

Principles of our Geography Curriculum:

- Enquiry led learning
- A focus on skills (including map skills and fieldwork)
- A focus on locality
- Key threads - Location, comparing places, human geography, physical geography, local geography and fieldwork/mapping

ENQUIRY LED LEARNING

Our Geography curriculum is based on progressive, enquiry-based topics which aim to inspire children with a curiosity about their local area and the world beyond Chieveley. Each topic has an overarching 'big' question, and each lesson aims to answer a smaller learning question linked to the big question.

A FOCUS ON SKILLS (INCLUDING MAP SKILLS AND FIELDWORK)

Our skills focussed curriculum places importance on what it means to be a successful geographer and so emphasis is placed on teaching skills, such as fieldwork and map work. This aims to develop the children's practical experiences of geographical knowledge. Our fieldwork provides opportunities to develop and consolidate skills and concepts introduced in the classroom and allows pupils to extend their understanding of the 'real' world. Fieldwork provision enables pupils to become observant, to develop the skills of recording, analysis and deduction and to comprehend the questions that geographers ask of the world. Fieldwork and learning outdoors involving the testing and investigation of ideas and theories through practical exercises including observation, data collection, recording, presentation, interpretation and evaluation is therefore fundamental to the study of geography and the development of young geographers at our school. Consequently fieldwork has been incorporated as a core element of geographical learning in each year.

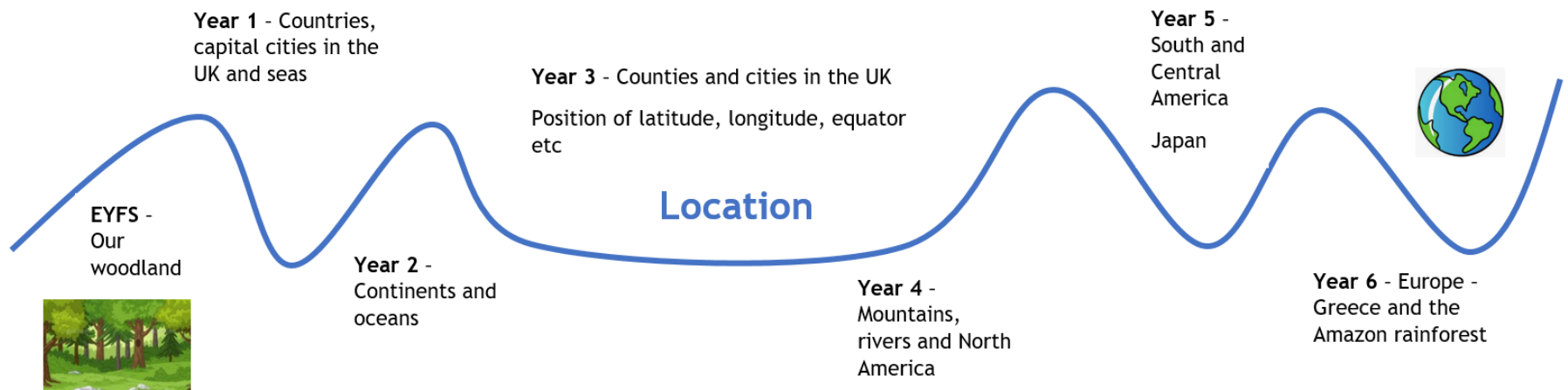
LOCALITY

Locality is hugely important to our children developing a sense of space. We are lucky enough to have plenty of outdoor space and woodland areas at Chieveley. Our children will start their geography journey exploring the woodland and school locality and will progress to studying and exploring our village and then surrounding areas. This then gives them a solid foundation to understand places further afield and around the globe.

KEY THREADS

Within the geography curriculum, we have mapped out 6 key concepts that enable children to identify common themes and make links throughout different geographical concepts. These are:

- Location
- Comparing places
- Human geography
- Physical geography
- Local geography
- Fieldwork and map skills





Comparing places

EYFS - Habitats
- woodland and
sea. Life in
Chieveley and
North Pole

Year 2 -
Chieveley and
Mugurameno
(Zambia)

Year 4 - North
America/New
York and
England/
Chieveley

Year 5 -
England and
Mexico/Brazil



Year 6 -
Greece/Athens and
England/Chieveley



Year 1 - Human
features of London.
School playground,
houses, buildings

Year 3 - How people
affect UK's landscape

Land use/settlement
in Chieveley

Year 5 -
Settlement



Human geography

EYFS - Farming
and real life
superheroes

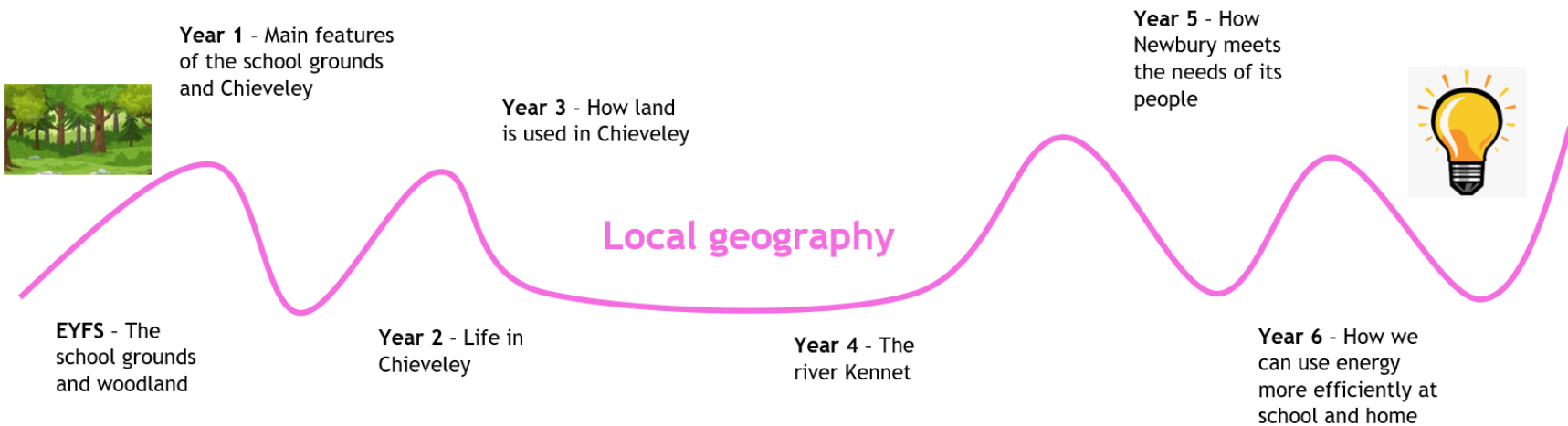
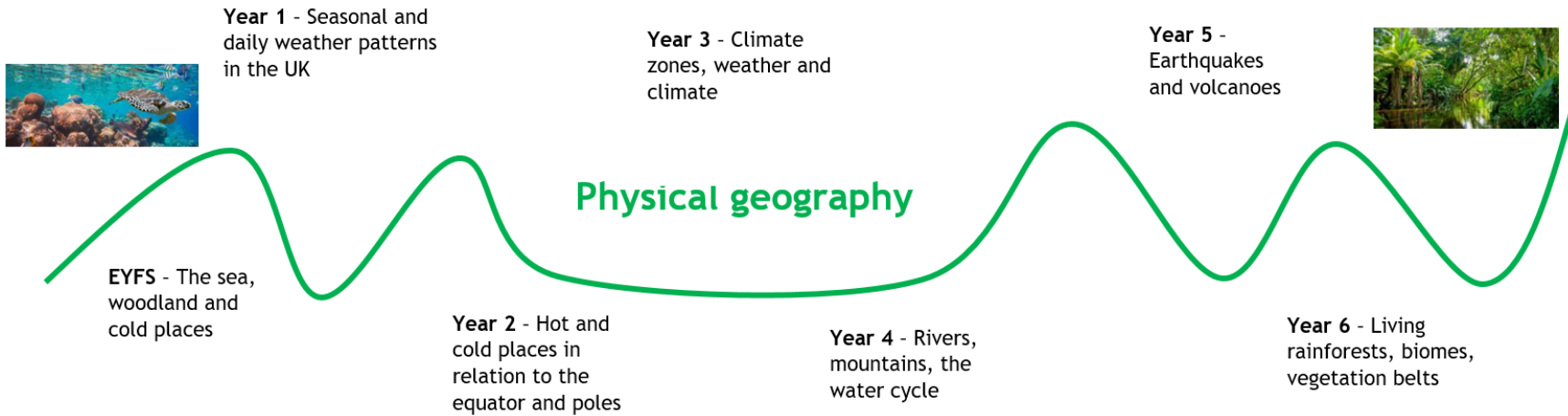
Year 2 - Land
use in
Chieveley and
Zambia

Year 4 - How
human activity
affects rivers
and
communities

Year 6 - Renewable
and non-renewable
energy

Fairtrade

Tourism



Year 1 - Identify and record main features of school grounds and Chieveley. Create a map of Chieveley, use ordnance survey map symbols. Use maps and atlases. Aerial views



Year 3 - Use globes, atlases and maps including ordnance survey maps. Record features of Chieveley on a sketch map. Use 8 compass points

Year 5 - Use globes, atlases and maps. Interpret maps and aerial views at a variety of scales

Create a needs map of Newbury

4 figure grid references



Fieldwork and map skills

EYFS - Draw a map of the woodland, how you get to school, Chieveley

Use globes and big maps

Year 2 - Use globes, maps and atlases

Use aerial photos

Use 4 compass points and locational language

Year 4 - Use globes, atlases and maps.

