

The National Curriculum for Geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
 - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
 - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length

Intent

The content of our curriculum allows for a broader, deeper understanding of the four areas of geography identified in the curriculum. It will develop contextual knowledge of the location of globally significant places and understanding of the processes that give rise to key physical and human geographical features of the world, along with how they bring about variation and change over time. We intend to develop children's curiosity and a fascination of the world and its people that will remain with them for the rest of their lives. Children will have opportunities for investigating places around the world as well as physical and human processes. Our Geography lessons aim to improve children's geographical vocabulary, map skills and geographical facts and provide opportunities for consolidation, challenge and variety to ensure interest and progress in the subject.

Implementation

In KS1, children will begin to use maps and recognise physical and human features to do with the local area, building to using maps to explore the continents and oceans of the world in year 2. Further, in year 2, children will begin to compare where they live to places outside of Europe and ask and answer geographical questions. In KS2, map skills are developed further using digital maps, more keys and symbols and children begin to use more fieldwork skills. Through revisiting and consolidating skills, children build on prior knowledge alongside introducing new skills and challenge. All children expand on their skills in local knowledge, place knowledge, human and physical geography, geographical skills and fieldwork. Across both key stages, children have a range of opportunities to experience geography through practical engaging tasks beyond the classroom.

Geography Content Progression



Impact

All children will use geographical vocabulary accurately and understand the different strands of geography, with a deep understanding of the Earth's key physical and human processes. Children will begin to make relevant links from geography to other curriculum subjects, such as history and science. They will improve their enquiry skills and inquisitiveness about the world around them, and their impact on the world. All children will realise that they have choices to make in the world, developing a positive commitment to the environment and the future of the planet. Children will become competent in collecting, analysing and communicating a range of data gathered. They will be able to interpret a range of sources of geographical information and they will communicate geographical information in a variety of ways. All children in the school will speak confidently about their geography learning, skills and knowledge.

EYFS	Substantive knowledge				
	Me and my world		Enchanted lands and castles	Out of this world	Seaside and summer journeys.
Locational knowledge	<ul style="list-style-type: none"> Navigate around classroom and outdoor areas 		<ul style="list-style-type: none"> Changes in our locality through the seasons. 	<ul style="list-style-type: none"> Features of the local environment. 	
Place knowledge	<ul style="list-style-type: none"> Talk about places visited with family. 			<ul style="list-style-type: none"> Homes and what we see near our homes. 	<ul style="list-style-type: none"> Differentiate between land and water. Seaside's
Human and physical			<ul style="list-style-type: none"> Weather (seasons) Recycling 		
Skills and fieldwork	<ul style="list-style-type: none"> Use locational and directional language (near, far, left, right) 		<ul style="list-style-type: none"> Visit to the park (journey to the park) Walk 	<ul style="list-style-type: none"> Drawing simple maps. 	<ul style="list-style-type: none"> Aerial photographs
Hugglescote Intent <ul style="list-style-type: none"> Communication Community Physical and MHW 	Community Settlements – Classroom – What key features can you see? Front door, partition doors, four classroom corners. Communication		Community Settlement- Hugglescote – How does Hugglescote change through the year? Communication	Community Settlement- Our locality – What's near my house? How similar are my neighbour's houses? Communication	Community Seaside communities – What can I do at the seaside that I cannot at home? Communication Opportunities for discussion = Explain the differences between

Geography Content Progression



	<p>Opportunities for discussion. List my directions out loud.</p> <p>Wellbeing Connecting with nature / locality Where can I go for help?</p>		<p>Opportunities for discussion. Describe the weather outside.</p> <p>Wellbeing Learning to look after our environment_– What do we do at school to help the environment?</p>	<p>Simple maps_– Direct my peer.</p> <p>Wellbeing Sense of belonging – What’s fun to do near my house?</p>	<p>the beach and the outdoor play space.</p> <p>Wellbeing Family time/ seaside adventures – What’s fun to do at the seaside?</p>
Concepts EYFS	Geographical enquiry	Physical Geography		Human Geography	Geographical Knowledge
	<ul style="list-style-type: none"> • Exploring schools’ grounds and observing seasonal changes in the Autumn/ Spring/ Summer • Use texts like Rosie’s Walk to develop positional language • Observe seasonal weather changes in the winter/spring (ice exploration) • Observe seasonal weather changes in the summer • Use geographical vocabulary linked to direct experience. • Introduce Children to aerial maps 	<ul style="list-style-type: none"> • Look at where we live, describe features we see on the way to school. • Draw my route to school. • Explore the school, where are the different rooms in relation to one another. What happens in each room? • Explore the school grounds; look at features of our school environment. • Talk about key features in my local environment 		<ul style="list-style-type: none"> • Children communicate their understanding of their own environment and contrasting environments through conversation and in play. • Talk about how my local environment is the same / different from the environment in stories. • Discuss how they got to school and what mode of transport they used. • Introduce the children to a range of transport and where they can be found. • To know some simple things I can do to help look after the planet world • To know human actions can help or destroy the planet 	<ul style="list-style-type: none"> • Identify different types of land – sand, grass, dirt etc • Describe properties of different land

By the end of EYFS I can...

