biome is and give examples of the variety of biomes and vegetation belts, using appropriate vocabulary to describe weather, climate, climate zones, biomes and vegetation belts). Indicate the tropical, temperate and polar climate zones on a globe or map, describe and compare the characteristics of these zones, using appropriate

	Thunder, lightning etc.	outside at a particular time. Understand the effect of changing seasons on the natural world around them.	Uses and understands basic weather symbols and vocabulary, and can identify multiple weather types (wind, rain, snow, fog, mist, sun, sunny spells, clouds as a minimum), knowing that weather can be different in different parts of the UK			vocabulary, identifying some of the world's hottest, coldest, wettest and driest locations. Know information about the European Alpine region, its physical environment, climate, and economic activity and how it has changed over time.
TRADE	Stories and personal experiences including a visit to the shops, spending money, shopping in the role play.	Describe and explain that everyday food products how they have been changed (processed) before they are packed/bought, using a map to identify the location of some of their ingredients. Knows the four seasons, identify daily weather patterns in their local area and how this impacts on farming.	Understand how food production is influenced by climate and know the journey of how at least one product gets to their home in detail (Coffee) Understand that products we use are imported as well as locally produced. Describe different types of local industry and land use on Clee Hill (Quarry) and how they have changed over time (past, present and future of the local area).	Understand where our energy and natural resources come from to include renewable and non-renewable energy sources and name several common minerals e.g. rocks, oil, coal, metals; explain where minerals are found around the world.	Understand that products we use are imported as well as locally produced and what 'fair trade' means	
LAND USE & SETTLEMENT	Stories and personal experiences such as villages, towns, cities, roads, streets, shops etc.	Compare the local area to distant locations (understanding near and far) using appropriate geographical vocabulary and compare this to our local area (TransSiberian, Russia).	Identify the human and physical characteristics of Clee Hill (including the local minerals- Dihedral) and why people settled here. Identify the human and physical characteristics of Ludlow and why people settled here. Locate and describe several physical characteristics in the UK, e.g. positioning of Ludlow Castle.	Describe and understand key aspects of the human geography of a coastal region in the UK, including: tourism, leisure activities, types of settlement, and land use, economic activity and safety (Barmouth).	Describes some advantages and disadvantages of living in hazard-prone areas, and how physical processes can cause hazards to people.	
LAND FEATURES (rivers, mountains, volcanoes)		Recognise and compare natural environments and describes it using key vocabulary (physical features).	Describe our water comes from and how water is distributed from the Elan Valley. Describe the water cycle (covered in detail again in rivers), using appropriate vocabulary, and how water is stored.	Describe some advantages and disadvantages of living in hazard-prone areas (e.g. dangers of the sea – tides, cliff falls, erosion, flooding).	Use an atlas to locate volcanoes and locations of earthquakes, and understand that the distribution of earthquakes and volcanoes follows a pattern; have a basic understanding of plate tectonics and the 'Pacific Ring of Fire'. Describe a volcano, volcanic eruption and an earthquake using appropriate geographical vocabulary to describe significant physical features and talk about how they change.	

						Understand how a mountain region is formed. understand hazards from physical environments and their management, such as avalanches in mountain regions.
NATURAL RESOURCES				<p>Be able to talk about one way we could make the school more sustainable.</p>	<p>Describe the water cycle in sequence, using appropriate vocabulary, and name some of the processes associated with rivers and mountains.</p> <p>Understand how physical processes can cause hazards to people, e.g. flooding</p> <p>Understand where our energy and natural resources come from to include renewable and non-renewable energy sources and name several common minerals e.g. rocks, oil, coal, metals; explain where minerals are found around the world.</p> <p>Be able to talk about one way we could make the school more sustainable</p>	

	Class 1	Class 2	Class 3	Class 4	Class 5
Vocabulary	Land, sea, country	North, East, South, West, Autumn, Winter, Spring, Summer, continents, ocean	Weather, county, climate, map, symbol, key	North-East, South-East, North-West, South-West, grid references, northings, eastings latitude (Tropic of Cancer and Capricorn)	Resources, natural, man-made, urban, rural, longitude (Prime Meridian/Greenwich Meridian) physical, human