Interpret maps and aerial views at a variety of scales. Report of river Kennet

Year 6 - Use globes, atlases and maps. Interpret a range of maps and aerial views at a variety of scales

Report how we could be more energy efficient

Look critically at a topical issue

6 figure grid references

INTENT

At Chieveley, we want our children to be interested and excited about the world in which they live - both the local area and the world beyond. Learning geography helps to prepare our pupils for life in the 21st century with all of its currently unknown possibilities. In terms of what we teach in geography and how we encourage and support our pupils to learn, we seek to develop young geographers. In addition we will ensure that what our pupils learn in geography and how they learn it not only inspires and challenges them intellectually but also contributes to their spiritual, moral, cultural and physical development and helps to prepare them for the opportunities, responsibilities and experiences of life in an increasingly globalised world. Our vision is that Chieveley pupils will aspire to be a force for good in the world, have respect for the environment and will grow up to be a valuable contribution to our global society.

At Chieveley, we have planned a curriculum in geography EYFS - Year 6 which is coherent, carefully sequenced (to ensure that our children build on prior knowledge) and inclusive (differentiating provision where necessary so that ALL children can access the curriculum and make progress).

Themes (location, human geography, physical geography, local geography and map/fieldwork skills) will be woven into learning and revisited during different units of work.

Disadvantaged children and those with SEND are given full access to the geography curriculum. Teachers use a range of strategies to enable all children to become successful geographers including: the sharing and creation of knowledge organisers to help memories key knowledge, pre-teaching where appropriate and the discrete teaching of vocabulary.

IMPLEMENTATION

Geography at Chieveley is underpinned by the study of real places and how the people living there are influenced by and affect the environment of those places. Our children develop knowledge and geographical understanding by first immersing them in the area where they live, and then gradually widening their horizons and increasing their awareness of their village, town, nation, country and world. For example, in Year 1, the children learn about Chieveley school, then village and then the rest of the UK. This knowledge is built on in Year 2 where they explore continents and oceans, hot and cold places and then study a small village in Zambia.

Teaching and learning will use exciting first-hand experiences, imaginative resources and ICT (Oddizzi, Digimaps, Google Earth). Teachers use Oddizzi (an e-learning resource that immerses children into the real world and builds a solid understanding of the people, places and cultures of the world) and its schemes of work to plan and resource lessons, but are also encouraged to use other resources where appropriate (for example, the Geographical Association), to adapt the lessons to make them relevant to our children and school. All lessons begin with a quick, low stakes quiz on previous lesson's content to ensure that knowledge is embedded, and thus children remember more.

High quality story books and texts are central to our geography curriculum. This means that geography is linked to other subjects and has a strong presence in the ethos of the school through cross curricular lessons, displays, performances and assemblies.

Fieldwork is fundamental to the teaching and learning of geography and all classes are given the opportunity to go out into the local and wider environments to research and discover the world in which they live.

Our provision in geography has been carefully designed to ensure both continuity with prior learning and progression EYFS - Year 6 in:

- **Substantive knowledge** - what our children will know by the end of each enquiry;
- **Disciplinary knowledge** - the subject skills and techniques our children will master and apply in order to understand the significance of what they know
- **Conceptual understanding** - increasing awareness and application of second order and substantive subject concepts (e.g space, place, etc)

- **The acquisition of subject specialist vocabulary and technical terms** in order to communicate their understanding effectively.

IMPACT

Each enquiry which forms our teaching in geography sets out clear objectives and outcomes for the children in terms of substantive and disciplinary knowledge and understanding and skills' acquisition. These outcomes are listed as 'end points of learning' i.e. the criteria against which a child will be judged to be making good progress. Additional criteria define what 'working at greater depth' will entail. We also use a range of formative and ongoing ways in which we can assess whether a pupil has achieved the appropriate end points of learning. For example, retrieval quizzes, questioning and discussion. We ensure that when assessing our children, evidence is drawn from a wide range of sources to inform the process, including interaction with children during discussions and related questioning, day to day observations, practical activities such as model making and role play drama and fieldwork activities. The outcomes of each enquiry serve to inform the teacher's developing picture of the knowledge and understanding of each child and to plan future learning or address gaps in learning accordingly. Consequently at the end of each enquiry we are able to make an informed and confident 'best fit' judgment as to whether the child is working below the year groups expectations, working at, or working at greater depth.

Finally, the subject lead undertakes monitoring activities which include staff meetings, book looks, learning walks and discussions with the children.

	Autumn		Spring		Summer	
Wrens	<p>An enchanted woodland adventure</p> <p>Why do leaves go crispy and colourful?</p>	<p>Frozen</p> <p>Why do we wear different clothes at different times of the year?</p>	<p>Marvellous me</p> <p>How have I changed since I was a baby?</p>	<p>Real life superheroes (people who help us)</p> <p>Which real life superhero would you choose to be and why?</p>	<p>Under the sea</p> <p>What lives in the sea?</p>	<p>Chieveley's farms</p> <p>What are the signs of the farm on my dinner plate? What grows on a farm?</p>
	<p>Celebrations around the world:</p> <ul style="list-style-type: none"> • Diwali • Hanukkah • Halloween • Guyfawkes • Remembrance day • Christmas 		<p>Celebrations around the world:</p> <ul style="list-style-type: none"> • Chinese New Year • Valentine's Day • Pancake day • Mother's Day • Ramadan • Easter 		<p>Celebrations around the world:</p> <ul style="list-style-type: none"> • Father's Day • Eid • Cinco De Mayo 	
	<ul style="list-style-type: none"> • Identify physical features of the woodland • Keep a weather chart 	<ul style="list-style-type: none"> • Locate the North and South Pole on a globe • Discuss physical features of the North Pole and 	<ul style="list-style-type: none"> • Spot signs of spring • Keep a weather chart • Draw a family portrait 	<ul style="list-style-type: none"> • Discuss and describe people who help us • Identify and discuss different job roles in the 	<ul style="list-style-type: none"> • Identify oceans on a map/globe • What animals live in the sea? 	<ul style="list-style-type: none"> • Spot signs of summer • Keep a weather chart • Look at aerial photos of the school and

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	<ul style="list-style-type: none"> • Draw a picture/map of the woodland • Spot signs of autumn 	<p>compare to locality</p> <ul style="list-style-type: none"> • Develop an awareness of hot and cold areas in the world • Keep a weather chart • Spot signs of winter on walk • Draw a suitcase of things you would pack to see Santa 	<ul style="list-style-type: none"> • Discuss a place that is special to them • Draw a map of how you get to school 	<p>community and locality e.g Chieveley surgery</p> <ul style="list-style-type: none"> • Look at a map of Chieveley and identify the school and what surrounds it. Where would be a good place to build a new vet's surgery? Why? • Draw a simple map of Chieveley 	<ul style="list-style-type: none"> • Draw a merperson map showing parts of the sea and creatures 	<p>local area. Where are the farms? What do they look like?</p> <ul style="list-style-type: none"> • Discuss times of year and when is important for farmers e.g harvest time • Discuss jobs that need to be done on a farm • Draw an imaginary farm. What would you grow? What animals would you have? • Grow plants and look after them
	<p>Key vocabulary:</p> <p>Woodland, forest, seasons, autumn, weather</p>	<p>Key vocabulary:</p> <p>Frozen, freeze, melt, winter, the North/South Pole, ice berg, globe, winter, weather</p>	<p>Key vocabulary:</p> <p>Weather, spring, family, portrait, special, transport, map</p>	<p>Key vocabulary:</p> <p>Fire service, nurse, police, doctor, map, Chieveley</p>	<p>Key vocabulary:</p> <p>Sea, ocean, creature, fish, globe</p>	<p>Key vocabulary:</p> <p>Farm, soil, tractor, field, crops, flower, growing, allotment, garden centre, seed, plant, soil</p>