Talk about their classroom, school and immediate environment.
 Talk about where they live and the key features of the local environment
 Talk about what it is like to live in this country and others.

Geography Content Progression



Compare similarities and differences
 Use a simple map to find out information
 Talk about the similarities and differences between people's religions and cultures

KS1 Cycle A	Substantive knowledge		
	Me and my world Amazing animals	Enchanted lands and castles Out of this world	Seaside and summer journeys.
Locational knowledge	<ul style="list-style-type: none"> Name, locate and identify characteristics of the four countries and capital cities of the UK and it's surrounding seas. 	<ul style="list-style-type: none"> Name and locate the world's seven continents and five oceans. 	
Place knowledge		<ul style="list-style-type: none"> Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom <i>(Where?)</i> Human and physical geographical similarities and differences, comparing the local area with a contrasting non- European country. <i>(Where?)</i> 	
Human and physical	<ul style="list-style-type: none"> Key human features: city, town, village, factory, farm, house, office and shop. 		<ul style="list-style-type: none"> Key physical features: beach, cliff, coast, forest, hill, mountain, sea, river, soil, valley, vegetation
Skills and fieldwork	<ul style="list-style-type: none"> To describe the location of features and routes on a map To describe the key human and physical features of the surrounding environment. 	<ul style="list-style-type: none"> Devise a simple map. Simple compass directions 	<ul style="list-style-type: none"> Aerial photos and plan perspectives to recognise landmarks and basic physical / human features
Hugglescote Intent <ul style="list-style-type: none"> Communication Community Physical and MHW 	Community Settlement- Our local area- What can you see around the community? e.g. church spire, blue school gates, the bear. _Where are we in the country? Communication Opportunities for discussion _ Explain what you can see from the playground.	Community Hugglescote- our locality – How is my community different to Leicester city? Communication Creating a map. – Design and direct using a self- made map. Wellbeing Sense of belonging _ Where can I go for help?	Community Seaside settlements _ What different physical features can I see? Communication Share family memories – Describe memories to my peers. Wellbeing

	<p>Wellbeing Sense of belonging – Where do I fit in?</p>	<p>Community Comparing our locality to a country abroad – How is community different to Romans-sur-Isère? Communication Opportunities for discussion – Explain differences to my peers. Wellbeing Connecting with our World – How could I help an outsider fit in?</p>	<p>Memories of family time – How can I make fun memories?</p>
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Concepts	Geographical enquiry	Physical Geography	Human Geography	Geographical Knowledge
Year 1	<ul style="list-style-type: none"> • Say what they like about their locality. • Sort things they like and don't like. • Answer some questions using books, the internet and atlases. • Think of a few relevant questions to ask about locality. • Make observations about where things are e.g. within school or local area • Draw picture maps of their journey to school • Use aerial maps of Hugglescote to recognise local landmarks 	<ul style="list-style-type: none"> • Name key features associated with a city, town or village, e.g. factory, farm, house, office and shop. • Name key features -beach, forest, hill, mountain, sea, , river, soil, valley, vegetation • Describe some physical features of their own locality • Describe a locality using words and pictures • Explain what makes a locality special • Tell someone their address • To introduce N,S,E,W • Describe some places which are not near the school • Describe a place outside Europe using geographical words 	<ul style="list-style-type: none"> • Explain how some people never spoil the area • Explain how some people try to make the area better • Explain what facilities a town or village might need 	<ul style="list-style-type: none"> • Identify the four countries making up the United Kingdom • Name the continents of the world and find them in an atlas • Name the world's oceans and find them in an atlas • Find where they live on a map of the UK

