



Progression of Geography in St Pius X 2021/2022

Updated: December 2021

Curriculum Intent of Geography in St Pius X

At St Pius X we believe that Geography helps children understand a world beyond their local community, a world beyond many children's personal experiences and give them the skills and knowledge to understand the world they live in. We adopt a here, near and far approach from Early Years through to Year 6 in order to take the child from their local community to the wider world. Our Geography curriculum helps to promote curiosity and provide answers to questions about the natural and human aspects of the world. Children are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it. Children at St Pius X have very little experience with the local area and wider world; therefore, it is our job to explore the local area and world beyond their town to show children the diverse cultures, which are within our world. Geography is an investigative subject, which develops an understanding of concepts, knowledge and skills. We seek to inspire in children a curiosity and fascination about the world and its people, which will remain with them for the rest of their lives; to promote the children's interest and understanding of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. The curriculum is designed to develop knowledge and skills that are progressive, as well as transferable, throughout their time at St Pius X.



Big Ideas in Geography

Within the big idea of place, there are five main aspect, world, UK, location, position and maps



Within the big idea of comparison, the aspect focus is compare and contrast.



Within the big idea of processes, there are two main aspects, climate and weather and physical processes.



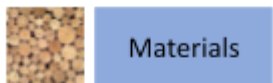
Within the big idea of nature, there are two main aspects, physical features and environment.



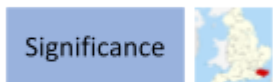
Within the big idea of humankind, there are two main aspects, human features and landmarks and settlements and land use.



Within the big idea of investigation, there are three main aspects, geographical resources, data analysis and fieldwork



Within the big idea of materials, the aspect is on natural and man-made materials.



Within the big idea of significance, the aspect is on significant places.



Within the big idea of change, the aspect is on geographical change.

Big Idea – Human Kind

	Year Group	Skills	Knowledge	Coverage
H u m a n f e a t u r e s a n d l a n d m a r k s	Nursery	Notice and begin to name different man-made features in the immediate environment, including the school grounds, local streets and the place they live.	Human features of the immediate environment include the school, the playground, streets and houses.	Let's Explore
	Reception	Name and talk about man-made features in the local environment, including shops, houses, streets and parks.	Human features are man-made and include houses, shops, buildings, offices, parks, streets and places of worship.	Me and My Community Big Wide World Let's Explore
	Year 1	Name and describe the purpose of human features and landmarks.	Human features are man-made and include factories, farms, houses, offices, ports, harbours and shops. Landmarks and monuments are features of a landscape, city or town that are easily seen and recognised from a distance. They also help someone to establish and describe a location.	Bright Lights, Big City
	Year 2	Use geographical vocabulary to describe how and why people use a range of human features.	Human features are man-made and include castles, towers, schools, hospitals, bridges, shops, tunnels, monuments, airports and roads. People use human features in different ways. For example, an airport can be used for work or leisure and a harbour can be used for industry or travel.	Movers & Shakers Coastline
	Year 3	Describe the type, purpose and use of different buildings, monuments, services and land, and identify reasons for their location.	Services include banks, post offices, hospitals, public transport and garages. Land use types include leisure, housing, industry, transport and agriculture.	Through the Ages One Planet, Our World
	Year 4	Describe a range of human features and their location and explain how they are interconnected.	Human features can be interconnected by function, type and transport links.	Interconnect World Misty Mountain, Winding River
	Year 5	Describe and explain the location, purpose and use of transport networks across the UK and other parts of the world.	Transport networks can be tangible, such as rails, roads or canals, or intangible, such as air and sea corridors. These networks link places together and allow for the movement of people and goods. Transport networks are	Investigating Our World Sow, Grow and Farm

			usually built where there is a high demand for the movement of people or goods. They run between places where journeys start or finish, such as airports, bus stations, ferry terminals or railway stations.	
	Year 6	Explain how humans function in the place they live.	The distribution of and access to natural resources, cultural influences and economic activity are significant factors in community life in a settlement.	Maafa Our Changing World Frozen Kingdom
S e t t l e m e n t s a n d l a n d u s e	<u>Year Group</u>	<u>Skills</u>	<u>Knowledge</u>	<u>Coverage</u>
	Reception	Describe a contrasting environment to their own.		Starry Night Big Wide World Let's Explore
	Year 1	Identify the characteristics of a settlement.	A settlement is a place where people live and work and can be big or small, depending on how many people live there. Towns and cities are urban settlements. Features of towns and cities include homes, shops, roads and offices.	Childhood Our Wonderful World Bright Lights, Big City School Days
	Year 2	Describe the size, location and function of a local industry.	Industries are businesses that make things, sell things and help people live their everyday lives. Land can be used for recreational, transport, agricultural, residential and commercial purposes, or a mixture of these.	Coastline
	Year 3	Describe the type and characteristics of settlement or land use in an area or region.	Different types of settlement include rural, urban, hamlet, town, village, city and suburban areas. A city is a large settlement where many people live and work. Residential areas surrounding cities are called suburbs.	One Planet, Our World
	Year 4	Explain ways that settlements, land use or water systems are used in the UK and other parts of the world.	Land uses include agricultural, recreational, housing and industry. Water systems are used for transport, industry, leisure and power.	Interconnected World Misty Mountain, Winding River Ancient Civilisations
	Year 5	Describe in detail the different types of agricultural land use in the UK.	Agricultural land use in the UK can be divided into three main types, arable (growing crops), pastoral (livestock) and	Sow, Grow and Farm

