

Geography Progression Document

Dundry Primary School

Purpose and Aims of our Geography Curriculum:

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people and remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

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.

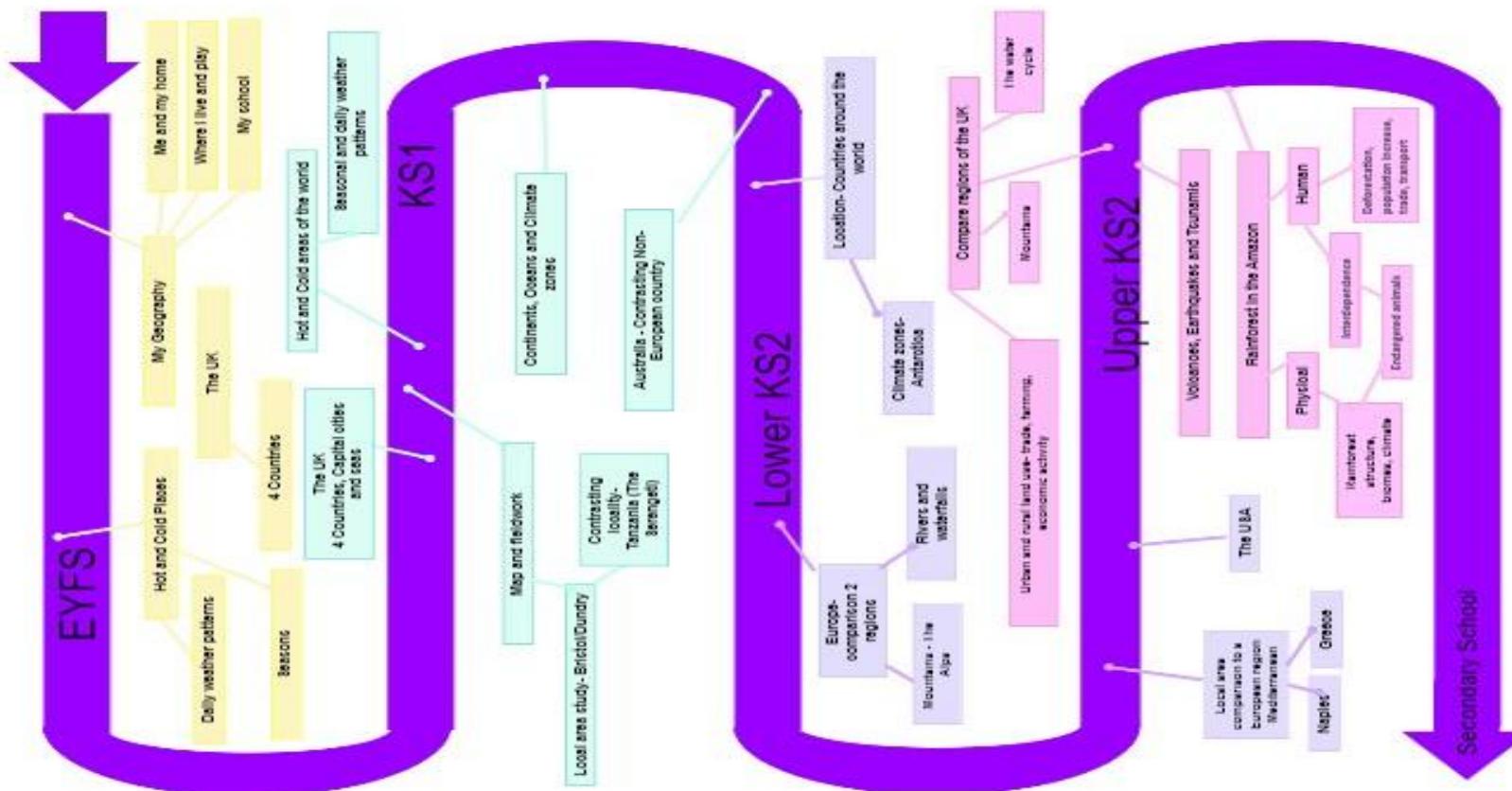
We have chosen 'big ideas' (also known as 'threshold concepts') that run through our geography curriculum. These help children to develop conceptual understanding over time and to link old learning to new learning and are tracked and taught through the National Curriculum.. These concepts are:



- Location
- Human features
- Physical features
- Climate
- Interdependence
- Maps, Data and Information

The Dundry Geography Pathway

The Dundry Geography Pathway shows the journey children at our school will take from their time in the EYFS up until they leave for secondary school. In EYFS children explore geography through the concepts shown on the pathway. Due to our two-year cycle, units may not be taught in this specific order.



How learning builds from the Early Years :

The key concepts for geography are introduced in the Early Years Foundation Stage. They are revisited through topics and detailed information about vocabulary is contained in the EYFS plans.

Location: Know the location of their town/ village on a map of the UK. Know the location of a contrasting place on a map. Know what a country, sea and ocean are.