<p>Robins</p>	<p>Home sweet home</p> <p>What's it like where we live?</p>	<p>The United Kingdom</p> <p>What is the United Kingdom?</p>	<p>Wonderful weather</p> <p>What is weather and how does it affect my life?</p>
	<ul style="list-style-type: none"> • Know the difference between rural and urban areas, including your own • Use fieldwork to identify and record the main features of the school grounds • Use fieldwork to identify and record the main features of the local area • Using data collected during fieldwork, recount the journey through the local area • Recognise some commonly used ordnance survey map symbols • Create a map of our local area, showing the key features 	<ul style="list-style-type: none"> • Check my understanding of the UK • Name and locate the four countries of the UK on a map • Identify the four capital cities • Identify the surrounding seas of the UK • Explain the differences between human and physical features • Describe the human and physical features of one of the UK's capital cities 	<ul style="list-style-type: none"> • Order months of the year and recognise/name seasons • Identify differences between the types of weather experienced in different seasons in the UK • Identify aspects of the weather and how it affects my local environment • Identify the types of clothing worn in different weather • Identify the types of weather we have in the UK and record the daily weather in our area • Explore how the weather affects different jobs
	<p>Key vocabulary:</p> <p>Hill, river, settlement, rural, urban, forest, vegetation, valley, city, town, village, factory, farm, house, office, shop, map, classroom, grounds, field, fieldwork, bungalow, semi-detached, caravan, flats, home, physical, human, terraced, key, scale, symbol, ordnance survey, north, east, south, west</p>	<p>Key vocabulary:</p> <p>Map, world, Europe, country, England, Scotland, Wales, Northern Ireland, capital, London, Edinburgh, Cardiff, Belfast, Union Jack, features, human, physical, nature, capital, city,</p>	<p>Key vocabulary:</p> <p>Time, month, season, order, winter, spring, summer, autumn, weather, clothing, suitable, unsuitable, lightning, snow, rain, sun, fog, wind, temperature, job, affect, positive, negative, inside, outside, Arctic, polar</p>

Sparrows	<p>Hot and cold places</p> <p>Why can't a meerkat live in the Arctic?</p>	<p>What a wonderful world</p> <p>Why is our world wonderful? Which continent would I like to visit and why?</p>	<p>Amazing Africa</p> <p>Would you rather live in Chieveley or Mugurameno?</p>
	<ul style="list-style-type: none"> Identify hot and cold places and locate them on a map (including the equator and north/south poles) Recognise the features of a hot and cold place Explore a hot or cold place Identify the animals that live in hot and cold places and recognise how they adapt Compare a pack list for a trip to a hot place with a list for a cold place Describe what I would see in a hot or cold place 	<ul style="list-style-type: none"> Understand where I am in the world Name and locate on a map the seven continents Name and locate on a map the five oceans Describe where different continents are located Identify the human and physical features of a continent 	<ul style="list-style-type: none"> Locate Zambia and explore its physical and human features Locate the village of Mugurameno and share what I would like to learn about it Compare how people use the river in Mugurameno with the ways people use a river near us Find out about food in Mugurameno and how its prepared Explain how the people of Mugurameno protect themselves and their homes from wild animals Use photographs and information texts to help imagine what daily life in Mugurameno might be like
	<p>Key vocabulary:</p> <p>Weather, hot, cold, world, Equator, temperature, Arctic, Antarctica, North Pole, South Pole, hot desert, rainforest, ice berg, sand dunes, nomad,</p>	<p>Key vocabulary:</p> <p>Map, village, town, city, county, country, continent, world, land, ocean, north, east, south, west, human, physical, features</p>	<p>Key vocabulary:</p> <p>Africa, Zambia, Mugurameno, continent, house, settlement, river, human, physical, map, aerial photograph</p>

	rain, river, animal, adapt, adaptation, burrow, blubber, environment, habitat, hibernate, suitable, unsuitable, features		
Kingfishers	<p>If you go into the woods today...</p> <p>How is the land used in Chieveley?</p>	<p>The UK</p> <p>What makes Great Britain, Great?</p>	<p>Italy and climate zones</p> <p>What are climate zones and what is the weather/climate like in Italy?</p>
	<ul style="list-style-type: none"> • Locate the local area on an aerial image and use this to describe the human/physical features • Use fieldwork to observe, measure and record a range of data on the human/physical features in the local area • Use an Ordnance survey map to identify local landmarks and features • Record the features of the local area on a sketch map and possible changes • Understand processes of settlement and change in the local area • Produce a simple report 	<ul style="list-style-type: none"> • Compare and contrast the different countries of the UK • Identify where I live in the UK and locate major cities • Identify physical characteristics of the UK • Use the 8 compass points to describe the location of the countries and cities of the UK • Name and locate some of the counties of the UK • Understand how people have affected the UK's landscape and how London has changed over time 	<ul style="list-style-type: none"> • Identify Italy and Rome on a map and explain what it is like there • Identify the different lines of latitude and explain how latitude is linked to climate • Locate different climate zones and explore the differences between the Northern and Southern hemispheres • Compare temperate and tropical climates • Explore weather patterns within a climate zone • Describe the weather of a typical day in a place (Italy) with a contrasting climate • Identify the key characteristics of different climate zones

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	<p>Key vocabulary: Human, physical, feature, aerial photographs, land use, map, sketch map, settlement, landmark, Ordnance survey</p>	<p>Key vocabulary: Countries, human, physical, landmark, region, city, capital city, county, physical features, mountain range, coastline, river, landscape, land use, human features, industry, retail, National Park, farming, manufacturing, tourism, finance, energy, renewable, wind energy, solar farm, nuclear power</p>	<p>Key vocabulary: Climate, weather, latitude, Equator, hemisphere, sphere, axis, season, temperate, temperature, tropical, precipitation, mediterranean, tropical, arid</p>
Skylarks	<p>Rivers</p> <p>Is water a friend or foe?</p>	<p>Mountains</p> <p>What are the advantages/disadvantages of living near a mountain?</p>	<p>North America</p> <p>What would it be like to live in North America?</p>
	<ul style="list-style-type: none"> ● Describe the water cycle, explain what a river is and locate the world's longest rivers on a map ● Describe how rivers are used around the world ● Identify the stages and features of a river, and the way that land use changes from the source to the mouth ● Recognise and explain how human activity affects rivers ● Recognise and explain how flooding affects communities ● Identify the characteristics of one of the world's longest rivers ● What can we learn from the river Kennet? (fieldwork opportunity) 	<ul style="list-style-type: none"> ● Describe what a mountain is and locate the world's seven summits on a map ● Describe the key features of mountains and how they are formed ● Describe the climate of mountains and explore mountain life ● Explore and locate the UK's highest mountains ● Recognise the importance of the Himalayas for people living in the region ● Share your knowledge about a world famous mountain or mountainous region ● 'Going places' (Everest - virtual fieldwork opportunity) 	<ul style="list-style-type: none"> ● Locate North America on a map, including through using latitude and longitude ● Locate the United States of America and explain its name ● To understand the human and physical geography of the Rockies ● To describe the volcanic eruptions at Mt St Helens and the impact they had on the surrounding area ● To investigate and evaluate the key features of a US state ● To compare and contrast New York with my home area
	<p>Key vocabulary:</p>	<p>Key vocabulary:</p>	<p>Key vocabulary:</p>

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	Water cycle, evaporation, precipitation, condensation, overland flow, mouth, river, channel, hydro-electric power, crops, transporting, recreational, source, mouth, meander, tributary, v-shaped valley, waterfall, ox-bow-lake, dam, irrigation, floodplain, Thames barrier, embankment, sand bag	Mountain, summit, landform, hill, mountain range, plates, mantle, slope, valley, summit, fold, fault-block, volcanoes, dome, climate, avalanche, equator, UK, environment, three peaks, Himalayas, porters, terracing, mountaineers, seven summits	The Caribbean, Central America, Denali, Great Lakes, latitude, longitude, Mississippi river, Northern Hemisphere, Western Hemisphere, Canada, Mexico, state, glacier, habitat, mountain range, national park, wilderness, wildlife, cascades, eruptions, north-west, facilities, human, features, landscape, location, north east, rural, urban
Jays	Newbury	South and Central America	Japan's disastrous geology
	Does Newbury meet the needs of its people?	How does life in England compare to life in Brazil and Mexico?	Why are there so many natural disasters in Japan?
	<ul style="list-style-type: none"> ● Understand how my local area and my region fits in the wider world ● Identify and locate the main features of my region ● Understand how our local area meets people's needs ● Fieldwork - Is this a place fit for people? ● Create a need's map of Newbury 	<ul style="list-style-type: none"> ● Identify South America on a map and identify some of its key countries/features ● Identify Central America and identify its key countries/features ● Locate South American countries and capitals and compare the time difference between them and the UK ● Compare key facts about Brazil with facts about England ● Compare Mexico to England ● Use photographs and information texts to imagine daily life in Rio De Janeiro 	<ul style="list-style-type: none"> ● Locate Japan and investigate what it is like ● Find out about the structure of the Earth ● Describe what happens at the boundaries between the Earth's plates ● Describe and explain the key features of a volcano ● Locate where famous earthquakes have occurred and write a report ● Locate a range of famous volcanoes and find out some key facts, including when the volcanoes last erupted