			mixed (arable and pastoral). An allotment is a small piece of land used to grow fruit, vegetables and flowers. A wide variety of crops are farmed in the UK, such as wheat, barley, oats, potatoes, other vegetables, fruits and oilseed rape. A wide variety of livestock are reared on farms in the UK, such as sheep, dairy cattle, beef cattle, poultry and pigs.	
Year 6	Describe the distribution of natural resources in an area or country.	Natural resources include food, minerals (aluminium, sandstone and oil) energy sources (water, coal and gas) and water.		Maafa Frozen Kingdom

Big Idea – Processes

	<u>Year Group</u>	<u>Skills</u>	<u>Knowledge</u>	<u>Coverage</u>
C l i m a t e a n d w e a t h e r	Nursery	Notice ways that the local environment changes during different seasons.	Changes in the local environment, such as leaves changing colour or the number of people outside, occur with the passing of the seasons.	Signs of Spring
	Reception	Record observations about the way the local environment changes throughout each season.	There are four seasons in the United Kingdom: spring, summer, autumn and winter. Each season has typical weather patterns.	Puddles and Rainbows Signs of Spring
	Year 1	Identify patterns in daily and seasonal weather.	There are four seasons in the UK: spring, summer, autumn and winter. Each season has typical weather patterns. Types of weather include sun, rain, wind, snow, fog, hail and sleet. In the United Kingdom, the length of the day varies depending on the season. In winter, the days are shorter. In summer, the days are longer. Symbols are used to show different types of weather.	Bright Lights, Big City
	Year 2	Describe simple weather patterns of hot and cold places.	A weather pattern is a type of weather that is repeated.	Let's Explore the World

	Year 3	Explain how the weather affects the use of urban and rural environments.	Excessive precipitation includes thunderstorms, downbursts, tornadoes, waterspouts, tropical cyclones, extratropical cyclones, blizzards and ice storms.	One Planet, Our World
	Year 4	Explain climatic variations of a country or continent.	Climatic variation describes the changes in weather patterns or the average weather conditions of a country or continent.	Interconnected World
	Year 5	Explain how the climate affects land use.	Changes to the weather and climate (temperature, weather patterns and precipitation) can affect land use. Farmers living in different countries adapt their farming practices to suit their local climate and landscape.	Sow, Grow and Farm
	Year 6	Evaluate the extent to which climate and extreme weather affect how people live.	Climate and extreme weather can affect the size and nature of settlements, shelters and buildings, diet, lifestyle (settled or nomadic), jobs, clothing, transport and transportation links and the availability of natural resources.	Our Changing World Frozen Kingdoms
P h y s i c a l p r o c e s s e s	Year Group	Skills	Knowledge	Coverage
	Reception	Describe how different types of weather affect the local environment.	All types of weather can affect the environment and how we use it. For example, on sunny days, people might go to the park or the coastline. On cold, icy days, roads and rivers can be frozen.	Long Ago Signs of Spring
	Year 1	Describe in simple terms how a physical process or human behaviour has affected an area, place or human activity.	Weather is a physical process.	Seasonal Change
	Year 2	Describe, in simple terms, the effects of erosion.	Erosion is a physical process that involves the weathering and movement of natural materials, such as rock, sand and soil. Erosion is caused by wind and water, including waves, floods, rivers and rainfall.	Coastline
	Year 3	Explain the physical processes that cause earthquakes and volcanic eruptions.	Volcanic eruptions and earthquakes happen when two tectonic plates push into each other, pull apart from one another or slide alongside each other. The centre of an earthquake is called the epicentre.	Rocks, Relics and Rumbles

	Year 4	Use specific geographical vocabulary and diagrams to explain the water cycle.	Water cannot be made. It is constantly recycled through a process called the water cycle. The four stages of the water cycle are evaporation, condensation, precipitation and collection. During the water cycle, water changes state due to heating and cooling.	Misty Mountain, Winding River
	Year 5	Describe how soil fertility, drainage and climate affect agricultural land use.	Soil fertility, drainage and climate influence the placement and success of agricultural land.	Sow, Grow and Farm
	Year 6	Describe the physical processes, including weather, that affect two different locations.	Physical processes that can affect a landscape include erosion by wind, water or ice; the deposition of stone and silt by water and ice; land movement, such as landslides and tectonic activity, such as earthquakes or volcanic eruptions.	Our Changing World