Maps: Know that a map is an image representing a place, and that symbols are used to show places on a map. Read and follow a simple map in the school grounds. Map favourite places in the local area in relation to their school.

Climate: Know the main weather conditions of the 4 seasons, and their names.

Physical and human features: Learn the different types of home that people live in in the locality. Learn about the significant places that are close to home and form part of their community. Learn that some features are physical and some are human features. Investigate some physical and human features of another location, a beach and farm.

The National Curriculum and EYFS Breadth of Study in Geography

| | EYFS | KS1 | | KS2 | | |
|-----------------------------|---|---|--|---|-----------------|--|
| | | Year 1 / Year 2 | | Year 3 / Year 4 | Year 5 / Year 6 | |
| Skills / Disciplines | Children at the expected level of development will describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. They will know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. They will explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps. They will explore the natural world around then, making observations and drawing pictures of animals and plants. The will know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. They will understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. | <ul style="list-style-type: none"> • Develop contextual knowledge of places on land and at sea including physical and human characteristic • Understand how physical and human geographical features arise and are interdependent and change over time • Have skills that enable them to collect, analyse and communicate with data gathered in fieldwork • Interpret a range of maps, diagrams globes, photos and information systems • Communicate geographical information through maps, numerical and qualitative skills and writing at length | | | | |
| Knowledge | | In the context of their immediate locality: <ol style="list-style-type: none"> 1. Name and locate the 7 continents and 5 oceans of our world 2. Name locate and identify the countries and capital cities of UK and surrounding seas 3. Understand similarities of place in a small area of the UK and a small area of a contrasting non-European country 4. Identify seasonal and weather patterns in UK 5. Locate the hot regions of the world and the cold in relation to the poles and the equator 6. Use basic geographical vocabulary of physical features (beach, cliff, forest, hill, mountain, sea, ocean, river, soil, valley vegetation, season , weather) and of human features (city, town, village, farm, factory, farm, house, office, port, harbour shop) 7. Identify UK countries, countries, continents and oceans on maps, globes and atlases 8. Use compass directions and locational directional language- near/far, left/right) to describe features and routes on a map. 9. Use aerial photos to recognise landmarks and basic features, devise simple maps and use basic symbols with a key 10. Use field and observational skills to study the geography of the school and its grounds and the key human and physical features of the surrounding environment. | | Beyond the local to Europe and N and S America: <ol style="list-style-type: none"> 1. Locate world's countries using maps to focus on Europe, N and S America concentrating on environmental regions key physical and human characteristics, countries and major cities. 2. Name and locate places-counties and cities of UK-geographical regions with human, physical characteristics and topographical features (hills, mountains, coasts and rivers) land use patterns and understand how they have changed over time. 3. Identify the position and significance of latitude, longitude, equator, Northern and Southern hemisphere, N and S poles, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones 4. Understand geographical similarity and difference through a study of human and physical geography of a region of the UK, a region in a European country and a region within North or South America 5. Describe and understand aspects of physical geography including climate zones, biomes and vegetation belts, mountains, volcanoes and earthquakes and the water cycle. 6. Describe and understand aspects of Human geography including settlement, land use, economic activity, trade links, natural resources, energy food minerals and water. 7. Use maps atlases globes and digital mapping skills to locate countries and describe features 8. Use compass, grid ref 4 and 6 and key (including OS maps) to build knowledge of the UK and wider world 9. Observe measure and record in the field to present human and physical features in the local area using sketch maps, plans, graphs and digital means. | | |

Our 2-year Cycle Long Term Overview in the Humanities (How we have organised the N.C. Breadth of Study)

| Cycle A | | | | | | | |
|----------|--------------------|--|---|---|---|---|---|
| EYFS | Theme | Local History: Me and My Home | Seasons | Transport | Kings, queens and dragons | Plants and Growing Things | Under the Sea |
| Year 1/2 | History/ Geography | Changes in Living Memory: My Life Local History: Bristol and Brunel | Seasonal and Daily Weather Patterns Short Remembrance Unit | Local Area- Dundry/Bristol/school grounds | Significant People & Comparing Aspects of Life in Different Periods: British Queens; Elizabeth I, Victoria & Elizabeth II | Compare our Local Area to a small area of a contrasting non-European country: The Serengeti | Continents and Oceans |
| Year 3/4 | History/ Geography | Stone Age to Iron Age | | Maps: Where in the World | Antarctica | Ancient Greece | Rivers and Waterfalls around the World |
| Year 5/6 | History/ Geography | Anglo Saxons and Vikings | | Mountains and the Water Cycle | Mayans | Compare Regions of the UK | Volcanoes and Earthquakes |
| Cycle B | | | | | | | |
| EYFS | Theme | Autumn Weather and Harvest | Toys | | | | Explorers and Pirates |
| Year 1/2 | History/ Geography | Local History | The UK: Countries, Capital Cities and Seas | Toys | Hot and Cold Places of the world | Significant Event Beyond Living Memory: Fire of London | UK and contrasting Non-European country |
| Year 3/4 | History/ Geography | Romans | Compare and contrast Bristol/Bath to a European City/ Naples | Ancient Egyptians | | Comparison- Two European regions | USA |
| Year 5/6 | History/ Geography | Significant Turning Point in British History - WWI | | Rainforests in the Amazon Brazil (Physical)(incl. Free Trade) | Climate change in the Amazon Brazil (Human impact) | Local History: The Georgians in Bath and Bristol | |