Geography Content Progression



Year 2	Substantive knowledge				
	Let's Explore The World	Magnificent Monarchs	Movers and shakers	Coastlines	Scented Garden
Locational knowledge		<ul style="list-style-type: none"> Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. (Castles) 		<ul style="list-style-type: none"> Name and locate the world's seven continents and five oceans. Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. 	
Place knowledge				<ul style="list-style-type: none"> Identify similarities and differences between Hugglescote and Whitby 	
Human and physical	<ul style="list-style-type: none"> Seasonal and daily weather patterns in the UK. To locate hot and cold areas of the world in relation to the Equator and the North and South Poles (Compare England to Somalia) 			<ul style="list-style-type: none"> Key human features Harbour, port. Key physical features: Cliff, coast, ocean, 	<ul style="list-style-type: none"> To locate hot and cold areas of the world in relation to the Equator and the North and South Poles
Skills and fieldwork	<ul style="list-style-type: none"> Use and construct basic symbols in a key. 			<ul style="list-style-type: none"> Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage. 	
Hugglescote Intent <ul style="list-style-type: none"> Communication Community Physical and MHW 	Community Comparing our local area to a country abroad – How is a Somalian town different to ours? Communication	Community Royal Settlements – Where does our queen live? Communication		Community Seaside settlements – What's it like to live by the sea? Communication	Community Settlements – What kind of climate do we live in? Communication

Geography Content Progression



	<p>Creating a key for a map. Create a clear document my peer can understand.</p> <p>Wellbeing Connecting with our World – What can you do in Somalia to stay active?</p>	<p>Maps and symbols – Show a peer on a map where the queen has visited.</p> <p>Wellbeing British values – What makes us proud to be British?</p>		<p>Opportunities for discussion – Describe the differences between Whitby and Hugglescote.</p> <p>Wellbeing Family time/ seaside adventures – How can you stay safe at the seaside?</p>	<p>Opportunities for discussion – Describe the climate.</p> <p>Wellbeing Connecting with nature / locality – How can we relax in nature?</p>
Concepts	Geographical enquiry	Physical Geography	Human Geography	Geographical Knowledge	
Year 2	<ul style="list-style-type: none"> • Answer questions using a weather chart • Make plausible predictions about what the weather may be like later in the day or tomorrow • Label a diagram or photograph using some geographical words • -Find out about a locality by using different sources of evidence • -Find out about a locality by asking some relevant questions to someone else • -Say what they like and don't like about their locality and another locality like the seaside • Begin to understand the need for a key • Use class agreed symbols to make a simple key. 	<ul style="list-style-type: none"> • Explain the main features of a hot and cold place • Use a map, photographs, film or plan to describe a contrasting locality outside Europe • To recognise and describe the features of an island. • Describe the physical features of a coastline. (cliffs, caves, arches, stack) • To review N,S,E,W 	<ul style="list-style-type: none"> • Tell something about the people who live in hot and cold places • Explain what they might wear if they lived in a very hot or a very cold place? • Describe the human features of a coastline (harbour, port) 	<ul style="list-style-type: none"> • Identify the four countries making up the United Kingdom • Point out where the equator, North Pole and South Pole are on a globe or atlas • Name the major cities of England, Wales, Scotland and Ireland • Name some of the main towns and cities in the United Kingdom • Name and find the continents of the world and find them in an atlas • Name and find the world's oceans and find them in an atlas 	

By the end of Key Stage 1 I can...

Locational knowledge

- Name and locate the world's seven continents and five oceans
- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Place knowledge

Geography Content Progression



- Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

Human and physical geography

- 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

- Use basic geographical vocabulary to refer to:

- Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather

- Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork

- Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage

- Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map

Geography Content Progression



Year 3	Substantive knowledge				Gods and Mortals
	Autumn 1	One Planet, Our World	Emperors and Empire	Flow	
Locational knowledge		<ul style="list-style-type: none"> Locate European countries on a map. Name and locate counties and cities of the United Kingdom. Identify the position and significance of latitude, longitude, Equator (Italy?) 	<ul style="list-style-type: none"> Locate the world's countries, using maps to focus on Europe. 	<ul style="list-style-type: none"> Rivers features: meanders, estuary, source, mouth, bridges, Rivers of the UK and how they have changed over time. 	
Place knowledge					<ul style="list-style-type: none"> Human and physical geographical similarities and differences, comparing Greece to the local area
Human and physical	<ul style="list-style-type: none"> Types of settlement and land use. 	<ul style="list-style-type: none"> Key physical features: Mountain, volcanoes and earthquakes. Describe and understand key aspects of physical geography : climate zones, biomes and vegetation belts, volcanoes 	<ul style="list-style-type: none"> Types of settlement and land use. 		
Skills and fieldwork	<ul style="list-style-type: none"> Beacon Hill – Hill Fort- Field work 	<ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, 	<ul style="list-style-type: none"> Use maps, atlases globes and computer mapping to locate countries and describe features studied. 	<ul style="list-style-type: none"> Use fieldwork to observe, measure and record the human and physical features in the local area. 	