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			<ul style="list-style-type: none"> • Identify the effects of earthquakes on land and people • Identify the help people need after an earthquake • Identify how to prepare for an earthquake • Report on the effects of a volcanic eruption • Evaluate the disadvantages/advantages of living near a volcano
	<p style="text-align: center;">Key vocabulary: Newbury, settlement, local area, transport, trade links, scale, town, axis, report, local, regional, national, international, environment, technology, culture, leisure, north, east, south, west, needs map</p>	<p style="text-align: center;">Key vocabulary: Southern Hemisphere, Northern Hemisphere, La Paz, Lake Titicaca, São Paulo, Ushuaia, Cerro Aconcagua, latitude, longitude, timezone, tropical, Brasilia, population, culture, region, trade, favela, recreation, export, tourism, port, mining, manufacturing, culture</p>	<p style="text-align: center;">Key vocabulary: Volcano, plates, tectonic, core, mantle, crust, boundaries, magma, ash cloud, lava, central vent, eruption, continent, tectonic plates, map, Europe, North America, Pacific Ring of Fire, effect, short-term, long-term, rubble, aid, human, features, map, survival kit, drill, volcano, preparation, venn diagram, eye witness, impact, effects, advantage, disadvantage</p>
Owls	<p>Europe and Athens</p> <p style="color: magenta;">How is life different in Greece/Athens?</p>	<p>Energy and the environment</p> <p style="color: magenta;">Will our energy ever run out? What happens then?</p>	<p>Living rainforests, the Amazon and fair trade</p> <p style="color: magenta;">How is life on Earth affected by the shrinking rainforests? Is fair trade fair?</p>

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- Locate Europe and investigate key information about its principle countries
- Explore tourism in the Mediterranean region
- Understand some of the factors affecting migration into Europe from Greece
- Investigate the landscape of Greece, its features and how its used
- Investigate some of the main features of Athens
- Compare everyday life for a child in Athens with that in other places

- Understand what people need
- Understand where our energy comes from
- Understand where our food comes from
- Investigate the conservation of natural resources
- Understand the different types of energy sources used in the UK (renewable and nonrenewable)
- Evaluate the disadvantages/advantages of wind energy
- Explore how we could be more energy efficient at school

- Recognise what a rainforest is and locate the world's rainforests on a map
- Locate the Amazon and Amazon rainforest and consider the significance of its location
- Recognise the different layers of life in a rainforest
- Recognise the features that make up a rainforest
- Describe the key characteristics of the congo
- Describe and explain the impact of deforestation of the rainforests
- Understand some of the threats to the Amazon and why they matter
- Explain the importance of the rainforests
- Explore some of the reasons for trade in different parts of the world
- Investigate global trade processes and trade routes
- Debate - Is fair trade fair?

Key vocabulary:

Europe, European Union, France, Germany, Italy, Mediterranean, Poland, polar, Russia, Scandinavia, Spain, temperate, Ukraine, civilisation, leisure, Mediterranean sea, resort,

Key vocabulary:

Energy, renewable, wind energy, London Array, solar farm, nuclear power, climate change, energy source, global warming, green belt, greenhouse gases, hydroelectric power, power station,

Key vocabulary:

Rainforest, congo, equator, continent, Amazon, forest floor, emergent, canopy, understory, logging, tribe, biome, okapi, logging, hunter-gatherer, Aka people,

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	<p>service industry, tourism, border, Greece, migrant, refugee, Syria, agricultural, coastal, industrial, mountain, residential, rural, urban, wilderness, Athens, Attica, civilisation, itinerary, port, parthenon, piraeus, peloponnese, pollution, climate, Acropolis</p>	<p>sustainable development, tidal power, wind farm, wind power, wind turbine, renewable energy</p>	<p>nomadic, deforestation, ingenious, fell, ecosystem, farming, oxygen, carbon, capital, dioxide, biodiversity, fertile, Manaus, photosynthesis, equatorial, trade, volume, export, import, commodity, industrial, minerals, manufactured, resource, textiles, raw materials, container, distribution, producer, route, supply chain, transportation</p>
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Geography progression

	By the end of the year, children should <i>know</i>:	By the end of the year, children should <i>be able to</i>:
EYFS	<p><u>Understanding the world</u> People, culture and communities:</p> <ul style="list-style-type: none"> ● Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. ● Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. ● 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. 	

	<p>The natural world:</p> <ul style="list-style-type: none"> ● Explore the natural world around them, making observations and drawing pictures of animals and plants. ● 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. ● Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter 	
<p>YEAR 1</p>	<ul style="list-style-type: none"> ● basic vocabulary and concepts about weather and the climate; ● How people adapt to different weather ● the main nations and features of the UK, including their locations and related key vocabulary; ● the location and features of the local area. 	<ul style="list-style-type: none"> ● create a simple weather chart; ● annotate a simple map of the UK with some of its key features ● look at simple maps and aerial views of the local area, discussing and asking questions about its main features and the way symbols have been used; ● work together to create a simple map of the local area; ● observe, record, discuss and ask questions about the main features of the local area, based on direct experience; ● make connections between their investigation of the local area and what they have learned about weather, climate and the UK; ● use appropriate vocabulary when describing local features and those of the UK, including for seasons and local weather.
<p>YEAR 2</p>	<ul style="list-style-type: none"> ● the names and locations of the world's continents and oceans, and some information about each of them; ● where the world's main hot and cold regions are, and some information about what they are like; ● the location and features of a contrasting locality in Zambia, comparing and contrasting it with their local area and situating it within the African continent; 	<ul style="list-style-type: none"> ● use globes and atlases - and annotate maps - to identify continents and oceans, including the location of the UK, Europe, Zambia and Africa; ● use globes and atlases - and annotate maps - to identify the world's hot and cold regions, locating the UK and Zambia within them; ● look at simple maps and aerial views of a contrasting locality in Zambia, discussing and asking questions about its main features and comparing these with the

	<ul style="list-style-type: none"> • how their location within hot and cold regions might affect everyday life differently in the UK and Zambia. 	<p>UK;</p> <ul style="list-style-type: none"> • use appropriate vocabulary for continents and oceans, for hot and cold regions and when describing and comparing a contrasting locality in Zambia with their local area; • make use of the four main compass points when describing the location of these key locations and regions.
<p>YEAR 3</p>	<ul style="list-style-type: none"> • where the world's main climate zones are (building on their prior understanding of hot and cold regions) • how their location within different climate zones might affect everyday life differently • What makes up the local area and how it has changed over time 	<ul style="list-style-type: none"> • use globes and atlases to identify climate zones and consider their impact on different parts of the world • use globes, atlases and maps to identify the main human and physical features of the local area, UK and Italy
<p>YEAR 4</p>	<ul style="list-style-type: none"> • the key elements and features of a river • the key elements of the water cycle • the names of - and key information on - the world's main rivers • basic ideas about flood management • the main features and types of mountains; • how some people have adapted to life in mountainous areas • the location and main human and physical features of North America 	<ul style="list-style-type: none"> • interpret and explain key information on rivers • evaluate a range of possible flood prevention measures • use globes, atlases and maps to locate the world's principal rivers, rainforests (and other biomes), including the Amazon • use appropriate vocabulary when describing the Amazon; rainforest and other biomes; rivers and river features; and place locations • use globes, atlases and maps to identify the main human and physical features of North America • interpret maps and aerial views of the Americas, at a variety of scales, discussing and asking questions about their main features, and comparing these with

		<p>places previously studied</p> <ul style="list-style-type: none"> • use appropriate vocabulary when describing the Americas, South-East Brazil and Rio de Janeiro and comparing them with other places; when describing climate zones and human processes; and when describing place locations and map features (e.g. the Equator, the tropics, the world's hemispheres).
<p>YEAR 5</p>	<ul style="list-style-type: none"> • the location and main human and physical features of North and South America; • the location and human/physical features of Rio de Janeiro and South-East Brazil, as a region in The Americas, comparing and contrasting this region with places previously studied • the location of South-East Brazil and Rio de Janeiro within the South American continent; • about processes of settlement, trade, tourism and culture in South-East Brazil and Rio de Janeiro. • how their location within different climate zones might affect everyday life differently in South-East Brazil and places previously studied • the names and locations of the world's principal mountains, volcanoes and areas at risk from earthquakes • the main features and causes of volcanoes and earthquakes • how people can respond to a natural disaster, such as an earthquake 	<ul style="list-style-type: none"> • use globes and atlases to identify climate zones and consider their impact on different parts of the Americas, including South-East Brazil • use globes, atlases and maps to identify the main human and physical features of North and South America • interpret maps and aerial views of the Americas, South-East Brazil and Rio de Janeiro at a variety of scales, discussing and asking questions about their main features, and comparing these with places previously studied • use appropriate vocabulary when describing the Americas, South-East Brazil and Rio de Janeiro and comparing them with other places; when describing climate zones and human processes; and when describing place locations and map features (e.g. the Equator, the tropics, the world's hemispheres).