Meaningful links in Geography

| | EYFS- R | KS1 1 - Year 1 and Year 2 | | | | LKS2 - Year 3 and Year 4 | | | UKS2 - Year 5 and Year 6 | | |
|---------------------------|--|--|--|--|---|--|--|---|---|--|---|
| <i>Cycle A unit title</i> | Where I live and play Seasons | T2 Seasonal and daily weather patterns | T3 Local area Bristol/Dundry | T5 Compare our local area small area of a contrasting non-European country: Serengeti | T6 Continents and Oceans | T3 Where in the world? (Maps) | T4 Antarctica | T6 Rivers and waterfalls around the world | T3 Mountains and the water cycle | T5 Compare regions of the UK | T6 Volcanoes and earthquakes |
| <i>Linked Texts</i> | <i>Tree: Seasons Come and Seasons Go</i> , Patricia Heggarty | <i>Tree: Seasons Come and Seasons Go</i> , Patricia Heggarty | Walks on Dundry Hill, The Dundry Hill Group | | <i>The Big Book of the Blue</i> , Yoval Zommer | <i>Destination Planet Earth</i> , Jo Nelson & Tom Clohosy Cole <i>100 Facts: Planet Earth</i> | <i>Antarctica</i> , Helen Cowcher | <i>A River</i> , Marc Martin | <i>Why Water's Worth It</i> , Lori Harrison <i>The Rhythm of Rain</i> , Graham Baker-Smith | | <i>Earth Shattering Events</i> , Sophie Williams & Robin Jacobs |
| <i>Potential Trips</i> | Welly Walk around Dundry | Welly Walk around Dundry | Walk around Dundry | Walk around Dundry | | | | | | | |
| <i>Cycle B unit title</i> | Hot and Cold places The UK | T1 The UK -Countries, capital cities and seas | T3 Hot and cold areas of the world | | T6 UK and contrasting Non-European country (Australia) | T2 Compare and contrast Bristol/Bath to a European city/Naples case study | T5 Comparison - Two European regions/cities | T6 USA | T3 Rainforests in the Amazon Brazil including Fair trade | T4 Climate change in the Amazon Brazil (Human impact; climate change) | |
| <i>Linked Texts</i> | <i>The Weather Girls</i> , AKI | Katie in London | <i>The Polar Bear Son: An Inuit Tale</i> , Lydia Dabovich <i>Lila and the Secret of Rain</i> , David Conway & Judy Daly | | <i>My Boomerang Won't Come Back</i> Stephen John Peel | | | <i>How to Make a Cherry Pie and See the USA</i> , Marjorie Priceman | <i>The Explorer</i> , Katherine Rundell | <i>Under the Canopy</i> , Iris Volant & Cynthia Alonso | |
| <i>Potential Trips</i> | | | | | | | Trip to Bristol or Bath? | | | | |

| | |
|---------------------------------|---|
| <i>Our Whole School Drivers</i> | <p>Our curriculum is driven by an ambition to broaden our children's cultural capital, opening up the world to their inquisitive minds.</p> <p>Our curriculum aims to inspire our children and is enriched through making links, visitors, visits, experiences and opportunities.</p> <p>Our curriculum centres on developing our children's use of and understanding of the English language, with explicit and deliberate opportunities to develop spoken language, vocabulary acquisition and the study of high quality texts. Reading for Learning is central to our curriculum; Reading for Pleasure is central to our ethos.</p> <p>Our curriculum is underpinned by meta-cognition. We teach our children how to learn and how to be independent, curious and resilient learners. We have a progressive curriculum that enables children to use higher order thinking skills to learn more deeply.</p> |
|---------------------------------|---|