Geography Content Progression



		plans and graphs and digital technologies.			
<p>Hugglescote Intent</p> <ul style="list-style-type: none"> • Communication • Community • Physical and MHW 	<p>Community Historical settlements – How has the Hugglescote settlement changed?</p> <p>Communication Fieldwork experience – Describe the changes in settlements through time.</p> <p>Wellbeing Connecting to the past in our local area – Empathise with people of the past.</p>	<p>Community Our planet – How is our planet so special?</p> <p>Communication Maps and symbols – Write up our observations coherently.</p> <p>Wellbeing Connecting with our World – Where do we fit in, in the universe?</p>	<p>Community Historical settlements – How has our communities land been used?</p> <p>Communication Leadership – Who’s in charge? Who makes the decisions?</p> <p>Wellbeing Connecting to the past - How would we have stayed safe?</p>	<p>Community UK’s river systems – Why’s the River sense so important?</p> <p>Communication Discussion about observations in our local area – Discuss areas surrounding the river.</p> <p>Wellbeing Connecting with nature / locality – How do we stay safe near a river?</p>	<p>Community A Greek settlement – How do physical features differ in Greece?</p> <p>Communication Use key vocabulary in discussions – Describe the differences.</p> <p>Wellbeing Learn how people live in Greece – What can you do for enjoyment in Greece?</p>
Concepts	Geographical enquiry	Physical Geography	Human Geography	Geographical Knowledge	
Year 3	<ul style="list-style-type: none"> • Use correct geographical words to describe a place and the events that happen there. • Identify key features of a locality by using a map • Work out how long it would take to get to a given destination taking account of the mode of transport – Roman Empire 	<ul style="list-style-type: none"> • Use maps and atlases appropriately by using contents and indexes • Confidently describe physical features in a locality • Locate Greece and explain why it is a popular holiday destination • Describe the main features of a village • Describe the main physical differences between cities and villages • Describe the activity of plate tectonics and how this has changed the Earth’s surface over time (continental drift) • Describe the main features of a river- meanders, estuary, source, mouth, bridges 	<ul style="list-style-type: none"> • Explain how a locality has changed over time with reference to human features • Explain why a locality has certain human features 	<ul style="list-style-type: none"> • Know the countries that make up the European Union • Locate countries and major cities in Europe (including Russia) on a world map. • Locate significant places using latitude and longitude. • Name and locate the Equator • Locate some of the UK’s major rivers and summarise how they change over time. • Name, locate and describe some major counties and cities in the UK. 	

Geography Content Progression



		<ul style="list-style-type: none"> • Explain why a locality has certain physical features 			
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Year 4	Substantive knowledge			
	Traders and Raiders	Misty Mountain winding river	Blue Abyss	Road Trip
Locational knowledge		<ul style="list-style-type: none"> • Key topographical features (including hills, mountains, coasts and rivers). • Name and locate geographical regions of the UK and their identifying human and physical characteristics, understanding how some have changed over time. 	<ul style="list-style-type: none"> • Key topographical features (including hills, mountains, coasts and rivers). 	<ul style="list-style-type: none"> • Locate countries and major cities in North America using maps and globes. • Identify the UK and North America in the Northern Hemisphere. Identify time zones across North America
Place knowledge				<ul style="list-style-type: none"> • Human and physical geographical similarities and differences, comparing a place in North America to the local area
Human and physical		<ul style="list-style-type: none"> •Mountains. Volcanoes. Earthquakes. Climate zones. 	<ul style="list-style-type: none"> •Climate zones, biomes, vegetation belts. Distribution of natural resources. 	<ul style="list-style-type: none"> • Climate zones, biomes, vegetation belts. Types of settlement and land use. Economic activity.

