

Geography

This progression document should be used by school leaders and teachers to:

- Support assessment
- Find out what has previously been taught
- Track back to adapt teaching to the needs of individuals, groups of children or the class based on gaps in knowledge and skills.
- Support with planning

This document should be used alongside the [Geography National Curriculum](#) and [EYFS Early Learning Goals](#)

EYFS

Geography – Early Years Foundational Knowledge – Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.

Pupil starting points:

It is important that we make no assumptions about what pupils do or do not know on entry to our settings. The relationships we build with our pupils are fundamental to understanding and developing them as individuals with deep knowledge of their context through positive relationships with parents / carers and robust transition procedures such as home visits and baseline systems. The below is an ‘indicator’ of what we might expect our pupils to know linked to *Birth to 5 Matters* and *Development Matters* and the 2-year-old check.

In Understanding the World – People, Culture and Communities (Geography and RS) pupils may have experience of: visiting and observing their local communities e.g. parks, playgrounds, shops and houses, observing and naming different types of weather, some people’s roles in the communities, the routines and culture of their own families, including important events. Some pupils will have experience of visiting a number of different locations and places and will be able to talk about this.

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What will pupils know and be able to do: a	2-3 years	3-4 years	4-5 years
Locational Knowledge	<ul style="list-style-type: none"> Name and locate areas around Nursery and grounds and recognise features. Name the nursery and nursery group they belong to Name the different areas in the Nursery. Name some features in the nursery. 	<ul style="list-style-type: none"> Name the school. Recognise, name and locate areas around the school setting and the grounds. e.g., playground, hall, wild garden, library, forest school, trim trail etc. Discuss their immediate environment using knowledge from observation, discussion and maps. 	<ul style="list-style-type: none"> Name and locate areas in the school community. Discuss the area surrounding the school using knowledge from observation, discussion and maps. Recognise the different areas and places in the community e.g. religious / important buildings, shops, park, playground, road and road signs. Name, locate and talk about one other country, linked to what they have read e.g. Celebrations around the World, Anansi and the Golden Pot (Ghana).
Essential vocabulary	nursery, classroom, outside area, toilets, cloakroom (localise for your school)	lunch hall, playground, trim trail, library, garden (localise for your school)	local shops, church, playpark, river, carpark, bridge (localise for your school)

What will I explicitly teach:	Where could pupils meet this in provision (this is not exhaustive)			
	<i>Specific Provision</i>		<i>Wider Provision</i>	
<ul style="list-style-type: none"> Names of key locations in the setting. Names of key locations around school. Names of key locations in the local community. How to look at basic maps and find information. How to draw simple maps. About life in another country. 	Small World <ul style="list-style-type: none"> Animals People / peg people Artificial grass Roads and railway track Vehicles Glass pebbles Trees and greenery Dolls house Log slices Shells and pebbles Blocks 	Outdoor Science Area <ul style="list-style-type: none"> Magnifying glasses Collecting pots Cameras Natural loose parts Pictures to match to different locations in the environment Clip boards / mark making materials e.g. for bark rubbings / brick rubbings 	Workshop / Junk modelling area: <ul style="list-style-type: none"> Range of materials including paper, fabric, foil Joining equipment including clips, tape, glue Junk modelling equipment Natural materials 	Pupils will also meet this in other aspects of the provision. For example, when on trips in the local area, when role playing day to day life e.g. school / Nursery and when looking at books, maps and photos. Stories will play a key part in developing pupil's geographical vocabulary.

Prompting questions for Thinking Hard:	2-3 years	3-4 years	4-5 years
Locational Knowledge	<ul style="list-style-type: none"> • Tell me, what are the important areas in our Nursery? Can you show me and tell me their names? • What can you see in the outside area around our Nursery? • Where do you visit with your parents / carer? 	<ul style="list-style-type: none"> • Tell me, where do I need to go to find the library / playground / lunch hall? • Which parts of our Nursery can you see on the map? • What do you see on your way to school? 	<ul style="list-style-type: none"> • Can you show me our school on the map? What else can you see? • Talk to me about your local area - what will I find there? • Tell me about another country you have been learning about? What is it like there?