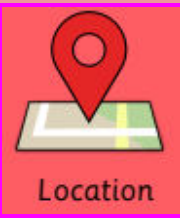
Summary of key knowledge and vocabulary that we teach through our Big Ideas within each phase

| | <i>EYFS- YR</i> | <i>KS1 1 - Year 1 and Year 2</i> | | | | <i>LKS2 - Year 3 and Year 4</i> | | | <i>UKS2 - Year 5 and Year 6</i> | | |
|---------------------------|---|-------------------------------------|---|--|---|--|------------------------------------|--|--|--|---------------------------|
| <i>Cycle A unit title</i> | Weather- Seasons of the year Where I live and play | Seasonal and daily weather patterns | Simple map and field work Local area study Dundry/Bristol | Compare our local area small area of a contrasting non-European country: Serengeti | Continents and Oceans | Where in the world? (Maps) | Antarctica | Rivers and waterfalls around the world | Mountains and the water cycle | Compare regions of the UK | Volcanoes and earthquakes |
| <i>Cycle B unit title</i> | Hot and Cold places The UK- 4 Countries | Hot and Cold areas of the world | The UK - Countries, capital cities and seas | | UK and contrasting Non-European country | Comparison - Two European regions/cities | Compare Bristol to a European city | USA | Rainforests in Brazil including Fair trade | Brazil - Human impact Endangered animals and climate change | |


| | | | | |
|---------------------|--|---|--|---|
| <p>NC reference</p> | | <p>The United kingdom Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map</p> <p>Weather Seasonal and daily weather patterns in UK/Hot and cold areas of the world</p> <p>Local area and The Serengeti Small area of the UK, contrasting small area in non-European countries: (inc comparing climate and weather/ geographical features/homes/ jobs/transport).</p> <p>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</p> <p>Continents and Oceans. climate zones Identify and name continents and oceans in the world, and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Australia 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</p> <p>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:</p> | <p>Where in the world...(Locating countries in Europe/ Rivers/ Mountains)</p> <p>locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>Our European Neighbours, spotlight on the Alps. Compare 2 European regions: understand geographical similarities and differences through the study of human and physical geography of a region in a European country.</p> <p>Rivers and waterfalls around the world. physical geography, including: rivers, and the water cycle</p> <p>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.</p> <p>Antarctica and why does Antarctica matter? Environmental Regions:</p> <p>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</p> <p>USA (In depth country study, including Grand Canyon) identify the position and significance of latitude, longitude, Equator, Northern</p> | <p>Rainforest in Brazil and the Congo</p> <p>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</p> <p>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.</p> <p>Mountains and Water Cycle</p> <p>describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>Global Trade (Fair Trade/food location/supply chains/import and export) 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</p> <p>Brazil (Climate/Impact of tourism/ conservation and urban migration)</p> <p>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</p> |
|---------------------|--|---|--|---|

| | | | | |
|--|--|--|---|--|
| | | <p>city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>The local area use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; use and construct basic symbols in a key; use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> | <p>Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones</p> <p>understand geographical similarities and differences through the study of human and physical geography of a region within North or South America</p> <p>Mediterranean Italy/Greece and Bath. (Similarities/ differences two contrasting places, Bay of Naples case study</p> <p>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.</p> <p>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</p> | <p>The UK (Urban and rural land use. Trade, farming and economic activity Compare changes in land use in Birmingham/ Local areal) 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</p> <p>Volcanoes and Earthquakes.</p> <p>describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> |
| <p>Essential Prior Learning</p> | | <p>UK: Location: EYFS talk about the features of their own immediate environment and how environments might vary from one another.</p> <p>Weather: Recap location of countries of the UK equator, poles, hot and cold places Recap on EY learning about seasonal changes/ hot cold</p> <p>Local area/ Serengeti Recall the location of 4 countries of the UK and the continent of Europe . Recall points of the compass from UK maps, data and information.</p> | <p>Europe Location of the continents and oceans, poles and equator.</p> <p>Recall the concept of climate, climate zones and the tropics from Australia topic (should know tropical, polar and desert climate zones) Know the difference between weather and climate.</p> <p>Recall the concept of physical and human features and some examples from previous topics.</p> <p>Rivers:</p> | <p>Rainforest Recall location continents, equator, tropics</p> <p>Recall climate zones</p> <p>Recall definition of a biome as a physical feature associated with a climate zone.</p> <p>Recall physical process of water cycle</p> <p>Name and Location of mountain ranges in Europe and US</p> |