Geography Content Progression



				Distribution of natural resources.	
Skills and fieldwork		<ul style="list-style-type: none"> • Four-figure grid references. • Symbols and keys. • Fieldwork in local area- Sense Valley • Use fieldwork to observe, measure and record the human and physical features in the local area. • Maps, atlases, globes and digital/computer mapping. • Eight points of a compass. 	<ul style="list-style-type: none"> • Use maps, atlases globes and computer mapping to locate countries and describing the Oceans the countries are near. 	<ul style="list-style-type: none"> • Symbols and keys. 	
Hugglescote Intent <ul style="list-style-type: none"> • Communication • Community • Physical and MHW 	Community Historical settlements_ - How has the Hugglescote settlement changed? Communication Maps and symbols. Direct a peer using the precise directional language. Wellbeing Connecting with our World – What is it like to be at the top of the mountain emotionally?	Community Local study – Sence Valley_ What part does Sence Valley play in our community? Communication Opportunities for discussion. Explain to an outsider the importance of Sence Valley. Wellbeing Connecting with the nature of our local area_ How can we use Sence Valley to help our mental health?	Community Our planet – How does Hugglescote compare to a North American village? Communication Opportunities for discussion. Describe human features to a group of peers. Wellbeing An understanding of our world. – How can we stay safe near/ on the ocean?	Community Settlements_ – How does our Hugglescote compare to other northern hemisphere towns? Communication Maps and symbols_ Summarise the important similarities to a peer. Wellbeing Pride in our local area – What does local pride look like? How can we proud of where we come from?	
Concepts	Geographical enquiry	Physical Geography	Human Geography	Geographical Knowledge	
Year 4	<ul style="list-style-type: none"> • Find the same place on a globe and in an atlas • Begin to use 4 figure grid references for the peak of a mountain • Research the Oceans of the World using a range of maps, 	<ul style="list-style-type: none"> • Recognise the 8 points of the compass (N, NW, W, S, SW, SE, E, NE) • Explain how earthquakes are created • Demonstrate understanding of how volcanoes are created 	<ul style="list-style-type: none"> • Confidently describe human features in a locality • Explain why people are attracted to live in cities 	<ul style="list-style-type: none"> • Name and locate many of the world's most famous mountain regions on maps • Name a number of countries in the Northern Hemisphere 	

Geography Content Progression



	<p>atlases, globes and digital mapping</p> <ul style="list-style-type: none"> • Collect information from their fieldwork to answer their own geographical questions 	<ul style="list-style-type: none"> • Use appropriate symbols to represent different physical features on a map • Identify biomes and vegetation belts • Describe the main features of a well-known city. • Explain physical processes, e.g. how mountains are formed • Plan a journey across North America taking account of time zones 	<ul style="list-style-type: none"> • Explain why people may choose to live in a village rather than a city • Find different views about an environmental issue • Suggest different ways that a locality could be changed and improved • Explain how people are trying to manage their environment • Compare and contrast a North American village to our local area 		
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Geography Content Progression



Year 5	Substantive knowledge				
	War of The Roses	Firedamp and Davey Lamps	Pharaohs	Investigating Our World	Sow, Grow and Farm
Locational knowledge	<ul style="list-style-type: none"> Name and locate counties and cities of the United Kingdom (Battle sites of The War of the Roses) 	<ul style="list-style-type: none"> Name and locate geographical regions of the UK and their identifying human and physical characteristics, understanding how some have changed over time. 		<ul style="list-style-type: none"> Use lines of longitude to identify the Prime/Greenwich Meridian and time zones. 	<ul style="list-style-type: none"> Locate the United Kingdom, North America and South America using maps and globes.
Place knowledge					<ul style="list-style-type: none"> Comparing similarities and differences to farms in UK, North and South America.
Human and physical		<ul style="list-style-type: none"> Settlement and land use. Economic activity. Distribution of natural resources 	<ul style="list-style-type: none"> Types of settlement and land use- How people build around the Nile 	<ul style="list-style-type: none"> Settlement and land use. Economic activity. Distribution of natural resources 	<ul style="list-style-type: none"> Types of settlement and land use. Economic activity. Distribution of natural resources
Skills and fieldwork	<ul style="list-style-type: none"> Maps, atlases, globes and digital/computer mapping. (battles) 	<ul style="list-style-type: none"> Maps, atlases, globes, digital mapping Fieldwork in local area 		<ul style="list-style-type: none"> Eight points of a compass. Four and six-figure grid references. Symbols and keys including Ordnance Survey maps). 	<ul style="list-style-type: none"> Six figure grid references for farms. Identify features on a map Use fieldwork to observe, measure and record the human and physical features in the local area.
Hugglescote Intent <ul style="list-style-type: none"> Communication Community Physical and MHW 	Community Local historical battle sites – How was my community affected by the War of the Roses? Communication Maps and symbols. Create an argument for and against both sides. Wellbeing	Community Local history – Why have we been so agricultural? Communication Local living memories Direction – Direct a peer using compass points. Wellbeing A sense of belonging – Where am I from? Where	Community Ancient settlements – How is the Nile similar to the River Sence? Communication Discussions about land use. Evaluate why land has been used the way it has. Wellbeing	Community Our planet – How significant is the longitude-/ latitude of our settlement? Communication Maps and symbols – Explain where on a map you would find important longitudes and latitudes. Wellbeing	Community Agriculture – Why was agriculture important to our settlement? Communication Maps and symbols – Explain how to navigate around a farm precisely. Wellbeing