Big Idea – Investigation

G e o g r a p h i c a l r e s o u	Year Group	Skills	Knowledge	Coverage
	Reception	Use photographs and maps to identify and describe human and physical features from their locality.	Maps and photographs can be used to show key features of the local environment.	Big Wide World Let's Explore
	Year 1	Identify features and landmarks on an aerial photograph or plan perspective.	An aerial photograph or plan perspective shows an area of land from above.	Our Wonderful World Bright Lights, Big City
	Year 2	Study aerial photographs to describe the features and characteristics of an area of land.	An aerial photograph can be vertical (an image taken directly from above) or oblique (an image taken from above and to the side).	Coastline
	Year 3	Analyse maps, atlases and globes, including digital mapping, to locate countries and describe features studied.	Maps, globes and digital mapping tools can help to locate and describe significant geographical features.	Through the Ages One Planet, Our World Rocks, Relics and Rumbles Emperors and Empires
	Year 4	Study and draw conclusions about places and geographical features using a range of geographical	An atlas is a collection of maps and information that shows geographical	Invasion Interconnected World

resources		resources, including maps, atlases, globes and digital mapping.	features, topography, boundaries, climatic, social and economic statistics of an area.	Misty Mountain, Winding River
	Year 5	Analyse and compare a place, or places, using aerial photographs, atlases and maps.	Aerial photography is used in cartography, land-use planning and environmental studies. It can be used alongside maps to find out detailed information about a place, or places.	Investigating Our World Groundbreaking Greeks
	Year 6	Use satellite imaging and maps of different scales to find out geographical information about a place.	Satellite images are photographs of Earth taken by imaging satellites.	Our Changing World Frozen Kingdom
Data Analysis	Year Group	Skills	Knowledge	Coverage
	Nursery	Use small world toys, such as cars and model houses, to represent data from the locality.		Let's Explore
	Reception			
	Year 1	Collect simple data during fieldwork activities.	Data is information that can be collected and used to answer a geographical question.	Our Wonderful World Bright Lights, Big City
	Year 2	Collect and organise simple data in charts and tables from primary sources (fieldwork and observation) and secondary sources (maps and books).	Data can be recorded in different ways, including tables, charts and pictograms.	Let's Explore the World Coastline
	Year 3	Analyse primary data, identifying any patterns observed.	Primary data includes information gathered by observation and investigation.	One Planet, Our World
	Year 4	Collect and analyse primary and secondary data, identifying and analysing patterns and suggesting reasons for them.	Secondary data includes information gathered by geographical reports, surveys, maps, research, books and the internet.	Misty Mountain, Winding River
	Year 5	Summarise geographical data to draw conclusions.	Geographical data, such as demographics or economic statistics, can be used as evidence to support conclusions.	Investigating Our World Sow, Grow and Farm
	Year 6	Analyse and present increasingly complex data, comparing data from different sources and suggesting why data may vary.	Data helps us to understand patterns and trends but sometimes there can be variations due to numerous factors (human error, incorrect equipment, different time frames, different sites, environmental conditions and unexplained anomalies).	Our Changing World
Field	Nursery	Take part in simple fieldwork activities, such as helping to take photographs or recording simple data.		Let's Explore Signs of Spring

I d w o r k	Reception	Take photographs, draw simple picture maps and collect simple data during fieldwork activities.	Fieldwork includes going on walks and visits to collect information about the environment.	Me and My Community Big Wide World Let's Explore
	Year 1	Carry out fieldwork tasks to identify characteristics of the school grounds or locality.	Fieldwork includes going out in the environment to look, ask questions, take photographs, take measurements and collect samples.	Our Wonderful World Bright Lights, Big City School Days
	Year 2	Ask and answer simple geographical questions through observation or simple data collection during fieldwork activities.	Fieldwork can help to answer questions about the local environment and can include observing or measuring, identifying or classifying and recording.	Let's Explore Coastline
	Year 3	Gather evidence to answer a geographical question or enquiry.	The term geographical evidence relates to facts, information and numerical data.	One Planet, Our World Rocks, Relics and Rumbles
	Year 4	Investigate a geographical hypothesis using a range of fieldwork techniques.	Fieldwork techniques, such as sketch maps, data collection and digital technologies, can provide evidence to support and answer a geographical hypothesis.	Interconnected World
	Year 5	Construct or carry out a geographical enquiry by gathering and analysing a range of sources.	A geographical enquiry can help us to understand the physical geography (rivers, coasts, weather and rocks) or human geography (population changes, migration, land use, changes to inner city, urbanisation, developments and tourism) of an area and the impacts on the surrounding environment.	Sow, Grow and Farm Groundbreaking Greeks
	Year 6	Ask and answer geographical questions and hypotheses using a range of fieldwork and research techniques.	Representing, analysing, concluding, communicating, reflecting and responding are helpful strategies to answer geographical questions.	Our Changing World Frozen Kingdom