YEAR 6

- the key elements of a rainforest biome, how these contrast with other biomes and the main location of the world's rainforests (including the Congo)
- the location and principal features of the Amazon, situating it within the globe and the South American continent and comparing and contrasting it with South-East Brazil
- how physical processes involving rivers, the water cycle and rainforests distinctively apply to the Amazon
- how some human beings have adapted to life in the rainforest and the Amazon
- the location and principal features of the region around Athens, when seen at a range of scales, from the global to the immediately local
- ways in which human processes (such as tourism and migration) operate within the Mediterranean, Greece and Athens
- ways in which the location and physical geography of the region impact on (and are impacted by) human activity - this includes the key role of the Mediterranean Sea, as well as core knowledge about mountains, volcanoes, earthquakes, etc
- ways in which the location and distinctive features of Greece and the Athens region (including everyday life) compare and contrast with those of other places studied
- about place-specific patterns of continuity and change (including different perspectives on issues in the news, as well as ways in which modern-day Greece compares and contrasts with its past).
- the location and principal features of the UK and their local region when seen at a range of scales, from the global to the immediately local
- ways in which human processes (such as economic and political processes, the distribution of energy,

- interpret a range of maps and aerial views of the Amazon and apply this information to their understanding of it
- interpret a range of maps and aerial views of Athens, Greece and the Mediterranean region and apply this information to their understanding of it (e.g. when arguing the case for tourism in the Mediterranean
- look critically at a topical issue in this region, raising questions about it, considering the reliability of sources and exploring and evaluating a range of viewpoints
- use globes and atlases to identify the location of Greece and the Mediterranean
- use and apply appropriate vocabulary when describing the location and distinctive features of mountains, volcanoes, earthquakes, the Mediterranean, Greece and Athens.

	<p>land use, settlement and change) operate within the UK and their local region</p> <ul style="list-style-type: none"> • ways in which the location and physical geography of the UK and their local region impact on (and are impacted by) human activity in the region • ways in which the location and distinctive features of the UK and their local region compare and contrast with those of other places studied. • The types of energy we use and how we can conserve it 	
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Geography sequences of learning

EYFS	Teaching sequence (NB - In EYFS there won't be a teaching sequence as such; children will have access to continuous provision throughout the year)
Autumn	<p><u>An enchanted woodland adventure</u> What do we wear in the autumn and winter? What is the woodland like? What is the weather like? What are the signs of autumn?</p> <p><u>Frozen</u> Where does Santa live? What is the North Pole like?</p>

	What would we pack in a suitcase to go and see Santa?
Spring	<u>Real life superheroes</u> What do we wear in the spring and summer? Who helps us? Does Chieveley have a surgery? Dentist? Fire station? Etc
Summer	<u>Celebrations around the world</u> What is the world like? Where do people live? <u>Chieveley's farms</u> What are farms? What can you grow on farms? What animals live on farms? What do farms look like? Why does Chieveley have farms?

Year 1	Teaching sequence
Autumn	<u>Home sweet home (local area)</u> <ol style="list-style-type: none"> 1. What sort of area do I live in? 2. What are the main features of our school grounds? 3. What can I find out about my local area? 4. How can I describe my local area? 5. How can a map show what a place is like? 6. How do we make a map of the local area?
Spring	<u>The United Kingdom</u> <ol style="list-style-type: none"> 1. What is the United Kingdom? 2. What can I find out about the United Kingdom? 3. What are the UK's countries like? 4. What are the UK's capital cities like? 5. What do I know about a country in the UK?
Summer	<u>Wonderful weather (weather and climate)</u> <ol style="list-style-type: none"> 1. How is the year organised into months and seasons?

	<ol style="list-style-type: none"> 2. What are the differences between the seasons? 3. How can I show what season I'm in? 4. How do people dress for different kinds of weather? 5. How can I tell the weather's story? 6. How does the weather affect people's work?
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Year 2	Teaching sequence
Autumn	<u>Hot and cold places</u> <ol style="list-style-type: none"> 1. Where are the world's hot and cold places? 2. What is it like in the world's hot and cold places? 3. Where can I find out about a hot or cold place? 4. How do animals adapt to hot and cold places? 5. What would I pack for a visit to a hot place? How would it be different if I was going to a cold place? 6. How can I describe what it is like in a hot or cold place?
Spring	<u>What a wonderful world (oceans and continents)</u> <ol style="list-style-type: none"> 1. Where in the world am I? 2. Where are the world's continents? 3. Where are the world's oceans? 4. How can I show the world's continents and oceans on a map? 5. What are the main features of each continent? 6. What is special about each continent?
Summer	<u>Amazing Africa (contrasting locality - Zambia)</u> <ol style="list-style-type: none"> 1. Where is Zambia? 2. Where is Muguranemo? 3. How do people use the river in Muguranemo? Is this different to how we use rivers? 4. Why do people in Muguranemo live with animals? 5. What do people eat in Muguranemo? 6. How is my house similar/different to a house in Muguranemo?

Year 3	Teaching sequence
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Autumn	<p><u>If you go into the woods today...</u></p> <ol style="list-style-type: none"> 1. Can I locate my local area and how does it fit in with places near and far? 2. What is special about my local area? 3. What can I find out about from a walk in my local area? 4. How can we make a map to show what we have found out about our local area? 5. How has this place changed over time? 6. How might this place change in the future?
Spring	<p><u>The UK</u></p> <ol style="list-style-type: none"> 1. What is unique about each of the UK's countries? 2. Where do people live in the UK? 3. What are the main physical features of the UK? 4. How do human activities affect the UK's landscape? 5. What work do people in the UK do?
Summer	<p><u>Italy and climate zones</u></p> <ol style="list-style-type: none"> 1. Where is Rome in Italy and what is it like? 2. Why does a place's location in the world affect its climate? 3. What on earth is a climate zone? 4. How is the climate in the UK different to that in the tropics? 5. How does the climate vary around the world? 6. What is the weather like in a typical day for different places in different climate zones? 7. What is special about each climate zone?

Year 4	Teaching sequence
Autumn	<p><u>Rivers</u></p> <ol style="list-style-type: none"> 1. What is a river? 2. How do people use rivers? 3. What journeys do rivers make? 4. How do people change rivers?

	<ol style="list-style-type: none"> 5. How can flooding affect people? 6. What can I find out about the world's longest rivers? 7. Fieldwork opportunity - the Kennet
Spring	<u>Mountains</u> <ol style="list-style-type: none"> 1. What is a mountain? 2. How are mountains made? 3. What is it like on a mountain? 4. What are the UK's highest mountains like? 5. What is it like in the Himalayas? 6. What can I find out about the world's highest mountains?
	<u>North America</u> <ol style="list-style-type: none"> 1. Where is North America and what is it like? 2. Where and what is the United States of America? 3. What are the Rockies like? 4. What happened when Mount St Helens erupted? 5. Which US state would I like to live in and why? 6. How does New York compare to my local area?

Year 5	Teaching sequence
Autumn	<u>Newbury</u> <ol style="list-style-type: none"> 1. How do my local area and my region fit into the wider world? 2. Can I identify and locate the main features of my region? 3. How might our region meet people's needs? 4. Is this a place fit for people? 5. How can I create a needs map of the place I have visited? 6. How does this region fit people's needs?
Spring	<u>Central and South America</u> <ol style="list-style-type: none"> 1. Where is South America and what is it like? 2. Where is central America and what is it like? 3. What time is it in different parts of America? 4. How does Brazil compare to my own country? 5. How does Mexico compare to my own country?