Geography Content Progression



	Connecting to how local events shaped the history of our country. – How would they stay safe in the war?	do I fit in? Town, county, country, continent.	Connecting with the past – How did the ancient Egyptians look after themselves?	An understanding of our World – How can our geographic position affect us?	Connecting with the Earth – Where does a food come from? How can this distance affect our world? Food miles.
Concepts	Geographical enquiry	Physical Geography	Human Geography	Geographical Knowledge	
Year 5	<ul style="list-style-type: none"> • Recognise key symbols used on ordnance survey maps • Use compass points, grid references and scale to interpret maps, including Ordnance survey maps, with accuracy. • Analyse and compare a place, or places, using aerial photographs. • Collect information about a place and use it in a text 	<ul style="list-style-type: none"> • Explain how a location fits into its wider geographical location with reference to physical features • Explain how the topography and soil type affect the location of different agricultural regions • 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. • Accurately use a 4-figure grid reference • Accurately use a 6-figure grid reference • Apply the 8 points of a compass • Explain why many cities of the world are situated by rivers 	<ul style="list-style-type: none"> • Explain why people are attracted to live by rivers • Explain how geographical features affect economic activity • Explain how a location fits into its wider geographical location with reference to human and economical features • Explain what a place might be like in the future, taking account of issues impacting on human features • Describe and explain the location, purpose and use of transport networks across the UK and other parts of the world 	<ul style="list-style-type: none"> • Locate and name the main countries in the UK, North America and South America on a world map and atlas • Identify and name lines of latitude and longitude: the Tropics of Cancer, the Arctic and Antarctic circles and the Prime Meridian • Explain how the time zones work • Name some of the counties of England 	

Year 6	Substantive knowledge				
	Hola Mexico	Frozen Kingdom	Darwin's Delights		Gallery rebels
Locational knowledge	<ul style="list-style-type: none"> • Key topographical features (including hills, mountains, coasts and rivers). 	<ul style="list-style-type: none"> • Arctic and Antarctic Circles. 	<ul style="list-style-type: none"> • To identify features of Islands 		<ul style="list-style-type: none"> • Locate South America identifying key physical and human characteristics, countries and major cities. • Locate Russia using maps.
Place knowledge	<ul style="list-style-type: none"> • Human and physical geographical similarities and differences, comparing a region of the UK to a region of Mexico 	<ul style="list-style-type: none"> • Human and physical geographical similarities and differences, comparing a region of the UK to a region in the Arctic circle. 			
Human and physical	<ul style="list-style-type: none"> • Types of settlement and land use 	<ul style="list-style-type: none"> • Types of settlement and land use 	<ul style="list-style-type: none"> • Types of settlement and land use. 		
Skills and fieldwork	<ul style="list-style-type: none"> • Maps, atlases, globes and digital/computer mapping. 	<ul style="list-style-type: none"> • Maps, atlases, globes and digital/computer mapping. 	<ul style="list-style-type: none"> • Four and six-figure grid references. Symbols and keys 		
Hugglescote Intent <ul style="list-style-type: none"> • Communication • Community • Physical and MHW 	<p>Community Settlements in North America – How does Mexico compare to Hugglescote?</p> <p>Communication Opportunities for discussion Deduce with a peer how landscape can be affected by humans.</p> <p>Wellbeing Making connections from our country to a place in Mexico.</p>	<p>Community Polar settlements – How is the Hugglescote climate different to polar regions?</p> <p>Communication Opportunities for discussion Presentation – Climate Change – Discuss climate change. Persuasive speech.</p> <p>Wellbeing Greater understanding of a polar region</p>	<p>Community Island life. Victorian Coalville – <i>What Hugglescote be like if Darwin visited?</i></p> <p>Communication Maps and symbols. Justify map criteria to a small group.</p> <p>Wellbeing An understanding of our World</p>		<p>Community Settlements in South America – How does South America town compare to Hugglescote? Machu Pichu, Brasilia, Argentine Town.</p> <p>Communication Describe the key physical and human characteristics. Direct</p>