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What will pupils know and be able to do: a	2-3 years	3-4 years	4-5 years
Place Knowledge	<ul style="list-style-type: none"> Explore and respond to different natural phenomena in their setting and on trips. Enjoy playing with small world reconstructions, building on first-hand experiences, e.g. visiting farms, garages, train tracks, walking by river or lake. Begin to name some human and physical features e.g. park, river, street, sea. Learn that they have similarities and differences that connect them to, and distinguish them from, others e.g. similar and different homes. 	<ul style="list-style-type: none"> Know that there are different countries in the world using stories and discussions about holidays. Talk about the differences they have experienced or seen in photos. Know the name of the place and street in which they live. Know about a city e.g., London and that it is in England. Know some key features in London e.g., Buckingham Palace, Big Ben, London Eye and how it is different to where they live. Name physical and human features from stories e.g. woods, forest, city, ocean. 	<ul style="list-style-type: none"> Know key facts about another country including some physical and human features (including weather patterns) and how life is different there to where they live. Name the city / town / village / country in which they live and the street where their home and school are. Know what type of house they live in. Talk about and name the physical and human features of their local environment and how environments might vary from one another. Name and describe human and physical features of the places they have visited and places from stories e.g. beach, island, fields, mountain.
Essential vocabulary	park, shop, garage, road , same, different	place, street, holiday, city, London, difference	town, village, country, island, compare

What will I explicitly teach:	Where could pupils meet this in provision (this is not exhaustive)			
	Specific Provision			Wider Provision
<ul style="list-style-type: none"> Names of different physical and human features through small world play. Similarities and differences in physical and human features of different places. A key city and some physical / human features. A key country and some physical / human features. Different types of houses. 	<p>Small World</p> <ul style="list-style-type: none"> Animals People / peg people Artificial grass Roads and railway track Garage and vehicles Glass pebbles Trees and greenery Dolls house Log slices Shells and pebbles Blocks Shops 	<p>Construction Area (Indoor)</p> <ul style="list-style-type: none"> Meccano (or similar) Duplo (Nursery) Lego (or similar) Connetix (or similar) Stickle brix (or similar) Blocks <p>Outdoor Construction / Large loose parts (for building life sized maps)</p> <ul style="list-style-type: none"> stacking crates, wooden planks, poles and blocks Den covers, camouflage nets Tyres, rope Floor mats 	<p>Book Area</p> <ul style="list-style-type: none"> Range of non-fiction books linked to places, counties holidays Atlases (age appropriate) Globe Puppets from around the world tucked into relevant books Props from different countries 	<p>Pupils will also meet this in other aspects of the provision. For example, through forest schools, walks around the local community, through videos of specific environments to support story contextualising e.g. Tiddler - watch video of fish in ocean, The Queen's Hat - watch videos of London Landmarks.</p>

Prompting questions for Thinking Hard:	2-3 years	3-4 years	4-5 years
Place Knowledge	<ul style="list-style-type: none"> • How many different places and uses for water can you name? ...(linked to Hey, Water!) Let me start ...shower... • Tell me, what shall we put in our park? • What is your home like? Does everyone live in the same sort of house? 	<ul style="list-style-type: none"> • Where have you visited / been on holiday? How did you get there? • Tell me, what can you see in this photo? What are the buildings like? What is there? What are people wearing? • What might I see if I visited London? 	<ul style="list-style-type: none"> • Tell me, what can you tell me about xxx country? • How is xxx country different to where we live? • Where would you most like to live and why (give choices e.g. forest, seaside, village, city, town)?