| | | | | |
|--|--|--|---|--|
| | | <p>Recall definition of a physical and human feature from UK topic, and some examples</p> <p>Continents and Oceans:</p> <p>recap the location of the UK, and Europe , North and South poles and equator.</p> <p>Australia: Location of the continents and oceans, poles and equator.</p> <p>Definition of physical and human features and some examples.</p> <p>Understanding of the concept of weather and compare with climate</p> <p>Recap compass points and simple map keys from the Serengeti</p> <p>Maps Data and information</p> <p>Local Area: Recall NSWE and the meaning of weather symbols. Recall the meaning of symbols and keys from previous topics content on maps data and information</p> | <p>Recall physical features from previous topics and locations of the longest rivers in the UK/ Europe.</p> <p>Recall use of OS maps and keys in Y2 in maps data and information</p> <p>Antarctica Location of continents and oceans, poles, equator .</p> <p>Recall world climate zones and the why the seasons occur from Y1/2</p> <p>USA Location of world continents, oceans, location of largest capital cities in Europe.</p> <p>Recall key human features and landmarks from Europe.</p> <p>Recall physical features from Y3 locations, and the concept of a biome.</p> <p>Recall features of climate zones from Y3</p> <p>Know the physical processes which underpin lines of latitude and longitude from Antarctica topic, build on this to understand time zones</p> <p>Mediterranean location study Recall location of European countries and cities</p> <p>Recall key physical and human features of previous location studied (Alps)</p> <p>Recall interdependence in Antarctica and US topics, how life adapts</p> <p>Recall use of topographical and political maps, satellite and aerial imagery, weather graphs and population data in maps data and information</p> | <p>Physical process of water cycle</p> <p>Recall features of mountain climate and biome from Alps Y3</p> <p>Recall and compare human features with human activity in the rainforest.</p> <p>Compare natural resources with rainforest</p> <p>Recall locational knowledge including mountain ranges, longest rivers</p> <p>Recall and compare natural resources of mountain and rainforest locations with crop and food sources.</p> <p>Recall and compare interdependence from US/ Antarctica/ Mountains topic</p> <p>Recall grid references and compass points</p> <p>Recall all locational knowledge to date</p> <p>Recall and compare human features including population density and urban spread with NYC in US</p> <p>Recall and compare interdependence in mountain and rainforest locations to the Brazilian savannah</p> <p>UK: Recall location of countries, cities, European capitals, rivers, mountain ranges</p> <p>Recall types of industry and trade as human features (fair trade)</p> <p>Recall physical features of previous locations studied and how some of these are a natural</p> |
|--|--|--|---|--|

| | | | | |
|---|--|---|--|---|
| | | | | <p>resource for a country to use or trade (USA, Fair trade)</p> <p>Recall climate and climate in mountainous location</p> <p>Recall and compare interdependence with Mountains/Antarctica</p> <p>Volcanoes and Earthquakes</p> <p>Recall location of tectonic plates, world mountain ranges</p> <p>Recall physical process of the formation of fold mountains and volcanoes</p> |
| <p>Location</p>  | <p><u>Location</u> Talk about the features of their own immediate environment and how environments might vary from one another.</p> | <p><u>Seasonal and daily weather patterns (Cycle A T2)</u> Recap EYFS seasonal changes hot and cold places</p> <p><u>Local Area- Bristol/Dundry/Our school (Simple Map and Field work) (Cycle A T3)</u> Locate Bristol in the South West of England Locate village of Dundry in North Somerset Locate city of Bristol Know the location of their school within the local area, and the location of local points of interest using maps and symbols on maps as a point of reference. Locate and describe famous landmarks e.g. Severn Bridge, Clifton Bridge</p> <p><u>Compare our local area to a small area of a contrasting non-European country(Cycle A T5)</u> Know the location of the UK and the continent of Africa. Tanzania is a country located on the west coast of Africa. The Serengeti is a National park located in the North of Tanzania.</p> <p><u>Continents and Oceans (Cycle A T6)</u> The location and names of the world’s seven continents, five oceans and largest seas. Location of poles and the Equator. The difference between a continent, a country and a city, and an urban and rural environment.</p> | <p><u>Where in the World? (Maps) (Cycle A T3)</u> To locate the world’s countries, using maps to focus on Europe, (inc. Russia) and North America. Locate the major cities and countries in the continent of Europe.</p> <p><u>Antarctica (Cycle A T4)</u> Antarctica’s place on the Earth and on a map, position and significance of latitude and longitude Antarctic ice types and fauna Polar Regions, Antarctica’s size, makeup and surrounding oceans Location of South Georgia and Elephant Island. The formation and movement of glaciers, and impact of glaciation</p> <p><u>Rivers and Waterfalls around the world (Cycle A T6)</u> Know the geographical location of the main rivers in the UK inc. The Thames, and The Severn, and The Wye Location of the longest rivers in the World and of Angel Falls in Venezuela</p> | <p><u>Mountains and the Water cycle (Cycle A T3)</u> Know the location of mountain ranges in the UK e.g. Ben Nevis, Snowdon, and Scafell Pike Know the location of the Pyrenees and the Alps The formation and movement of glaciers, and impact of glaciation Understand the water cycle Location of the Himalayas in Asia and Nepal.</p> <p><u>Compare Regions of the UK (Cycle A T5)</u> Location of the UK’s major cities and towns Location of the UK’s mountain ranges and largest rivers. Location of main agricultural regions of the UK and their produce. The protection of natural resources and environments in the UK Sources of energy, renewable energy , wind, solar, nuclear, fossil fuels</p> <p>Describe and understand key aspects of the physical geography including climate zones, weather patterns, vegetation belts, rivers and mountains in the UK.</p> <p>Name and locate UK cities and industrial land use and understand how these aspects have changed</p> |