Geography Content Progression



	Healthy Eating – How do Mexicans stay healthy?	Emotion connected to climate/ weather – How would living in intense conditions make you feel?	Where do we fit in? – Evolution, survival of the fittest.		my peer around Europe precisely. Wellbeing Making connections with South America – How important is family in South America? Family support networks.
Concepts	Geographical enquiry	Physical Geography	Human Geography	Geographical Knowledge	
Year 6	<ul style="list-style-type: none"> • Use maps, aerial photos, plans and web resources to describe what a locality might be like • Confidently explain scale and use maps with a range of scales • Make detailed sketches and plans, improving their accuracy later • Begin to use 6 figure grid refs: Use latitude and longitude on atlas maps • Use key to make deductions about landscape/ industry/ features etc. 	<ul style="list-style-type: none"> • Give descriptions of the physical features of places around the world • Describe how some places are similar and others are different in relation to their physical features • Summarise what the polar regions of the Arctic and Antarctica are like. 	<ul style="list-style-type: none"> • Give a description of the human features of places around the world • Map land use with their own criteria • Describe how some places are similar and others are different in relation to their human features • Explain how humans function in the place they live. 	<ul style="list-style-type: none"> • Begin to recognise the climate of a given area according to its location on the map 	

By the end of Key Stage 2 I can...

Locational knowledge

- 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
- Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Place knowledge

Geography Content Progression



- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

Human and physical geography

- Describe and understand key aspects of:
 - Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
 - Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Geographical skills and fieldwork

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Geography Content Progression



EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Hugglescote, East Midlands, United Kingdom, Great Britain, World, country, town, city. London, capital, near, far, Africa, Arctic</p> <ul style="list-style-type: none"> • Community, jobs, doctor, teacher, shop, park, refuse collectors binmen, carers, road, map • Harvest, seasons, Autumn, Winter, Spring, Summer, weather Farm, beach, countryside, moors, seaside • backward, behind, beside, between, forward, in front of, left, near to, next to 	<ul style="list-style-type: none"> • Africa, Antarctica, Asia, Atlantic Ocean, Australia (Oceania), Europe, Indian Ocean, North America, Pacific Ocean, South America, Southern Ocean, area, atlas, chart, country, lake, mountain, ocean, sea, world continent • Celtic Sea, England, English Channel, Irish Sea, North Sea, Northern Ireland, Scotland, United Kingdom, Wales, London, Cardiff, Edinburgh, Belfast • compass, key, map, compass point, direction, east, north, south, west, picture map, symbol • human features, car park, church, factory, house, petrol station, office, school, shop, village, town, supermarket • aerial photograph, bird's eye view, picture map 	<ul style="list-style-type: none"> • abbey, amusement arcade, bridge, café, harbour, hotel, landmark, monument lifeboat station, museum, park, shop, statue, street, town • facility, industry, tourism, tourist • arch, bay, beach, cave, cliff, headland, sand dune, sand bank, stack • erosion, past, present • aerial photography • compare, difference, explore, similarity • compass, key, map, compass point, direction, east, north, south, west, picture map, symbol • human feature, physical feature • Africa, Antarctica, Asia, Atlantic Ocean, Australia (Oceania), Europe, Indian Ocean, North America, Pacific Ocean, South America, Southern Ocean, area, atlas, chart, country, lake, mountain, ocean, cliff, coast, physical 	<ul style="list-style-type: none"> • Earth's crust, Pangaea, continental drift, earthquake, land mass, mountain, plate boundary, supercontinent, tectonic plate, valley, volcano • human feature, physical feature, difference, geographical feature, similarity • atlas, key, map, symbol, world map • data collection, enquiry, evidence, fieldwork, locality, observe, primary data, sketch maps • Earth, composition, core, crust, inner core, magma, mantle, outer, state, temperature, thickness • cardinal compass, compass, key, map, compass point, direction, east, north, south, west, travel • North Pole, northern Hemisphere, South Pole, Southern Hemisphere, coordinate, degree, 	<ul style="list-style-type: none"> • Ordinance survey, Ordinance Survey map, easting, four-figure grid reference, grid reference, grid square, horizontal axis, location, northing, vertical axis, satellite mapping, topography, six-figure grid reference, marker • v-shaped valley, altitude, bog, delta, downstream, elevation, estuary, floodplain, flow, gully, interlocking spur, lake, meander, mountain, mouth, oxbow lake, river, riverbed, source, spring, stream, tributary, waterfall • clay, deposition, erosion, rock, sand, sediment, silt, soil, transportation • altitude, altitudinal zone, climate, forest, glacier, habitat, landscape, oxygen, rainforest, tundra • anticline, base, dome, face, fold, hill, lava, magma, peak, plate 	<ul style="list-style-type: none"> • compare, difference, identify, similarity • cargo dock, plantation, shop, supermarket, transport, transportation • agriculture, allotment, arable, business, city, commercial farm, crop, farming, floriculture, forestry, livestock, market garden, national park, pastoral, rural, urban, viticulture • calculate, compare, conclude, data, evidence, hypothesis, measure, research, summarise • continent, life expectancy, population, population density, religion, wealth • data, investigate, observe, question, survey • cardinal compass point, compass direction, east, four-figure grid reference, grid line, human feature, key, locality, location, map scale, map symbol, north, 	<ul style="list-style-type: none"> • British Commonwealth of Nations, alliance, world • climate zone, hemisphere, human, human feature, physical feature, polar, precipitation, season, summer, topography, vegetation, wildlife, winter • degree, globe, lines of latitude, lines of longitude, map • Antarctic Circle, Arctic Circle, North Pole, Northern Hemisphere, South Pole, Southern Hemisphere, Tropic of Cancer, Tropic of Capricorn, equator, latitude, location, longitude, polar day, polar night • glacier, ice field, ice shelf, iceberg, mountain, tundra, freshwater, pollution, sea water, sea ice, snow • diet, insulate, lifestyle, nomadic, settlement • energy, industry, natural resources