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What will pupils know and be able to do:	2-3 years	3-4 years	4-5 years
Seasonal Changes and Weather (Linked to UTW-Science / Natural world)	<ul style="list-style-type: none"> Observe the weather through first hand experiences. Name simple weather types e.g. rain, snow, sun, wind. Know the difference between hot and cold, wet and dry. 	<ul style="list-style-type: none"> Know the difference between day and night, dark and light. Name more weather types e.g. storm, thunder, lightning, rainbow, cloudy. Know that we wear different clothes for different weather. 	<ul style="list-style-type: none"> Know the names of the seasons and what the weather is / can be like in each. Talk about the changes that each seasons brings in relation to their environment: the clothes they wear, the weather and the plants. Describe how trees and plants change in different seasons. Know that some animals store food for the winter. Know that some animals hibernate in the winter.
Essential vocabulary	rain, snow, sun, wind, wet, dry, hot, cold	weather, day, night, light, dark, storm, thunder, lightning, rainbow, cloudy	autumn, winter, spring, summer, season, hibernate

What will I explicitly teach:	Where could pupils meet this in provision (this is not exhaustive)			
	Specific Provision			Wider Provision
<ul style="list-style-type: none"> The different types of weather. The different types of clothing we wear for different weather types. The difference between hot and cold, including items that are hot and cold. The difference between day and night and what we do during the day / at night. The seasons and what happens in each linked to weather, trees, animals and themselves, celebrations and clothing. 	Outdoor Science Area <ul style="list-style-type: none"> Thermometer Windmills, twisters, turbines, ribbons, scarves to explore movement and wind Rain collectors / rain gauge Cameras / pads 	Water Area <ul style="list-style-type: none"> Warm and cold water Dolls Small world people and sea creatures Towels Paper towels Different materials Ice 	Investigation Area <ul style="list-style-type: none"> Magnifying glasses Sorting hoops (sorting seasonal clothes) Light board / light panel, colour Perspex blocks / paddles, mirrors, telescopes, kaleidoscopes Torches, fabric, dark tent Natural and interesting seasonal artefacts e.g. pinecones, acorns, conkers 	Pupils will also meet this in other aspects of the provision. For example, when reading seasonal stories / stories about day and night, when washing their hands (wet and dry and hot and cold) and when walking to and from school. Routines should also incorporate daily conversation about the days / month / season / weather.

Prompting questions for Thinking Hard:	2-3 years	3-4 years	4-5 years
Seasonal Change	<ul style="list-style-type: none"> • Let's go outside, what is the weather like today? What do we need to wear? • Tell me, which of these clothes do we need for hot weather and which do we need for cold weather? • Tell me, how do we get water? (Linked to Hey, Water!) 	<ul style="list-style-type: none"> • How are night and daytime different? What do we do at night that we don't do in the day? • Let's look at some pictures of the weather. What can you see? Can you describe what the weather is doing here? • Why does Pete need to be in a boat in our story Tidy? 	<ul style="list-style-type: none"> • Tell me, what season is it in the Squirrels who Squabbled? How do you know? How do you know it isn't summer? Why do squirrels store food? • Can you sort the objects into the season they belong to? • What sort of weather might we have in the winter?

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What will pupils know and be able to do:	2-3 years	3-4 years	4-5 years
Geographical Skills and Fieldwork	<ul style="list-style-type: none"> Describe what they see in their immediate school environment / local community using simple language e.g. tree, house, shop, pond, river, road, flats, park. Begins to remember their way around familiar environments Responds to some spatial and positional language Explores how things look from different viewpoints including things that are near or far away 	<ul style="list-style-type: none"> Describe what they see using a wide vocabulary. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'. Use simple maps, recognise water as blue and land as green on the maps: Use physical resources e.g., floor mats, small world, loose parts to make simple representations of maps to identify water/land. Draw simple maps of their environments or linked to stories / curriculum e.g. a treasure map. 	<ul style="list-style-type: none"> Draw information from a simple map. Begin to use atlases and globes to find where they live / where people / animals from the stories they have encountered live.
Essential vocabulary	field, playground, garden, trim trail, pond, shed (localise for your school)	house, flats, shop, park, map (localise for your school)	atlas, globe, find, country, information