Big Idea – Materials

N a t	Year Group	Skills	Knowledge	Coverage
	Nursery			

u r a l a n d m a n - m a d e m a t e r i a l s	Reception			
	Year 1	Identify natural and man-made materials in the environment.	A material is something used to build or make something else. Natural materials are dug out of the ground, grown or taken from a living thing. Man-made materials are often made from natural materials but have been changed to have different properties.	Everyday Materials
	Year 2	Describe the properties of natural and man-made materials and where they are found in the environment.	Materials found in the environment can be natural (rock, stone, water, sand, soil, water and clay) and man-made (brick, glass, plastic and concrete). Natural and man-made materials are used to make human features.	Uses of everyday materials
	Year 3	Name and describe the types, appearance and properties of rocks.	There are three main types of rock found in the Earth's crust. They are sedimentary, igneous and metamorphic. Sedimentary rocks are made from sediment that settles in water and becomes squashed over a long time to form rock. They are often soft, permeable, have layers and may contain fossils. Igneous rocks are made from cooled magma or lava. They are usually hard, shiny and contain visible crystals. Metamorphic rocks are formed when existing rocks are heated by the magma under the Earth's crust or squashed by the movement of the Earth's tectonic plates. They are usually very hard and often shiny.	Through the Ages Rocks, Relics and Rumbles
	Year 4	Describe and explain the transportation of materials by rivers. Describe the properties of different types of soil.	Rivers transport materials in four ways. Solution is when minerals are dissolved and carried in the water. Suspension is when fine, light material is carried. Saltation is when small pebbles and stones are carried along	Misty Mountain, Winding Rivers Ancient Civilisations

			the riverbed. Traction is when large boulders and rocks are rolled along the riverbed. Different types of soil include clay, sandy, silty and loamy.	
Year 5	Explain how the topography and soil type affect the location of different agricultural regions.		The topography of an area intended for agricultural purposes is an important consideration. In particular, the topographical slope or gradient plays a large part in controlling hydrology (water) and potential soil erosion.	Sow, Grow and Farm
Year 6	Explain how the presence of ice makes the polar oceans different to other oceans on Earth.		The polar oceans are significantly colder than other world oceans. This influences the presence of sea ice, glaciers and icebergs.	Frozen Kingdom

Big Idea – Nature

	Year Group	Skills	Knowledge	Coverage
P h y s i c a l f e a t u r e s	Nursery			
	Reception			
	Year 1	Use basic geographical vocabulary to identify and describe physical features, such as beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley and vegetation.	Physical features are naturally-created features of the Earth.	Our Wonderful World Bright Lights, Big City
	Year 2	Describe the size, location and position of a physical feature, such as beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley and vegetation.	A physical feature is one that forms naturally, and can change over time due to weather and other forces.	Coastline
	Year 3	Describe the parts of a volcano or earthquake. Name and describe properties of the Earth's four layers.	A volcano is an opening in the Earth's surface from which gas, hot magma and ash can escape. They are usually found at meeting points of the Earth's tectonic plates. When a volcano erupts, liquid magma collects in an underground magma chamber. The magma pushes	One Planet, Our World Rocks, Relic and Rumbles

		<p>through a crack called a vent and bursts out onto the Earth's surface. Lava, hot ash and mudslides from volcanic eruptions can cause severe damage. The Earth is made of four different layers. The inner core is made mostly of hot, solid iron and nickel, and the outer core is made of liquid iron and nickel. The mantle is made of solid rock and molten rock called magma. The crust is a thin layer of solid rock that is broken into large pieces called tectonic plates. These pieces move very slowly across the mantle.</p>	
Year 4	Identify, describe and explain the formation of different mountain types.	<p>Mountains form over millions of years. They are made when the Earth's tectonic plates push together or move apart. Mountains are also formed when magma underneath the Earth's crust pushes large areas of land upwards. There are five types of mountain: fold, fault-block, volcanic, dome and plateau.</p>	Misty Mountain, Winding River
Year 5	Identify and describe some key physical features and environmental regions of North and South America and explain how these, along with the climate zones and soil types, can affect land use.	<p>North America is broadly categorised into six major biomes: tundra, coniferous forest, grasslands (prairie), deciduous forest, desert and tropical rainforest. South America has a vast variety of biomes, including desert, alpine, rainforest and grasslands.</p>	Sow, Grow & Farm
Year 6	Compare and describe physical features of polar landscapes.	<p>The Arctic is a sea of ice surrounded by land and located at the highest latitudes of the Northern Hemisphere. It extends over the countries that border the Arctic Ocean, including Canada, the USA, Denmark, Russia, Norway and Iceland. Antarctica is a continent located in the Southern Hemisphere. Antarctica does not belong to any country. Physical</p>	Frozen Kingdom

			features typical of the Arctic and Antarctic regions include glaciers, icebergs, ice caps, ice sheets, ice shelves and sea ice.	
E n v i r o n m e n t	Nursery	Show care for living things and the environment.	It is everybody's responsibility to look after the environment.	Big Wide World
	Reception	Describe ways to look after the immediate environment.	Litter has a harmful effect on the areas where we live, work and play. People need to put their rubbish into the bin and not throw it on the ground.	Long ago
	Year 1	Describe how pollution and litter affect the local environment and school grounds.	Litter and pollution have a harmful effect on the areas where we live, work and play.	Our Wonderful World School Days
	Year 2	Describe ways to improve the local environment.	The local environment can be improved by picking up litter, planting flowers and improving amenities.	Let's Explore the World
	Year 3	Identify the five major climate zones on Earth.	The Earth has five climate zones: desert, Mediterranean, polar, temperate and tropical.	One Planet, Our World
	Year 4	Describe altitudinal zonation on mountains.	Altitudinal zonation describes the different climates and types of wildlife at different altitudes on mountains. Examples include forests that grow at low altitudes and support a wide variety of plants and animals, tundra that is found at higher altitudes and supports plants and animals that are adapted to harsher environments, and the summits of mountains, which are usually covered in ice and snow and don't support any life.	Misty Mountain, Winding River
	Year 5	Name and locate the world's biomes, climate zones and vegetation belts and explain their common characteristics.	The Earth has five climate zones: desert, Mediterranean, polar, temperate and tropical. Mountains have variable climates depending on altitude. A biome is a large ecological area on the Earth's surface, such as desert, forest, grassland, tundra and aquatic. Biomes	Investigating our world Sow, Grow and Farm