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

	KS1	Lower KS2	Upper KS2
Fieldwork and Observational Skills	<p>Pupils in key stage 1 should be provided with opportunities to:</p> <ul style="list-style-type: none"> <li>investigate the physical and human features of the school and school grounds: naming and describing what they see (e.g. different areas including playground, car park, field, wildlife area) and how these areas are used; routes around the school site, people's jobs, places that have been/could be improved, and so on <a href="#">Maps of the local area</a>, <a href="#">visitors into school</a>, <a href="#">journey sticks</a>, <a href="#">field sketches</a>,</li> <li>investigate different weather conditions through observation and by making and using simple measurement devices (e.g. to record wind direction, to measure rainfall) <a href="#">Forest school weather station</a></li> <li>observe and record seasonal changes (e.g. to flowering plants and deciduous trees) in the school grounds and local area <a href="#">Forest school</a></li> <li>explore the local area of the school to investigate the range of buildings, roads, green spaces and other local features</li> <li>visit some local facilities (e.g. shops, a library, a health centre) and talk about what happens there and investigate why people go there</li> <li>take a short journey by bus, tram or train to investigate a slightly more distant site that contrasts with the immediate local area <a href="#">Severn Valley Railway</a></li> <li>visit a park or local green space to observe its physical and human features and investigate how people use and enjoy it <a href="#">Rec visit</a></li> <li>investigate environmental issues (e.g. lack of play facilities, where litter collects, road safety issues) in the school grounds or local area <a href="#">Clee Hill traffic survey</a></li> </ul>	<p>Pupils in lower key stage 2 should be provided with opportunities:</p> <ul style="list-style-type: none"> <li>to use the school and its grounds as a site for studying aspects of physical and human geography by investigating questions such as 'Where does the water go when it rains?', 'How do we travel to school' and 'Where does the food for school dinners come from?' <a href="#">Where does our water come from and where does it go?</a></li> <li>when learning about the water cycle, weather and climate, to investigate and record different weather phenomena through observation and by using standard measurement devices (e.g. thermometers, rain gauges and anemometers) <a href="#">Weather station (water)</a></li> <li>study the trees, plants and animals, as an ecosystem <a href="#">Forest School</a></li> <li>when learning about land use, to investigate local buildings, land use, and local facilities and explore issues of environmental quality and value (e.g. by investigating which spaces or places are valued by the local community) <a href="#">Elan Valley flooding/ Dam</a></li> <li>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 <a href="#">Local Study</a></li> <li>when learning about natural resources, to explore issues of sustainability in everyday life (e.g. energy generation and use, water supply and use) <a href="#">Travel survey</a></li> <li>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 <a href="#">Elan Valley</a>.</li> </ul>	<p>Pupils in upper key stage 2 should be provided with opportunities:</p> <ul style="list-style-type: none"> <li>to use the school and its grounds as a site for studying aspects of physical and human geography by investigating questions such as 'How can our school reduce its plastic waste?' and 'How can we make our school grounds more bee friendly?' <a href="#">Plastic pollution</a></li> <li>when learning about rivers, to visit a local stream or river to investigate its physical features (e.g. meanders, sites of erosion and deposition) and its use by people now and in the past <a href="#">River Amazon/ River Rea</a></li> <li>when learning about settlements, to investigate how buildings, land use and local facilities have changed over time; and investigate local development plans through visits to derelict sites, empty shops or buildings or places where developments (e.g. road, housing, industrial, retail or leisure schemes) are proposed <a href="#">Changes of the Amazon Rainforest over time</a></li> <li>when learning about economic activities, to investigate the range and location of primary, secondary and tertiary businesses in the local area <a href="#">York</a></li> <li>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 <a href="#">Plastic pollution</a>, <a href="#">Fair trade</a>, <a href="#">global citizenship</a></li> <li>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 <a href="#">Coastal study</a>, <a href="#">River study</a></li> </ul>
Fieldwork techniques	<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</p>	<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>	<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>