Summer	<p><u>Japan's disastrous geology (earthquakes and volcanoes)</u></p> <ol style="list-style-type: none"> 1. Where is Japan and what is it like? 2. What lies beneath the surface of the Earth? 3. What happens when the Earth's plates meet? 4. What goes on inside a volcano? 5. What can we learn from some famous earthquakes? 6. What can I find out about real volcanoes? 7. How do earthquakes affect people and places? 8. What help do people need before and after an earthquake? 9. What could you do if an earthquake happened? 10. What happens when a volcano erupts? 11. What would it be like to live near a volcano?
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Year 6	Teaching sequence
Autumn	<p><u>Greece (European region - Athens)</u></p> <ol style="list-style-type: none"> 1. Where is Europe and what are its countries like? 2. Why would you visit the Mediterranean? 3. Why are migrants coming to Greece? 4. What is the landscape of Greece like today? 5. Where would you visit in Athens? 6. How does everyday life in Athens compare with that in other places?
Spring	<p><u>Energy and the environment</u></p> <ol style="list-style-type: none"> 1. Where does our energy come from? 2. How can the UK manage its energy needs? 3. Where does our food come from? 4. What are natural resources and how can we conserve them? 5. What types of energy sources are used in the UK? (renewable and nonrenewable) 6. What are the disadvantages/advantages of wind energy? 7. Fieldwork opportunity
	<p><u>Rainforests</u></p>

Summer	<ol style="list-style-type: none"> 1. Where are the world's rainforests? 2. What makes up a rainforest? 3. What are the main features of a rainforest? 4. What is the Congo rainforest like? 5. Why are the rainforests being cut down? 6. Why does the Amazon rainforest matter so much?
	<p><u>The Amazon</u></p> <ol style="list-style-type: none"> 1. Where is the Amazon? 2. Why does the Amazon matter? 3. Why does the Amazon need to be protected? 4. What is it like in a rainforest city? 5. How does the Amazon basin compare to other places we have studied? 6. What do I know about the Amazon basin?

Assessment KS1

Strand	Progression statement	Working towards	Working at	Exceeding
<p>Geographical knowledge</p> <p>1. The UK and local area</p>	<p>Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.</p>	<p>Can use an atlas to name and locate on a map the four countries and capital cities of the United Kingdom</p>	<p>Can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas on a map</p>	<p>Can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas on a range of maps</p>
	<p>Develop knowledge of the human and physical geography of a small area of the United</p>	<p>Know about the local area and name key landmarks, such as the nearest local green</p>	<p>Know about the local area, and name and</p>	<p>Know the local area and its physical and human geography</p>

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	Kingdom.	space. From a vocabulary list of features of the local area, identify which are human or physical and describe these features.	locate key landmarks. Create a vocabulary list of the human and physical features of the local area and describe these features and locate them on a map using images or drawings.	(e.g. investigate how other people view the local area, such as through tourism websites), and create a vocabulary list of the human and physical features of the local area and how people can use and change these, and describe these features and locate them on a map using images or drawings.
2. The world and continents	Name and locate the world's seven continents and five oceans.	Can recognise and name some continents and oceans on a globe or atlas.	Can name and locate the seven continents and five oceans on a globe or atlas.	Know the relative locations of the continents and oceans to the equator and north and south poles.
Geographical understanding 3. Physical themes	Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the equator and the north and south poles.	Can talk about the day-to-day weather and some of the features of the seasons in their locality. Can show awareness that the weather may vary in different parts of the UK and in different parts of the world.	Can identify seasonal and daily weather patterns in the United Kingdom. Can describe which continents have significant hot or cold areas and relate these to the poles and equator.	Can talk confidently about how seasons change throughout the year and characteristic weather associated with those seasons. Can describe the pattern of hot or cold areas of the world and relate these to the position of the equator and the poles.
	Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season	Can talk about a natural environment, naming its features using some key vocabulary.	Can recognise a natural environment and describe it using key vocabulary.	Can recognise different natural environments and describe them using a range of key vocabulary.

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	and weather.			
4. Human themes	Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.	Can talk about a human environment, such as the local area or a UK city, naming some features using some key vocabulary	Can identify a range of human environments, such as the local area and contrasting settlements, and describe them and some of the activities that occur there using key vocabulary	Can identify different human environments, such as the local area and contrasting settlements such as a village and a city. Can describe their features and some activities that occur there using a range of key vocabulary
	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom.	Can make observations about, and describe, the local area and the nearest local green space	Can make observations about, and describe, the local area and its physical and human geography	Can make observations about, and describe, the local area and its physical and human geography, and suggest how they are connected
5. Understanding places and connections	Understand geographical similarities and differences through studying the human and physical geography of a small area of a contrasting non-European country.	Can describe an aspect of the physical and human geography of a distant place. Can show awareness of their locality and identify one or two ways it is different and similar to the distant place	Can describe the physical and human geography of a distant place. Can describe their locality and how it is different and similar to the distant place	Can confidently describe the physical and human geography of a distant place. Can confidently describe their locality and how it is different and similar to the distant place, and suggest why this may be so
Geographical skills and Enquiry	Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries,	Can use a world map, atlas or globe to recognise and name some continents and oceans. Can use a UK wall map or atlas to locate and	Can use a world map, atlas or globe to name and locate the seven continents and five	Can use a world map, atlas or globe to locate the continents and oceans relative to the equator and north and south

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<p>6. Map and atlas work</p>	<p>continents and oceans studied at this key stage.</p>	<p>identify the four countries and capital cities of the United Kingdom</p>	<p>oceans. Can use a UK wall map or atlas to locate and identify the four countries and capital cities of the United Kingdom and its surrounding seas</p>	<p>poles. Can use a range of maps and satellite images to locate and identify the four countries and capital cities of the United Kingdom and its surrounding seas</p>
	<p>Use simple compass directions (north, south, east and west) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map.</p>	<p>Can locate places on a map of the local area using locational and directional language</p>	<p>Can describe a journey on a map of the local area using simple compass directions and locational and directional language</p>	<p>Can describe a journey on a map of the local area locating features and landmarks seen on the journey</p>
<p>7. Fieldwork and investigation</p>	<p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features, devise a simple map and use and construct basic symbols in a key.</p>	<p>Can use aerial photos to identify features of a locality. Can draw a simple map</p>	<p>Can use aerial photos to identify physical and human features of a locality. Can draw a simple map with a basic key of places showing landmarks</p>	<p>Can use aerial photos to identify a range of physical and human features of a locality. Can draw a map with a key of places showing landmarks</p>
	<p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment</p>	<p>Can assist in keeping a weekly weather chart based on first-hand observations using picture symbols. Can locate some features of the school grounds on a base map</p>	<p>Can keep a weekly weather chart based on first-hand observations using picture symbols, and present this data. Can locate features of the school grounds on a</p>	<p>Can keep a weekly weather chart based on first-hand observations using picture symbols, and talk about this data and identify patterns. Can accurately locate features of the school grounds on a base</p>

			base map	map
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LKS2

Strand	Progression statement	Working towards	Working at	Exceeding
<p>Geographical knowledge</p> <p>1. The UK and local area</p>	<p>Name and locate counties, cities and geographical regions of the United Kingdom and recognise their identifying human and physical characteristics.</p>	<p>Can describe where the UK is located, and name and locate its four countries and some counties; locate where they live in the UK.</p> <p>Can relate continent, country, county, city/where they live.</p> <p>Can locate the UK's major urban areas and locate some physical environments in the UK</p>	<p>Can describe where the UK is located, and name and locate some major urban areas; locate where they live in the UK using locational terminology (north, south, east, west) and the names of nearby counties.</p> <p>Can locate and describe some human and physical characteristics of the UK</p>	<p>Can describe where the UK is located, and name and locate a range of cities and counties; locate where they live in the UK using locational terminology (north, south, east, west).</p> <p>Can locate and describe several contrasting physical environments</p>
<p>2. The world and continents</p>	<p>Locate the world's countries, focusing on Europe and North and South America.</p>	<p>Can locate countries in Europe and North and South America on a map or atlas.</p> <p>Can describe some European and North and South American cities using an atlas</p>	<p>Can locate some countries in Europe and North and South America on a map or atlas.</p> <p>Can relate continent, country, state and city, and identify states in North America using a map</p>	<p>Can locate most countries in Europe and North and South America using an atlas.</p> <p>Can identify states in the USA using a map, and explain and illustrate continent, country, state and city with examples</p>
	<p>Identify the position and significance of latitude, longitude, the equator, northern hemisphere,</p>	<p>Can use a globe and map to identify the position of the poles, the equator, the northern hemisphere and the</p>	<p>Can identify the position of the Prime/Greenwich Meridian and understand the significance of latitude and</p>	<p>Can identify the position of the equator, the northern hemisphere and the southern hemisphere and understand the</p>