			are often defined by a range of factors, such as temperature, climate, relief, geology, soils and vegetation.	
	Year 6	Explain how climate change affects climate zones and biomes across the world.	Climate change is the long-term change in expected patterns of weather that contributes to the melting of polar ice caps, rising sea levels and extreme weather. Climate change is caused by global warming. Human activity, such as burning fossil fuels, deforestation, habitat destruction, overpopulation and rearing livestock, all contribute to global warming.	Our Changing World Frozen Kingdom
S u s t a i n a b i l i t y	Nursery			
	Reception			
	Year 1	Describe ways to protect natural environments, such as woodlands, hedgerows and meadows.	Natural environments can be affected by the actions of humans, including cutting down trees or dropping litter. Humans can protect the environment by choosing to preserve woodlands and hedgerows, recycling where possible and disposing of waste carefully.	Our Wonderful World
	Year 2	Describe how human behaviour can be beneficial to local and global environments, now and in the longer term.	Conservation is the protection of living things and the environment from damage caused by human activity. Conservation activities include reducing, reusing and recycling, composting, saving water and saving energy. Conservation activities protect the environment for people in the future.	Let's Explore
	Year 3	Describe the meaning of the term 'carbon footprint' and explain some of the ways this can be reduced to protect the environment.	A person's carbon footprint is the amount of carbon dioxide released into the atmosphere from their activities. People can reduce their carbon footprint by driving less, eating less meat, flying less and wasting less food and products.	One Planet, Our World

	Year 4	Describe how natural resources can be harnessed to create sustainable energy.	The environment produces natural resources. Humans use some natural resources to make energy. Some natural resources cannot be replaced, like coal or oil. They are non-renewable. Some, like wind or flowing water, are renewable sources of energy.	Interconnected World
	Year 5	Identify and explain ways that people can improve the production of products without compromising the needs of future generations. covered	Industries can make their manufacturing processes more sustainable and better for the environment by using renewable energy sources, reducing, reusing and recycling and sharing resources.	Investigating Our World
	Year 6	Explain the significance of human-environment relationships and how natural resource management can protect natural resources to support life on Earth.	Natural resource management (NRM) manages natural resources, including water, land, soil, plants and animals. It recognises that people rely on healthy landscapes to live and aims to create sustainable ways of using land now and in the future.	Our Changing World

Big Idea – Place and space

	<u>Year Group</u>	<u>Skills</u>	<u>Knowledge</u>	<u>Coverage</u>
W o r l d	Nursery	Talk about places that they have been to or seen in photographs. Play with globes, observe maps and listen to stories to develop an awareness of other places in the world.	The world has lots of different places in the world.	Winter Wonderland Big Wide World Let's Explore
	Reception	Begin to notice and talk about the different places around the world, including oceans and seas.	Globes and maps can show us the location of different places around the world.	Winter Wonderland Big Wide World Splash! Let's Explore
	Year 1	Name and locate the world's seven continents and five oceans on a world map.	A continent is a large area of land. The world's seven continents are Africa, Antarctica, Asia, Australia, Europe, North America and South America. The five oceans are the Arctic Ocean, Atlantic	Our Wonderful World

			Ocean, Indian Ocean, Pacific Ocean and Southern Ocean.	
Year 2	Name and locate seas surrounding the UK, as well as seas, the five oceans and seven continents around the world on a world map or globe.	An ocean is a large sea. There are five oceans on our planet called the Arctic, Atlantic, Indian, Pacific and Southern Oceans. Seas include the Black, Red and Caspian Seas. The United Kingdom is an island surrounded by the Atlantic Ocean, English Channel, Irish Sea and North Sea. The world's seven continents are Africa, Antarctica, Asia, Australia, Europe, North America and South America.	Let's Explore the World Coastline	
Year 3	Locate countries and major cities in Europe (including Russia) on a world map.	Countries in Europe include the United Kingdom, France, Spain, Germany, Italy and Belgium. Russia is part of both Europe and Asia.	One Planet, Our World	
Year 4	Locate the countries and major cities of North, Central and South America on a world map, atlas or globe.	The North American continent includes the countries of the USA, Canada and Mexico as well as the Central American countries of Guatemala, Honduras, Nicaragua, Costa Rica and Panama. The South American continent includes the countries of Brazil, Argentina, Chile, Colombia, Peru, Venezuela, Uruguay, Ecuador, Bolivia and Paraguay.	Interconnected World Misty Mountain, Winding River	
Year 5	Name, locate and describe major world cities.	Major cities around the world include London in the UK, New York in the USA, Shanghai in China, Istanbul in Turkey, Moscow in Russia, Manila in the Philippines, Lagos in Nigeria, Nairobi in Kenya, Baghdad in Iraq, Damascus in Syria and Mecca in Saudi Arabia.	Investigating Our World	
Year 6	Explain interconnections between two or more areas of the world.	Geographical interconnections are the ways in which people and things are connected.	Britain at War	