<p>collecting, analysing and presenting what they learn through fieldwork, including:</p> <ul style="list-style-type: none"> <li>• 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) <a href="#">Role play areas</a></li> <li>• adding details to a teacher-prepared drawing (e.g. doors, windows and other features to the outline of a house)</li> <li>• making annotated drawings to show variations (e.g. in a row of houses in a local street) <a href="#">House and homes</a></li> <li>• drawing a freehand map (e.g. of the school grounds, local street or park) <a href="#">Map work</a></li> <li>• relating a large-scale plan (e.g. of the school grounds or a local street) to the environment, identifying known features <a href="#">Map of the school/ Map of the village</a></li> <li>• marking information on a large-scale plan (e.g. of the school grounds or a local street) using colour or symbols to record observations</li> <li>• using a simple compass and cardinal compass directions (north, south, west, east)</li> <li>• taking digital photos (e.g. of buildings in the locality, things seen on a bus journey)</li> <li>• making digital audio recordings when interviewing someone (e.g. shop worker, librarian, nurse) about their job <a href="#">Interviewing a local farmer</a>.</li> <li>• collecting quantitative data (e.g. to create a pictogram of favourite places to play or how pupils travel to school) <a href="#">Travel to school</a></li> <li>• using a questionnaire <a href="#">where would you like to go on holiday? Would you rather live in Clee Hill or London</a></li> <li>• collecting and sorting natural objects (e.g. leaves, twigs, stones) to investigate their properties <a href="#">Forest school/ science</a></li> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• making models, annotated drawings and field sketches to record observations <a href="#">aerial photos/ model work</a></li> <li>• drawing freehand maps of routes (e.g. of a walk to a site in the local area) <a href="#">Maps with a simple key</a></li> <li>• relating a large-scale plan of the local area or fieldwork site to the environment, identifying features relevant to the enquiry <a href="#">Why was Ludlow Castle built where it was?</a></li> <li>• recording selected geographical information on a map or large-scale plan, using colour or symbols and a key <a href="#">Local study</a></li> <li>• taking digital photos and annotating them with labels or captions <a href="#">Encouraging others to reuse reduce and recycle</a></li> <li>• making digital audio recordings for a specific purpose (e.g. traffic noise)</li> <li>• collecting, analysing and presenting quantitative data in charts and graphs</li> <li>• designing and using a questionnaire to collect quantitative fieldwork data (e.g. to compare how far people travel to different types of shop)</li> <li>• designing and conducting interviews (e.g. to investigate which spaces/places local people value) <a href="#">Why are you in Ludlow today?</a></li> <li>• using simple sampling techniques appropriately (e.g. time sampling when conducting a traffic survey) <a href="#">Traffic survey</a></li> <li>• using a simplified Likert Scale to record their judgements of environmental quality (e.g. in streets near the school) <a href="#">Local study</a></li> <li>• developing a simple method of recording their feelings about a place or site <a href="#">Environmental survey of the local area.</a></li> </ul>	<ul style="list-style-type: none"> <li>• making models, annotated drawings and field sketches to record observations <a href="#">Marvellous maps/ topography</a></li> <li>• drawing freehand maps (e.g. of a site they have visited) <a href="#">Field sketches</a></li> <li>• relating large-scale plans to the fieldwork site, identifying relevant features <a href="#">Annotating sketches/ scribble maps</a></li> <li>• recording selected geographical data on a map or large-scale plan, using colour or symbols and a key</li> <li>• taking digital photos and annotating them with labels or captions</li> <li>• making digital audio recordings (e.g. to create soundscapes)</li> <li>• collecting, analysing and presenting quantitative data in charts and graphs</li> <li>• designing and using a questionnaire to collect qualitative data (e.g. to find out and compare pupils' views on plastic waste) <a href="#">Plastic pollution</a></li> <li>• designing and conducting fieldwork interviews (e.g. to establish the range of views local people hold about a proposed development) <a href="#">Ynylas – views of local people on the erosion</a></li> <li>• using standard field sampling techniques appropriately (e.g. taking water samples from a stream) <a href="#">Ynylas – quadrant data</a></li> <li>• designing and using a tool to record their feelings about the advantages and disadvantages of a proposed development, for instance <a href="#">deforestation/ Amazon</a></li> <li>• conducting a transect to observe changes in buildings and land use <a href="#">World Biomes</a></li> </ul>
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