| | | | |
|--|---|---|--|
| | <p>That the United Kingdom is a country which is part of the continent of Europe.</p> <p><u>Facts</u> Asia is the largest continent. It has the biggest land area and the world's biggest population. Oceania/Australia is the smallest continent of the planet. Africa is the continent that has the most countries. There are 54 countries on the African continent. North America is a continent which is located entirely on the northern and western hemisphere. There are 23 countries in total on the North American continent. South America has 12 countries. Its largest country is Brazil. Europe houses the two smallest countries in the world: Vatican City which is located inside Rome/Italy and Monaco which is bordered on three sides by France. The most languages are spoken in Asia - over 2 300 languages! Antarctica is the smallest continent by population numbers. This means the huge continent is only sparsely populated. On Antarctica there are only research stations for scientists and no permanent settlements. Antarctica is covered almost completely by ice. 90% of the planet's ice is located on this continent, which also makes up 60% - 70% of the world's freshwater supply.</p> <p><u>Hot and Cold areas of the world (Cycle B T3)</u></p> <p>The location of the North and South Poles and Equator. Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles Antarctica is the smallest continent by population numbers. This means the huge continent is only sparsely populated. On Antarctica there are only research stations for scientists and no permanent settlements. Antarctica is covered almost completely by ice. 90% of the planet's ice is located on this continent, which also makes up 60% - 70% of the world's freshwater supply.</p> <p><u>The UK- Countries, Capital Cities and Seas (Cycle B T3)</u> The location of England, Scotland, Wales, N Ireland, the names of capital cities, the English channel, North and Irish seas, capital cities in the UK. Location within continent of Europe</p> | <p><u>Europe Comparison- Two European regions/cities (Cycle B T5)</u></p> <p>Locate Europe's countries and capitals. Location of the Mediterranean basin within Europe Locate the Alpine region, River Volga, Rhine, River Thames. Mediterranean Sea, Pyrenees.</p> <p><u>Compare and contrast Bristol/Bath to a European city/Naples case study (Cycle B T2)</u></p> <p>Location of the region around Athens and/or Naples/Pompeii, and other major Italian Mediterranean/or other Mediterranean cities. Geographical similarities and differences in locations within the Mediterranean</p> <p>Europe houses the two smallest countries in the world: Vatican City which is located inside Rome/Italy and Monaco which is bordered on three sides by France.</p> <p><u>USA (Cycle B T6)</u> Countries of North America . Major cities, largest lake, longest river, highest mountain in the US. Name and locate the US within North America. Understanding the location of New York City, recognising key features and characteristics of the city. Location of Grand Canyon and Hoover Dam</p> | <p>over time. Compare these to changes in the local area over time.</p> <p><u>Volcanoes and Earthquakes (Cycle A T6)</u> Location of the Earth's plates and the Earth's main volcanoes, earthquake zones and areas of geothermal activity. Location of Mt Etna and Vesuvius Location of the "Ring of Fire", Vesuvius and the San Andreas fault.</p> <p><u>Rainforests in The Amazon (Brazil) (Physical) (Cycle B T3)</u> Location of the world's rainforests and the location of the Amazon Rainforest within South America Know where the tropics are in relation to the Equator, Tropic of Cancer and Tropic of Capricorn.</p> <p><u>Rainforests in The Amazon (Brazil) (Human)</u> Location of Manaus, Brazil (rubber trade) Logging, deforestation. Population increase and agriculture in the rainforest</p> <p>Tourism and mass urbanisation have changed life in Brazil. Growth and spread of the city of Manaus and land use in cities (Coconut trees).</p> <p><u>Rainforests in The Amazon (Brazil) Endangered animals and climate change (Cycle B T4)</u></p> |
|--|---|---|--|