UK	Nursery	Show an interest in the place they live on a map or globe.		Big Wide World
	Reception	Identify the United Kingdom on a world map or globe.		Puddles and Rainbows Big Wide World
	Year 1	Name and locate the four countries of the UK and their capital cities on a map, atlas or globe.	The United Kingdom (UK) is a union of four countries: England, Northern Ireland, Scotland and Wales. A capital city is a city that is home to the government and ruler of a country. London is the capital city of England, Belfast is the capital city of Northern Ireland, Edinburgh is the capital city of Scotland and Cardiff is the capital city of Wales. The countries of the United Kingdom are made up of cities, towns and villages.	Our Wonderful World Bright Lights, Big City
	Year 2	Identify characteristics of the four countries and major cities of the UK.	The characteristics of countries include their size, landscape, capital city, language, currency and key landmarks. England is the biggest country in the United Kingdom.	Let's Explore the World
	Year 3	Name, locate and describe some major counties and cities in the UK.	Counties of the United Kingdom include Derbyshire, Sussex and Warwickshire. Major cities of the United Kingdom include London, Birmingham, Edinburgh, Cardiff, Manchester and Newcastle.	One Planet, Our World
	Year 4	Create a detailed study of geographical features including hills, mountains, coasts and rivers of the UK. Identify the topography of an area of the UK using contour lines on a map.	Significant rivers of the UK include the Thames, Severn, Trent, Dee, Tyne, Ouse and Lagan. Significant mountains and mountain ranges include Ben Nevis, Snowdon, Helvellyn, Pen y Fan, the Scottish Highlands and the Pennines. Topography is the arrangement of the natural and artificial physical features of an area.	Interconnected World Misty Mountain, Winding River

	Year 5	Describe the relative location of cities, counties or geographical features in the UK in relation to other places or geographical features.	Relative location is where something is found in comparison with other features.	Investigating Our World Sow, Grow and Farm
	Year 6	Describe patterns of human population growth and movement, economic activities, space, land use and human settlement patterns of an area of the UK or the wider world.	A geographical pattern is the arrangement of objects on the Earth's surface in relation to one another.	Our Changing World
Location	Nursery	Explore and talk about the ways that the weather, plants and animals of places can be different through pictures and stories.		Big Wide World Let's Explore
	Reception	Describe how the weather, plants and animals of one place is different to another using simple geographical terms.		Winter Wonderland Big Wide World Let's Explore
	Year 1	Locate hot and cold areas of the world in relation to the equator.	Warmer areas of the world are closer to the equator and colder areas of the world are further from the equator. The equator is an imaginary line that divides the Earth into two parts: the Northern and Southern Hemispheres. Continents have different climates depending on where they are in the world. The climate of a place can be identified by the types of weather, plants and animals found there.	Our Wonderful World
	Year 2	Locate the equator and the North and South Poles on a world map or globe.	The equator is an imaginary line that divides the world into the Northern and Southern Hemispheres. The North Pole is the most northern point on Earth. The South Pole is the most southern point on Earth.	Let's Explore the World
	Year 3	Locate significant places using latitude and longitude.	Latitude is the distance north or south of the equator and longitude is the distance east or west of the Prime Meridian.	One Planet, Our World Rocks, Relics and Rumbles
	Year 4	Identify the location of the Tropics of Cancer and Capricorn on a world map.	The Tropic of Cancer is 23 degrees north of the equator and Tropic of Capricorn is 23 degrees south of the equator.	Interconnected World
	Year 5	Identify the location and explain the function of the Prime (or Greenwich) Meridian and different time zones (including day and night).	The Prime (or Greenwich) Meridian is an imaginary line that divides the Earth into eastern and western hemispheres. The	Investigating Our World