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	southern hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles, the Prime/Greenwich Meridian and time zones (including day and night).	southern hemisphere, the Tropics of Cancer and Capricorn, and the Arctic and Antarctic Circles	longitude	significance of the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles, and the Prime/Greenwich Meridian, including day and night
<p style="color: green;">Geographical understanding</p> <p>3. Physical themes</p>	Describe and understand key aspects of physical geography including climate zones, biomes and vegetation belts.	Can describe the pattern of hot or cold areas of the world and relate this to the position of the equator and the poles	Can indicate tropical, temperate and polar climate zones on a globe or map and describe the characteristics of these zones using appropriate vocabulary	Can indicate tropical, temperate and polar climate zones on a globe or map and describe the characteristics of these zones using appropriate vocabulary. Can understand the relationship between climate and vegetation
	Describe and understand key aspects of physical geography including earthquakes and volcanoes, rivers, mountains and the water cycle.	Can recognise different natural features such as a mountain and river and describe them using a range of key vocabulary. Can describe the water cycle using simple vocabulary, and name some of the processes associated with rivers and mountains	Can use simple geographical vocabulary to describe significant physical features and talk about how they change. Can describe a river and mountain environment in the UK, using appropriate geographical vocabulary. Can describe the water cycle in sequence, using appropriate vocabulary, and name some of the processes associated with rivers and mountains	Can describe several physical features and describe how they change. Can describe and name the key landscape features of river and mountain environments in the UK. Can explain the water cycle in appropriate geographical language. Can describe some of the processes associated with rivers and mountains
4. Human themes	Describe and understand key aspects of human geography, including types of settlement	Can identify and sequence different human environments, such as the	Can identify and sequence a range of settlement sizes from a village to a city.	Can describe the distinctive characteristics of settlements with different functions and of

	and land use.	<p>local area and contrasting settlements such as a village or a city.</p> <p>Can recognise features and some activities that occur in different settlements using a range of key vocabulary.</p> <p>Can recognise the main land uses within urban areas and the key characteristics of rural areas</p>	<p>Can describe the characteristics of settlements with different functions, e.g. coastal towns.</p> <p>Can use appropriate vocabulary to describe the main land uses within urban areas and identify the key characteristics of rural areas</p>	<p>different sizes, e.g. coastal towns.</p> <p>Can describe the main land uses within urban areas and the activities that take place there.</p> <p>Can describe the key characteristics of rural areas</p>
	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom	<p>Can understand the basic physical and human geography of the UK and its contrasting human and physical environments.</p> <p>Can recognise that some regions are different from others</p>	<p>Can understand the physical and human geography of the UK and its contrasting human and physical environments.</p> <p>Can explain why some regions are different from others</p>	<p>Can have a good understanding of the physical and human geography of the UK and its contrasting human and physical environments.</p> <p>Can explain why some regions are different from others and give reasons why some are similar</p>
5. Understanding places and connections	Understand geographical similarities and differences through the study of human and physical geography of a region in a European country and a region within North or South America.	<p>Can recognise that there are physical and human differences within countries and continents.</p> <p>Can show awareness of the physical and human characteristics of a European region and a region in North or South America</p>	<p>Can describe and compare similarities and differences between some regions in Europe and North or South America.</p> <p>Can understand how the human and physical characteristics of one region in Europe and North or South America are connected and make it special</p>	<p>Can offer explanations for the similarities and differences between some regions in Europe and North or South America.</p> <p>Can describe and compare the physical and human characteristics of some regions in North or South America.</p> <p>Can understand how the human and physical characteristics are connected for more than one</p>

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				region in Europe and North or South America
	Establish an understanding of the interaction between physical and human processes.	Can understand how physical processes can cause hazards to people. Can describe some advantages and disadvantages of living in hazard-prone areas	Can understand how physical processes can cause hazards to people. Can describe some advantages and disadvantages of living in hazard-prone areas	Can offer reasons why physical processes can cause hazards to people. Can offer explanations for the advantages and disadvantages of living in hazard-prone areas
Geographical skills and enquiry 6. Map and atlas work	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	Can use a map to identify countries in Europe and/or North and South America. Can use an atlas to describe where the UK is located, and name and locate its four countries and some counties; locate where they live in the UK. Can use an atlas to locate where they live in the UK and the UK's major urban areas	Can use a map or atlas to locate some countries and cities in Europe or North and South America. Can use a map to locate some states of the USA. Can use an atlas to locate the UK and locate some major urban areas; locate where they live in the UK.	Can use an atlas to locate many countries, cities and key features in Europe or North and South America. Can use a map to locate the states of the USA. Can use an atlas to name and locate a range of cities and counties in the UK
	Use symbols and keys (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.	Can use a simple letter and number grid. Can give direction instructions up to four compass points. Can use large-scale maps outside	Can use four-figure grid references. Can give direction instructions up to eight compass points. Can adeptly use large-scale maps outside	Know that six-figure grid references can help them find a place more accurately than four-figure grid references. Can use the scale bar or 1 km grid to estimate distance. Can recognise patterns on maps and begin to explain what they show

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<p>7. Fieldwork and investigation</p>	<p>Use a range of methods including sketch maps, plans and graphs, and digital technologies.</p>	<p>Can make a simple sketch map. Can present information gathered in fieldwork using a simple graph. Can use digital maps to identify familiar places</p>	<p>Can make a map of a short route with features in the correct order and in the correct places. Can make a simple scale plan of a room. Can present information gathered in fieldwork using simple graphs. Can use the zoom function of a digital map to locate places</p>	<p>Can make a detailed map of a short route with features in the correct order and in the correct places. Can make a scale plan of a room with objects in the room. Can present information gathered in fieldwork using a range of graphs. Can use the zoom function to explore places at different scales and add annotations</p>
	<p>Use fieldwork to observe, measure, record and present the human and physical features in the local area.</p>	<p>Can, in a group, carry out fieldwork in the local area using appropriate techniques suggested</p>	<p>Can, in a group, carry out fieldwork in the local area selecting appropriate techniques</p>	<p>Can take the lead in a group to carry out fieldwork in the local area selecting appropriate techniques</p>

UKS2

Strand	Progression statement	Working towards	Working at	Exceeding
<p>Geographical knowledge 1. The UK and</p>	<p>Identify the geographical regions and</p>	<p>Can locate and describe some physical</p>	<p>Can locate and describe several physical environments in the UK,</p>	<p>Can locate and describe a range of contrasting physical</p>

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<p>local area</p>	<p>key topographical features of the United Kingdom (including hills, mountains, coasts and rivers), and land-use patterns; understand how some of these aspects have changed over time.</p>	<p>environments in the UK, e.g. coastal environments, the UK's significant rivers and mountains.</p> <p>Can locate the UK's regions and major cities</p>	<p>e.g. coastal and mountain environments, and how they change.</p> <p>Can locate the UK's major urban areas, knowing some of their distinct characteristics and how some of these have changed over time.</p> <p>Can recognise broad land-use patterns of the UK</p>	<p>environments in the UK, e.g. coastal, river, hill and mountain environments, and how they change.</p> <p>Can locate, with accuracy, the UK's major urban areas, knowing their distinct characteristics and how they have changed over time.</p> <p>Can identify broad land-use patterns of the UK</p>
<p>2. The world and continents</p>	<p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</p>	<p>The pupil can locate some major cities and countries of Europe and North and South America on physical and political maps.</p> <p>The pupil can describe some key physical and human characteristics of Europe and North and South America.</p>	<p>The pupil can locate cities, countries and regions of Europe and North and South America on physical and political maps.</p> <p>The pupil can describe key physical and human characteristics and environmental regions of Europe and North and South America.</p>	<p>The pupil can locate places and regions of Europe and North and South America, and can identify the distinct characteristics of some regions.</p> <p>The pupil can describe, compare and contrast key physical and human characteristics, and environmental regions of Europe and North and South America.</p>
	<p>Identify the position and significance of latitude, longitude, the equator, the northern hemisphere, the southern hemisphere, the Tropics of Cancer and Capricorn, the</p>	<p>Can locate places studied in relation to the equator, the Tropics of Cancer and Capricorn, and their latitude and longitude (e.g. produce a world fruit map based around a world map locating the origin of some</p>	<p>Can locate places studied in relation to the equator, the Tropics of Cancer and Capricorn, latitude and longitude, and relate this to their time zone, climate, seasons and vegetation (e.g. produce a world fruit map based around a world map</p>	<p>Can locate places studied in relation to the equator, latitude and longitude, and relate this to their time zone, climate, seasons and vegetation (e.g. produce a world fruit map based around a world map locating the origin of several fruits and relate this to</p>

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	Arctic and Antarctic Circles, the Prime/Greenwich Meridian and time zones (including day and night).	fruits and relate this to latitude, longitude, the equator, the Tropics of Cancer and Capricorn, and climate).	locating the origin of several fruits and relate this to latitude, longitude, the equator, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles and climate zone).	latitude, longitude, the equator, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles and climate zone; consider how these fruits could be grown nearer to home).
Geographical understanding 3. Physical themes	Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts.	Can understand that climate and vegetation are connected in an example of a biome, such as the tropical rainforest. Can understand that animals and plants are adapted to the climate. Can understand our food is grown in many different countries because of their climate	Can understand how climate and vegetation are connected in biomes, e.g. the tropical rainforest and the desert. Can describe what the climate of a region is like and how plants and animals are adapted to it. Can understand how food production is influenced by climate	Can understand how climate and vegetation are connected in a range of biomes, such as the tropical rainforest, a hot desert, or the Arctic. Can explain climate patterns of a region, describe the characteristics of a biome, what its climate is like and how plants and animals are adapted to it. Can relate climate to food production
	Describe and understand key aspects of physical geography, including rivers, mountains, volcanoes and earthquakes, and the water cycle.	Can describe some key physical processes and the resulting landscape features, such as understanding the characteristics of volcanoes and earthquakes	Can describe and understand some key physical processes and the resulting landscape features. Can understand how a volcano is formed and why earthquakes happen	Can describe and understand a range of key physical processes and the resulting landscape features. Can understand how volcanoes are formed and why earthquakes happen
4. Human themes	Describe and understand key aspects of human geography including economic	Know and understand what life is like in cities and in villages. Know the journey of how	Know and understand what life is like in cities and in villages and in a range of settlement sizes.	Know and understand what life is like in cities and in villages and in a range of settlement sizes in different parts of the world.