What will I explicitly teach:	Where could pupils meet this in provision (this is not exhaustive)			
	<i>Specific Provision</i>			<i>Wider Provision</i>
<ul style="list-style-type: none"> Observational skills. Vocabulary linked to the local environment. How to use /draw information from simple maps. How to make simple maps. How to use atlases and globes to find where they live and where people and animals from stories live. That land is often green and water blue when looking at simple globes / maps. 	<p>Small World</p> <ul style="list-style-type: none"> Animals Artificial grass Roads and railway track Glass pebbles Trees and greenery Dolls house Log slices Shells and pebbles Blocks String / wool Large rolls of paper and mark making materials for pupils to crate maps / put their small world on. 	<p>Large Loose Parts / Outdoor Construction (for building life sized maps)</p> <ul style="list-style-type: none"> stacking crates wooden planks, poles and blocks den covers camouflage nets Tyres Rope Floor mats 	<p>Writing / Drawing Area</p> <ul style="list-style-type: none"> Examples of simple maps ariel views of the school / their community Story books linked to maps e.g. Martha Maps it out Atlases Paper Pens Pencils Stickers String Hole punches Staplers 	<p>Pupils will also meet this in other aspects of the provision. For example, when making observations on environment walks, when on trips out in the local community.</p>

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Prompting questions for Thinking Hard:	2-3 years	3-4 years	4-5 years
Geographical Skills and Fieldwork	<ul style="list-style-type: none">• What did you see on your way to school / in these photos?• What can you see in the outside area around our Nursery?• Which photos do you recognise? Tell me about them.	<ul style="list-style-type: none">• Can you describe what is near your home?• Tell me, what can you see on this map?• Look at this map of London. Which places did the Queen see when finding her hat?	<ul style="list-style-type: none">• Tell me about this map. What does it show? What sort of things are in this place?• Can you find our country on the globe? Do you know any other countries?• Use the atlas to show me where Anansi lives.

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What will pupils know and be able to do:	2-3 years	3-4 years	4-5 years
People and Communities, including different religious and cultural communities.	<ul style="list-style-type: none"> • Make connections between the features of their family and other families. • Notice differences between people. • In pretend play, imitate everyday actions and events from own family and cultural background, e.g. making and drinking tea, going to the barbers, being a cat, dog or bird. 	<ul style="list-style-type: none"> • Enjoy joining in with family customs and routines. • Recognise and describe special times or events for family or friends. • Shows interest in different occupations and ways of life indoors and outdoors. • Continue developing positive attitudes about the differences between people. 	<ul style="list-style-type: none"> • Talk about their immediate family and community and some of their routines, culture and celebrations. • Recognise that people have different beliefs and celebrate special times in different ways. • Understand that some places are special to members of their community. • Name people who help others in the community and talk about their different roles. • Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions.
Essential vocabulary	family, same, different, pretend	jobs, difference, special, event / celebration (localise for your school)	community, belief, mosque, synagogue, church, similarities (localise for your school)

What will I explicitly teach:	Where could pupils meet this in provision (this is not exhaustive)			
	<i>Specific Provision</i>			<i>Wider Provision</i>
<ul style="list-style-type: none"> • Similarities and differences between their families and other families. • Positive attitudes about the difference between people. • Key customs, routines, special times, events and celebrations for different families / religions / cultures. • Different occupations linked to people in their community and those who help us. • Special places and places of significance. 	Domestic Role Play <ul style="list-style-type: none"> • cooker, fridge, table and four chairs, sink unit and shelving unit, real plates, bowls and tea cups, cutlery, tea towel, tea pot, toaster, phone, clock and toy vacuum cleaner, some basic and familiar food packets / boxes / tins, cooking books, pretend food, telephone, photos of home, bed and duvet / pillow, lamp, bedtime stories. 	Themed Role Play (celebrations from other cultures) <ul style="list-style-type: none"> • Special clothing from a range of cultures • Appropriate food, packets, dishes, bowls, pans, cutlery / utensils • Decorations • Photos of their families having celebrations • Photos of special places e.g. synagogue 	Bikes and Trikes <ul style="list-style-type: none"> • Bikes • Trikes • Scooters • Ride in cars (if appropriate age wise) • Scooter boards • Real-life uniforms - firefighter paramedic, police person, engineer • Props such as bandages / first aid kits, hose, bell, traffic cones / signs / mark making materials. 	Pupils will also meet this in other aspects of the provision. For example, when celebrating key customs, traditions and events as a school, in assemblies, productions and when special visitors come in. Members of the community should be actively encouraged to spend time with pupils sharing their experiences, expertise and aspirations. Care should be taken to ensure all religions and cultures are celebrated at some point throughout the year linked to the families in your school.