			time at Greenwich is called Greenwich Mean Time (GMT). Each time zone that is 15 degrees to the west of Greenwich is another hour earlier than GMT. Each time zone 15 degrees to the east is another hour later.	
	Year 6	Identify the position and explain the significance of latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles, the Prime (or Greenwich) Meridian and time zones (including day and night).	The Northern Hemisphere is the part of Earth that is to the north of the equator. The Southern Hemisphere is the part of Earth that is to the south of the equator. The Prime Meridian is the imaginary line from the North Pole to the South Pole that passes through Greenwich in England and marks 0° longitude, from which all other longitudes are measured.	Our Changing World Frozen Kingdom
Pos itio n	Nursery	Discuss routes and locations and use and understand some positional language.	Positional language is used to describe where things are in relation to one another. Positional language includes in, on, next to, behind and in front of.	Dangerous Dinosaurs Big Wide World
	Reception	Use simple positional language to describe where things are in relation to each other and give directions.	Positional language is used to describe where things are in relation to one another. Positional language includes in, on, next to, behind, in front of, in between, above, below and underneath.	Sunshine and Sunflowers Big Wide World Let's Explore Marvellous Machines Ready Steady Grow
	Year 1	Use simple directional and positional language to give directions, describe the location of features and discuss where things are in relation to each other.	Positional language includes behind, next to and in front of. Directional language includes left, right, straight ahead and turn.	Our Wonderful World Bright Lights, Big City
	Year 2	Use simple compass directions to describe the location of features or a route on a map.	The four cardinal points on a compass are north, south, east and west. A route is a set of directions that can be used to get from one place to another.	Let's Explore the World Coastline
	Year 3	Use the eight points of a compass to locate a geographical feature or place on a map.	The eight points of a compass are north, south, east, west, north-east, north-west, south-east and south-west.	One Planet, Our World Rocks, Relics and Rumbles
	Year 4	Use the eight points of a compass, four and six-figure grid references, symbols and a key to locate and plot geographical places and features on a map.	The four cardinal directions are north (N), east (E), south (S) and west (W), which are at 90° angles on the compass rose.	Interconnected Misty Mountain, Winding River

			The four intercardinal (or ordinal) directions are halfway between the cardinal directions: north-east (NE), south-east (SE), south-west (SW) and north-west (NW).	
	Year 5	Use compass points, grid references and scale to interpret maps, including Ordnance Survey maps, with accuracy.	Compass points can be used to describe the relationship of features to each other, or to describe the direction of travel. Accurate grid references identify the position of key physical and human features.	Investigating Our World Sow, Grow and Farm
	Year 6	Use lines of longitude and latitude or grid references to find the position of different geographical areas and features.	Invisible lines of latitude run horizontally around the Earth and show the northerly or southerly position of a geographical area. Invisible lines of longitude run vertically from the North to the South Pole and show the westerly or easterly position of a geographical area.	Our Changing World
Ma ps	Nursery	Describe a familiar route and use maps as part of role play.		Big Wide World Let's Explore
	Reception	Make and use simple maps in their play to represent places and journeys, real and imagined.	A map is a picture or drawing of an area of land or sea.	Me and My Community Dangerous Dinosaurs Sunshine and Sunflowers Big Wide World Let's Explore Ready Steady Grow
	Year 1	Draw or read a simple picture map.	A map is a picture or drawing of an area of land or sea that can show human and physical features. A key is used to show features on a map. A map has symbols to show where things are located.	Our Wonderful World Bright Lights, Big City School Days
	Year 2	Draw or read a range of simple maps that use symbols and a key.	A map is a picture or drawing of an area of land or sea that can show human and physical features. Maps use symbols and a key. A key is the information needed to read a map and a symbol is a picture or icon used to show a geographical feature.	Let's Explore the World Coastline Magnificent Monarchs

Year 3	Use four-figure grid references to describe the location of objects and places on a simple map.	A four-figure grid reference contains four numbers. The first two numbers are called the easting and are found along the top and bottom of a map. The second two numbers are called the northing and are found up both sides of a map. Four-figure grid references give specific information about locations on a map.	One Planet, Our World
Year 4	Use four or six-figure grid references and keys to describe the location of objects and places on a map.	A six-figure grid reference contains six numbers and is more precise than a four-figure grid reference. The first three figures are called the easting and are found along the top and bottom of a map. The second three figures are called the northing and are found up both sides of a map. Six-figure grid references give detailed information about locations on a map.	Interconnected World Misty Mountain, Winding River
Year 5	Identify elevated areas, depressions and river basins on a relief map.	The geographical term 'relief' describes the difference between the highest and lowest elevations of an area. Relief maps show the contours of land based on shape and height. Contour lines show the elevation of the land, joining places of the same height above sea level. They are usually an orange or brown colour. Contour lines that are close together represent ground that is steep. Contour lines that are far apart show ground that is gently sloping or flat.	Investigating our World
Year 6	Use grid references, lines of latitude and longitude, contour lines and symbols in maps and on globes to understand and record the geography of an area.	A geographical area can be understood by using grid references and lines of latitude and longitude to identify position, contour lines to identify height above sea level and map symbols to identify physical and human features.	Our Changing world Frozen Kingdom

Big Idea – Comparison

Year Group	Skills	Knowledge	Coverage
Nursery			
Reception	Describe how two places are the same or different using simple picture maps, photographs, data and other geographical resources.	Places can have different climates, weather, food, religions, culture, wildlife, transport and amenities.	Sparkle and Shine Winter Wonderland Big Wide World
Year 1	Identify the similarities and differences between two places.	Places can be compared by size, amenities, transport, location, weather and climate.	Our Wonderful World Bright Lights, Big City
Year 2	Describe and compare the human and physical similarities and differences between an area of the UK and a contrasting non-European country.	A non-European country is a country outside the continent of Europe. For example, the USA, Australia, China and Egypt are non-European countries. European countries include the United Kingdom, Germany, France and Spain.	Let's Explore the World
Year 3	Classify, compare and contrast different types of geographical features.	Geographical features created by nature are called physical features. Physical features include beaches, cliffs and mountains. Geographical features created by humans are called human features. Human features include houses, factories and train stations.	One Planet, Our World Rocks, Relics and Rumbles
Year 4	Describe and compare aspects of physical features.	A physical feature is one that forms naturally and can change over time due to physical processes, such as erosion and weathering. Physical features include rivers, forests, hills, mountains and cliffs. An aspect of a physical feature might be the type of mountain, such as dome or volcanic, or the type of forest, such as coniferous or broad-leaved.	Misty Mountains, Winding River
Year 5	Identify and describe the similarities and differences in physical and human geography between continents.	The seven continents (Africa, Antarctica, Asia, Australia, Europe, North America and South America) vary in size, shape, location, population and climate.	Investigating Our World Sow, Grow and Farm