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	<p>activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p>	<p>one product gets into their home in detail. Can describe some renewable and non-renewable energy sources. Can describe different types of industry currently in the local area. Know where some of our main natural resources come from</p>	<p>Can understand that products we use are imported as well as locally produced. Can explain how the types of industry in the area have changed over time. Can understand where our energy and natural resources come from</p>	<p>Can understand that our shopping choices have an effect on the lives of others. Can explain how, and offer reasons why, the types of industry in the area have changed over time. Understand where our energy and natural resources come from, and the impacts of their use</p>
	<p>Understand geographical similarities and differences and change through the study of human and physical geography of the United Kingdom.</p>	<p>Understand how a region has changed</p>	<p>Understand how a region has changed and how it is different from another region of the UK</p>	<p>Understand how and why their region and other regions have changed, and how the regions of the UK are distinctive</p>
<p>5. Understanding places and connections</p>	<p>Understand geographical similarities and differences through the study of human and physical geography of the United Kingdom, a region in a European country and a region within North or South America.</p>	<p>Know and can share information about a European region and a region in North or South America, and understand that a region such as the Alps is unique</p>	<p>Know information about a region of Europe and North or South America, its physical environment and climate, and economic activity</p>	<p>Can understand the importance of a region in Europe and in North or South America, its human and physical environment, and how they are connected</p>
	<p>Deepen an</p>	<p>Can explain some ways a</p>	<p>Can explain some ways biomes</p>	<p>Can explain some ways biomes</p>

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	<p>understanding of the interaction between physical and human processes.</p>	<p>biome (including the oceans) is valuable and under threat from human activity. Understand how human activity is influenced by climate and weather. Understand hazards from physical environments such as avalanches in mountain regions. Can identify an important environmental issue</p>	<p>(including the oceans) are valuable, why they are under threat and how they can be protected. Understand how human activity is influenced by climate and weather. Understand hazards from physical environments and their management, such as avalanches in mountain regions. Can explain several threats to wildlife/habitats</p>	<p>(including the oceans) are valuable, why they are under threat and a range of ways they could be protected for the future. Understand how human activity is influenced by climate and weather. Understand the causes of hazards from physical environments and their management, such as avalanches in mountain regions. Understand that no single type of energy production will provide all our energy needs</p>
<p>Geographical skills and enquiry</p> <p>6. Map and atlas work</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<p>Can use physical and political maps, atlases, and computer mapping to describe some key physical and human characteristics of Europe or North and South America. Can use globes and atlases to locate places studied in relation to the equator, the Tropics of Cancer and Capricorn, and their latitude and longitude</p>	<p>Can use physical and political maps to describe key physical and human characteristics of regions of Europe or North and South America. Can use globes and atlases to locate places studied in relation to the Equator, latitude and longitude and time zones. Can use thematic maps for specific purposes</p>	<p>Can use atlases to identify the distinct characteristics of some regions of Europe or North and South America. Can use globes and atlases to accurately locate places by their latitude and longitude</p>
	<p>Use the eight points of a compass, four/six-figure grid references, symbols</p>	<p>Can use four-figure grid references. Can use OS map symbols and</p>	<p>Can use four-figure grid references and find six-figure grid references.</p>	<p>Can use four/six-figure grid references with ease and accuracy.</p>

	<p>and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p>	<p>atlas symbols. Can use maps at different scales. Can recognise that contours show height</p>	<p>Can describe height and slope from a map. Can read and compare map scales</p>	<p>Can describe the shape of the land from contour patterns. Can work confidently with a range of maps from large-scale street maps to 1: 50,000 maps</p>
<p>7. Fieldwork and investigation</p>	<p>Use a range of methods including sketch maps, plans and graphs, and digital technologies.</p>	<p>Can make a sketch map with symbols. Can use digital maps to identify human and physical features. Can present information gathered in fieldwork using simple graphs</p>	<p>Can make sketch maps of areas using symbols, a key and a scale. Can use digital maps to investigate features of an area. Can present information gathered in fieldwork using a range of graphs</p>	<p>Can use digital maps to research factual information about features. Can present information gathered in fieldwork using a range of graphs and other data presentation techniques</p>
	<p>Use fieldwork to observe, measure, record and present the human and physical features in the local area.</p>	<p>Can carry out fieldwork in an urban area and/or a rural area using appropriate techniques</p>	<p>Can plan and carry out a fieldwork investigation in an urban area and/or a rural area using appropriate techniques</p>	<p>Can design, plan and carry out a fieldwork investigation in an urban area and/or a rural area using appropriate techniques</p>

Texts

EYFS

Autumn 1 - An enchanted woodland adventure	Autumn 2 - Frozen	Spring 1 - Marvellous me and my past
		
Spring 2 - Real life superheroes	Summer 1 - Under the sea	Summer 2 - Chieveley's farms
		

Year 1

Autumn 1 - Home sweet home	Autumn 2 - Toys through time	Spring 1 - The United Kingdom
Spring 2 - Mary Anning	Summer 1 - Wonderful weather	Summer 2 - The first flight


Year 2

Autumn 1 - School days	Autumn 2 - Hot and cold places	Spring 1 - Queens and castles
		
Spring 2 - What a wonderful world	Summer 1 - The Great Fire of London	Summer 2 - Amazing Africa
		

Year 3

Autumn 1 - If you go into the woods today...	Autumn 2 - How Newbury highstreet has changed	Spring 1 - The United Kingdom
		
Spring 2 - Changes from the stone age to the iron age	Summer 1 - Italy and climate zones	Summer 2 - The Romans
		

Year 4

Autumn 1 - Ancient Egypt	Autumn 2 - Rivers	Spring 1 - Mountains
		
Spring 2 - North America	Summer 1 - The Anglo-Saxons	Summer 2 - The Anglo-Saxons and Vikings struggle for power
		

Year 5

Autumn 1 - Newbury	Autumn 2 - The Tudors	Spring 1 - South and central America
		
Spring 2 - The Maya		Summer 1/2- Japan's disastrous geology
		

Year 6

Autumn 1 - Ancient Greece	Autumn 2 - European region (Athens)	Spring 1 - Energy and the environment
 <p>Book covers for Autumn 1 - Ancient Greece: Mark of the Cyclops, The Adventures of Odysseus, The Big Book of Olympus, Percy Jackson and the Lightning Thief, So You Think You've Got It Bad?, and Who Let the Gods Out?</p>	 <p>Book covers for Autumn 2 - European region (Athens): The Corinthian Girl and Geoffrey Trease Mission to Marathon.</p>	 <p>Book covers for Spring 1 - Energy and the environment: The Extraordinary Colours of Auden Dare, Beauty and the Bin, and Great Women Who Saved the Planet.</p>
Spring 2 - Journeys (migration)		Summer 1/2 - Living rainforests, the Amazon and fair trade
 <p>Book covers for Spring 2 - Journeys (migration): Floella Benjamin Coming to England, When Jessie Came Across the Sea, Journeys & Migrations, and Silence Seeker.</p>	 <p>Book covers for Summer 1/2 - Living rainforests, the Amazon and fair trade: The Jungle Book, There's a Rang-Tan in My Bedroom, The Great Kapok Tree, Katherine Rundell The Explorer, Journey to the River Sea, and Unfolding Journeys: Amazon Adventure.</p>	

Useful Websites/Apps

- Oddizzi <https://www.oddizzi.com/>
- Digimaps <https://digimapforschools.edina.ac.uk/>
- The Geographical Association <https://www.geography.org.uk/>
- Worldle <https://worldle.teuteuf.fr/>
- Goble <https://goble-game.com/>
- Geoguessr <https://www.geoguessr.com/>