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Prompting questions for Thinking Hard:	2-3 years	3-4 years	4-5 years
People and Communities, including different religious and cultural communities.	<ul style="list-style-type: none">• Tell me about your family.• What are you and your family doing in this photo?• How are families the same? How can they be different? (looking at photos)	<ul style="list-style-type: none">• Tell me about some special times in your family. (use photos)• How are your family the same and different to other families?• What jobs do your family do? (ask families to send photos in if appropriate)	<ul style="list-style-type: none">• What special events do you and your family celebrate? How do you celebrate different events?• Which special places do you know? Why are they special?• Which people in our community help us? What are there jobs?

Year 1

Geography taught in Autumn 2, Spring 2, Summer 2

Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Field Work
<p>Name and locate the four countries making up the British Isles, with their capital cities</p> <p>Name the surrounding seas of the United Kingdom</p> <p>Talk about the main features of each of the four countries that make up the United Kingdom</p>	<p>Recognise similarities and differences of geographical features in my own immediate environment</p> <p>Talk about people and places within my local environment</p> <p>Compare local area with a contrasting place in the UK (human and physical)</p> <p>Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area</p>	<p>Compare and contrast the human and physical features of two British localities, including how the use of land differs in each locality</p> <p>Comparing and contrasting local area with the seaside</p> <p>Talk about weather in the UK, what happens in different seasons and how weather changes on a daily basis</p> <p>Identify land use around the school</p> <p>Use geographical vocabulary such as beach, coast, forest, hill, mountain, sea, river, weather, city, town, village, factory, farm, house, office shop to refer to the physical and human features of places studied</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and cities</p> <p>Use aerial images to recognise landmarks and basic physical features</p> <p>Use simple fieldwork to observe, measure and record the human and physical features in the local area</p> <p>Use a simple key to recognise physical or human features on a map</p> <p>Create a simple map of my local environment</p>

Disciplinary vocabulary:

Country/ries , Island , Town , Village , Coastal, Rural , Sea

Year 2

Geography taught in Autumn 1, Summer 1, Summer 2

Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Field Work
<p>Locate and name the continents on a World Map</p> <p>Locate and label the five oceans</p>	<p>Compare local area with a contrasting city in a different country – an area in Australia (human and physical)</p>	<p>Ask and answer geographical questions such as: What is this place like? What or who will I see in this place? What do people do in this place?</p> <p>Talk about hot and cold parts of the world, discussing in relation to the equator and the North/South Poles</p> <p>Compare and contrast the human and physical features of a British locality with a non-European locality, including land use differences</p> <p>Use geographical vocabulary such as beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation, season, weather, city, town, village, factory, farm, house, office, shop, port and harbour to refer to the physical and human features of places studied?</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied</p> <p>Use the four points of a compass to describe the location of features on a map</p> <p>Use locational and directional language such as: near, far, left, right to describe the location of features on a map</p> <p>Use aerial images and plan perspectives to recognise landmarks and basic physical and human features</p> <p>Devise a simple map, and use and construct basic symbols in a key</p> <p>Use simple grid references</p> <p>Use fieldwork to observe, measure and record the human and physical features in the local area</p>

Disciplinary vocabulary:

Equator, North Pole, South Pole, Continent, Ocean

Year 3

Geography taught in Spring 1, Summer 2

Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Field Work
<p>Name and locate major cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (in hills, mountains, coasts and rivers) and land-use patterns; and understand how some of these aspects have changed over time. – link to grand cross & grand union canals</p> <p>Name and locate countries of Europe</p>	<p>Understand geographical similarities and differences through studying the human and physical geography of a region of the UK, and a European country.</p>	<p>Describe and understand key aspects of:</p> <p>Physical geography including key topographical features (inc hills, mountains, coasts, rivers) and land patterns; and understand how some of these aspects have changed over time.</p> <p>Types of settlement and their physical surrounding e.g. villages, towns, cities.</p>	<p>Use world maps, atlases and globes to identify the countries and cities.</p> <p>Use simple compass directions (North, East, South and West), to describe the location of features and routes on a map.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</p> <p>Use four figure grid references</p>

Disciplinary vocabulary:

Canal, Aqueduct , Waterways, Aerial, Europe, Continent, Country, Capital, European union, Currency, Climate

Year 4

Geography taught in Autumn 1, Spring 1, Summer 1, Summer 2

Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Field Work
<p>Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles</p> <p>Locate the worlds countries, using maps to focus on Africa, concentrating on their environmental regions, key physical and human characteristics, countries and other major cities.</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle.</p>	<p>Understand geographical similarities and differences through studying the human and physical geography of a region in the United Kingdom and region in an African country.</p>	<p>Describe and understand key aspects of:</p> <p>Physical geography including coasts, rivers and the water Cycle, climate zones, biomes and vegetation belts.</p> <p>Human geography including trade between UK and Europe and the rest of the world</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Use the eight points of a compass and four-figure grid references</p>

Disciplinary vocabulary:

Water cycle, Storage, Flow, Run off, Evaporation, Condensation, Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn, Savannah, Human Geography, Physical Geography, Impact

Year 5

Geography taught in Autumn 1, Autumn 2, Summer 1, Summer 2

Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Field Work
<p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>Name and locate the countries of North America, South and Central America. Identify their main environmental regions, key physical and human characteristics and major cities</p> <p>Locate and name the main counties and cities in England</p>	<p>Compare a region in UK with a region in N. or S. America, and a region in a European country (Iceland) with significant differences and similarities</p> <p>Compare 2 different regions in UK rural/urban</p>	<p>Describe and understand key aspects of:</p> <p>Physical geography including earthquakes and volcanoes</p> <p>Human geography including trade between UK and Europe and the rest of the world.</p> <p>Explain how types of settlement and land use impact economic activity including trade links</p> <p>Explain how types of land use impact the distribution of natural resources including energy, food, minerals and water</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Linking with History, compare land use maps of UK from past with the present, focusing on land use</p> <p>Use the eight points of a compass, six-figure grid references, symbols and key</p> <p>Use symbols and keys (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom</p>

Disciplinary vocabulary:

Volcano, Earthquake, Tectonic Plates, Continental Drift, Pressure, Lava, Magma, Fault Lines, Earth's Crust, Upper Mantle, Arable, Pastoral, Farming, Globalisation

Year 6

Geography taught in Spring 1, Spring 2, Summer 2

Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Field Work
<p>Name and locate the main countries in Asia. Identify their main environmental regions, key physical and human characteristics, and major cities</p> <p>Linking with local History, map how land use has changed in local area over time</p> <p>Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time</p>	<p>Compare a region in UK with a region in Asia with significant differences and similarities. Understand some of the reasons for similarities and differences</p>	<p>Collect and analyse statistics and other information in order to draw clear conclusions about locations</p> <p>Identify and describe how the physical features affect the human activity within a location</p> <p>Identify and describe the main human and physical characteristics of Asia</p> <p>Explain how countries and geographical regions are interconnected and interdependent</p> <p>Explore the change in types of settlement and land use over time and how this has impacted economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Children to use the eight points of a compass to build their knowledge of the United Kingdom and the wider world</p> <p>Explore modern alternatives to locating places (e.g. What 3 Words, post codes)</p>

Disciplinary vocabulary:

Continent, Country, Human Geography, Physical Geography, Land Use, Compass, Distribution, Economic activity, Settlement, Oceania, Topographical