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	Year 6	Describe the climatic similarities and differences between two regions.	Climate is the long-term pattern of weather conditions found in a particular place. Climates can be compared by looking at factors including maximum and minimum levels of precipitation and average monthly temperatures.	Frozen Kingdoms
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Big Idea – Significance

S i g n i f i c a n t p l a c e s	<u>Year Group</u>	<u>Skills</u>	<u>Knowledge</u>	<u>Coverage</u>
	Reception	Discuss and describe places that are important to them.	A place can be important because of its location, use buildings or landscape.	Big Wide World Let's Explore
	Year 1	Name important buildings and places and explain their importance.	A place can be important because of its location, buildings, landscape, community, culture and history. Important buildings can include schools, places of worship and buildings that provide a service to the community, such as shops and libraries. Some buildings are important because they tell us something about the past.	Bright Lights, Big City
	Year 2	Name, locate and explain the significance of a place.	A significant place is a location that is important to a community or society. Places can also be significant because of religious or historic events that may have happened in the past near the location. Significant places can also include monuments, such as the Eiffel Tower, or natural landscapes, such as the Great Barrier Reef.	Movers & Shakers Coastline Magnificent Monarchs
	Year 3	Name and locate significant volcanoes and plate boundaries and explain why they are important.	Significant volcanoes include Mount Vesuvius in Italy, Laki in Iceland and Krakatoa in Indonesia. Significant earthquake-prone areas include the San Andreas Fault in North America and the Ring of Fire, which runs around the edge	Rocks, Relics and Rumbles

			of the Pacific Ocean and is where many plate boundaries in the Earth's crust converge. Over three-quarters of the world's earthquakes and volcanic eruptions happen along the Ring of Fire.	
Year 4	Name, locate and explain the importance of significant mountains or rivers.		Significant mountain ranges include the Himalayas, Urals, Andes, Alps, Atlas, Pyrenees, Apennines, Balkans and Sierra Nevada. Significant rivers include the Mississippi, Nile, Thames, Amazon, Volga, Zambezi, Mekong, Ganges, Danube and Yangtze.	Misty Mountain, Winding River Ancient Civilisation
Year 5	Identify some of the problems of farming in a developing country and report on ways in which these can be supported.		Farming challenges for developing countries include poor soil, disease, drought and lack of markets. Education, fair trade and technology are ways in which these challenges can be reduced.	Sow, Grow and Farm
Year 6	Name, locate and explain the distribution of significant industrial, farming and exporting regions around the world.		North America, Europe and East Asia are the main industrial regions of the world due to a range of factors (access to raw materials, transportation, fresh water, power and labour supply).	Our Changing World Frozen Kingdoms

Big Idea – Change

G e o g r a p h i c a l c	Year Group	Skills	Knowledge	Coverage
	Nursery			
	Reception	Discuss how the local environment has changed over time using photographs and first-hand experiences.		Let's Explore Long ago
	Year 1	Describe how a place or geographical feature has changed over time.	Geographical features can change over time.	Childhood School Days
	Year 2	Describe how an environment has or might change over time.	An environment or place can change over time due to a geographical process, such as erosion, or human activity, such as housebuilding.	Coastline
	Year 3	Describe how a significant geographical activity has changed a landscape in the short or long term.	Significant geographical activity includes earthquakes and volcanic eruptions.	One Planet, Our World Rocks, Relics and Rumbles

h a n g e		Describe the activity of plate tectonics and how this has changed the Earth's surface over time (continental drift).	These are known as natural disasters because they are created by nature, affect many people and cause widespread damage. The crust of the Earth is divided into tectonic plates that move. The place where plates meet is called a plate boundary. Plates can push into each other, pull apart or slide against each other. These movements can create mountains, volcanoes and earthquakes.	
	Year 4	Explain how the physical processes of a river, sea or ocean have changed a landscape over time.	Rivers, seas and oceans can transform a landscape through erosion, deposition and transportation.	Misty Mountain, Winding River
	Year 5	Describe how the characteristic of a settlement changes as it gets bigger (settlement hierarchy).	Settlements come in many different sizes and these can be ranked according to their population and the level of services available. A settlement hierarchy includes hamlet, village, town, city and large city.	Investigating Our World
	Year 6	Present a detailed account of how an industry, including tourism, has changed a place or landscape over time.	Tourism is an industry that involves people travelling for recreation and leisure. It has had an environmental, social and economic impact on many regions and countries.	Frozen Kingdoms