| | | | | |
|--|---|---|--|---|
| | | <p>Their home country is The United Kingdom, which is a union of England, Wales, Scotland and Northern Ireland. They should identify the locations of those individual countries and some of the major cities, including their nearest city Bristol and the capital city, London. Locate landmarks Stonehenge, the London Eye, Houses of Parliament, Edinburgh Castle, Caernarfon Castle</p> <p>The British Isles is surrounded by the North Sea, the Irish Sea, The English Channel and The Atlantic Ocean. Location within continent of Europe</p> <p><u>UK and contrasting Non-European country (Australia) (Cycle B T6)</u></p> <p>The location of their hometown. To know that Dundry is a village near the city of Bristol in South West England. Locate UK in Northern hemisphere</p> <p>Locate Australia in the Southern Hemisphere. Australia's location in relation to its surrounding countries, continents and oceans. Oceania/Australia is the smallest continent of the planet. The main landform regions of Australia, namely desert, coastal areas, grasslands and plateau. Location of the Equator and tropics. Location of the tropics. Location of world climate zones. Pupils locate Australia's largest cities and most populated areas</p> | | |
| <p>Human features</p>  | <p><u>Seasons and weather patterns</u></p> <p>Understand the effect of the changing seasons on the world around them</p> <p>Provide opportunities to note and record the weather</p> | <p><u>Seasonal and daily weather patterns (Cycle A T2)</u></p> <p>Identify seasonal and daily weather patterns in the United Kingdom, compare 2 locations- including their own location</p> <p>Recognise the meaning of weather symbols. Interpret rainfall charts and log weather conditions</p> <p>Know the difference between a human and physical feature</p> <p>Identify some well-known physical and human landmarks in the UK- such as Big Ben, Stonehenge, Clifton Suspension Bridge, Severn Crossing, Bristol Channel, Mendip hills</p> <p><u>Local Area- Bristol/Dundry/Our school (Simple Map and Field work) (Cycle A T3)</u></p> <p>Know the location of human features of the school and school grounds and the immediate local area.</p> | <p><u>Where in the World? (Maps) (Cycle A T3)</u></p> <p><u>Antarctica(Cycle A T4)</u></p> <p>Antarctica as a polar region, seasonal/geographical variations in time, different forms of land and terrain.</p> <p>Visual Identification of features of Antarctic geomorphology.</p> <p>The formation of glaciers, ice shelves and icebergs in Antarctica.</p> <p>The movement of glaciers, and impact of glaciation.</p> | <p><u>Mountains and the water cycle (Cycle A T3)</u></p> <p>Know the definition of a mountain range.</p> <p>Water cycle and rainfall in the rainforest</p> <p>The formation of fold, dome fault-block, volcano</p> <p><u>Compare Regions of the UK (Cycle A T5)</u></p> <p>Describe and understand key aspects of the physical geography including climate zones, weather patterns, vegetation belts, rivers and mountains in the UK</p> <p>Population distribution, major transport hubs, rail and road routes between major cities and towns.</p> |

| | | | | |
|--|--|--|---|---|
| | | <p>Know the names of the types of homes in their locality; detached, semi-detached, terraced. Roads, railway lines, footpaths, leisure facilities, museum</p> <p><u>Compare our local area to a</u> small area of a contrasting non-European country Aerial photographs of the Serengeti show differences in human features in contrast to Bristol/Dundry. Far less human features however houses, shops and other buildings can be seen. Buildings are far more spaced out. building materials for local houses often made from mud and straw. Tourism means there are large houses for those on safaris.</p> <p><u>Continents and Oceans (Cycle A T6)</u></p> <p><u>Hot and Cold areas of the world (Cycle B T1)</u></p> <p><u>The UK- Countries, Capital Cities and Seas (Cycle B T3)</u> Key human features: Big Ben, Stonehenge, Edinburgh Castle, SUsuspension Bridge</p> <p><u>UK and contrasting Non-European country (Australia)(Cycle B T6)</u> The growth of population in Australia's cities. The reasons for settlement in coastal areas and the types of homes built in densely populated areas. Compare human features with their own location</p> | <p><u>Rivers and Waterfalls around the world(Cycle A T6)</u> Understand the water cycle Knowledge of a river system, from its source, through the meanders of flatter land, to the estuary and its mouth. Know the stages of a river - Erosion, transportation, deposition. Understand the process of flooding and why and how rivers breach their banks. Know the causes and consequences of flooding. Understand how the use of the River Thames has changed over time. Understand more about the physical and human geography of waterfalls (Angel Falls, Niagara) Know that humans have used/adapted rivers for energy, water, transportation (trade and leisure) and tourism.</p> <p><u>Europe Comparison- Two European regions/cities (Cycle B T5)</u> Key landmarks of Europe. The population of Europe's largest capital cities. The main traded goods of the UK and other European countries. Understand terms import and export. To be aware of some of the ways people use the environment every day <u>Compare and contrast Bristol/Bath to a European city/Naples case study (Cycle B T5)(Cycle B T2)</u> Key aspects of physical geography in two contrasting Mediterranean locations including, <i>climate zones, biomes and vegetation belts, rivers, mountains fault lines. Types of settlement and land use in the region, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</i> Link to history- Romans and Pompei (Naples) and Greek history (Athens)</p> <p><u>USA (Cycle B T6)</u> Understand the different factors that affect farming livelihoods in the USA.</p> | <p>Topographical features of the UK, rivers, mountains, coasts Main vegetation belts of the UK, moorlands, forests Relief and soil zones of the UK</p> <p><u>Volcanoes and Earthquakes (Cycle A T6)</u> Know what a Volcano is The formation of volcanoes and causes of earthquakes.</p> <p><u>Rainforests in the Amazon (Brazil) Human</u> Logging, deforestation. Population increase and agriculture in the rainforest Trade, primary, secondary and tertiary industry. Local and global trade technology, transport and communications import and export Developed and developing countries</p> <p><u>Rainforests in The Amazon (Brazil) Endangered animals and climate change (Cycle B T4)</u></p> |
|--|--|--|---|---|