Geography Content Progression



	<ul style="list-style-type: none"> enquiry, fieldwork, local area, physical feature, compare, data, label, observe, record beach, cliff, forest, hill, mountain, sea, soil, valley, vegetation Name, locate, identify, understand, describe, make, same, different, compare 	<p>feature, river, sea, world continent</p> <ul style="list-style-type: none"> Celtic Sea, England, English Channel, Irish Sea, North Sea, Northern Ireland, Scotland, United Kingdom, Wales, London, Cardiff, Edinburgh, Belfast castle, palace, residence, stately home Somalia, characteristics, climate, compare, difference, landscape, lifestyle, location, population, season, similarity, size autumn, cloud, cold, dry season, hot, mild, rain, season, snow, spring, summer, sun, temperature, weather, weather pattern, wet season, wind, winter North Pole, South Pole, Equator 	<p>distance, equator, globe, latitude, location, longitude</p> <ul style="list-style-type: none"> aqueduct, bridge, canal, castle, cathedral, city, house, lighthouse, monument, motorway, motorway system, national railway, port, road, statue, tunnel, village agriculture, commercial, land use, recreational, residential, rural area, settlement, size, town, transportation, urban area analyse, data, data, first-hand observation, frequency, geographical, interpret, investigation, pattern, primary data, road user, score, table, tally, total, town, Mediterranean, climate, climate zone, desert, polar, temperate, tropical, seasonal weather Ordinance survey, Ordinance Survey map, easting, four-figure grid reference, grid reference, grid square, horizontal axis, location, northing, vertical axis 	<p>boundary, plateau, range, ridge, slope, snowline, summit, tectonic plate, tree line, valley, volcano</p> <ul style="list-style-type: none"> atlas, chart, map, physical map, political map Alaska, border, Central Park, colony, culture, explorer, Golden Gate Bridge, Grand Canyon, Hawaii, Hoover Dam, indigenous, Island state, Monument Valley, Mount Rushmore, Native American, Niagara Falls, New York, reservation, slavery, Statue of Liberty, Washington DC aquatic biome, grassland biome, forest biome, desert biome, tundra biome, climate zone, desert, weather conditions 	<p>north-east, north-west, physical feature, residential, rural, six-figure grid reference, south, south-east, south-west, urban, west</p> <ul style="list-style-type: none"> Ordinance Survey map, contour line, depression, elevation, four-figure grid reference, gradient, sea level, terrain, topography, two-dimensional representation GMT, Greenwich Mean Time, North Pole, Prime Meridian, South Pole, degree, line of longitude, meridian, time zone climate, drainage, fertilizer South America, developing country, equator aerial photograph, atlas, map, satellite map Armagh, Belfast, Birmingham, Edinburgh, England, Inverness, Ipswich, Leicestershire, Leeds, Nottinghamshire, Sheffield, Yorkshire 	<ul style="list-style-type: none"> carbon footprint, climate, climate change, extreme weather, greenhouse effect, recycle, reduce, renewable, reuse, sustainable map, satellite map analyse, collect, compare, data, enquiry, research South America, Argentina, Buenos Aires, Bolivia, La Paz, Sucre, Brazil, Brasilia, Chile, Santiago Ordinance Survey map, contour line, depression, elevation, four-figure grid reference, gradient, sea level, terrain, topography, two-dimensional representation four-figure grid reference, grid reference, grid square, horizontal axis, location, northing, vertical axis, satellite mapping, topography, six-figure grid reference Russia, atlas Central America, civilisation Aztecs, indigenous, landscape, Maya, Mexico, Mexico City, region, settlement sea level, coast,
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Geography Content Progression



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