| | | | | |
|---|--|--|---|---|
| | | | Describe and understand the location and formation of key physical features of the landscape in the USA including the Grand Canyon. | |
| <p>Physical Features</p>  <p>Physical Features</p> | Where I live and play - What is it like in this place? | <p><u>Seasonal and daily weather patterns (Cycle A T2)</u> <u>Local Area- Bristol/Dundry/Our school (Simple Map and Field work) (Cycle A T3)</u> Know the location of human features of the school and school grounds and the immediate local area. Rivers, woods, farms, lakes, vegetation, streams</p> <p><u>Compare our local area to a</u> small area of a contrasting non-European country The Serengeti is a grassy plain. Lots of animals live their and so there is water available. Lake Victoria is in the north of Tanzania. Rivers Chad and Orange flow through Tanzania. The Serengeti is quite flat with many shrubs and trees.</p> <p><u>Continents and Oceans (Cycle A T6)</u></p> <p><u>Hot and Cold areas of the world (Cycle B T1)</u></p> <p><u>The UK- Countries, Capital Cities and Seas (Cycle B T3)</u> Rivers and Mountains of the UK. Ben Nevis, Thames,</p> <p><u>UK and contrasting Non-European country (Cycle B T6)</u> Key features of Australia's landform regions: plateau, lake, gorge, desert, mountain ranges</p> | <p><u>Where in the World? (Maps) (Cycle A T3)</u></p> <p><u>Antarctica (Cycle A T4)</u> The formation and movement of glaciers, ice shelves and icebergs in Antarctica and impact of glaciation.</p> <p><u>Rivers and Waterfalls around the world (Cycle A T6)</u> Water cycle. Stages of a river. Erosion, transportation, deposition. Name the physical stages of a river upper course, middle course, lower course Name the features of each course - upper- v-shaped valleys, waterfall, tributaries middle -loop, curve, meander lower - u-shape, estuary source</p> <p><u>Europe Comparison- Two European regions/cities (Cycle B T5)</u> The Alps are the youngest and most densely populated mountain range in Europe. They were formed about 65 million years ago</p> <p><u>Compare and contrast Bristol/Bath to a European city/Naples case study (Cycle B T2)</u> Italy sits on two tectonic plates, the Eurasian and African, which move about 12 cm a year, making the country one of the most seismically active in Europe Mount Vesuvius dominates the Bay of Naples, and is the only active volcano on mainland Europe to have erupted in the last 100 years. The area has a number of beaches, and small islands like Capri and Ischia.</p> <p><u>USA (Cycle B T6)</u> The significance of lines of latitude and longitude and time zones in US and Antarctica The formation of the Grand Canyon. The definition of hurricanes and droughts</p> | <p><u>Mountains and the water cycle (Cycle A T3)</u> Water cycle and rainfall in the rainforest</p> <p><u>Compare regions of the UK (Cycle A T5)</u> Topographical features of the UK, rivers, mountains, coasts Main vegetation belts of the UK, moorlands, forests The ecosystem of British moorlands Relief and soil zones of the UK</p> <p><u>Volcanoes and Earthquakes (Cycle A T6)</u> The structure of the world's tectonic plates The formation of fold, dome fault-block, volcano Formation of glaciers and avalanches.</p> <p><u>Rainforests in the Amazon (Brazil) Physical (Cycle B T3/4)</u> Features of the rainforest - The structure of the rainforest, canopy, emergent layer. The ecosystems of the rainforest.</p> <p>Know that rainforests are biomes. Some are temperate, others are tropical.</p> |

Climate



Climate

Understand the effects of the changing seasons on the natural world around them

Seasonal and daily weather patterns (Cycle A T2)

To know that the weather is the conditions of the atmosphere, including temperature, wind and rain. It can change on a daily basis. To know the seasons of the Northern Hemisphere and how they affect the weather, how seasons are caused by earth moving around the sun.

Name and order months of the year and the names of the seasons.

To know that the world is called The Earth and that it is spherical, with two poles and an imaginary line halfway between the Poles called The Equator.

To know where the hottest and coldest countries in the world are and their relationship to the equator and North and South Poles.

To learn that rain is caused by droplets of water falling from clouds. To learn that wind is the movement of air and that temperature is hotter when the North of the earth is tilted towards the sun in summer months. Conditions tend to be cooler in the Northern parts of the UK.

Weather is affected by the seasons. Not to be confused with climate, the average and longer term weather conditions.

Local Area- Bristol/Dundry/Our school (Simple Map and Field work) (Cycle A T3)

Use of digimaps to look at climate zones -Investigate local weather patterns over time

Compare our local area to a small area of a contrasting non-European country

The climate in the Serengeti is different from the UK. The serengeti is closer to the equator so it has a warmer climate. Climate is measured by taking the average temperatures and weather patterns over 30 years.

Continents and Oceans (Cycle A T6)

Hot and Cold areas of the world (Cycle B T1)

Understand the significance of the equator in relation to climate

The impact of global warming on the North and South poles

The UK- Countries, Capital Cities and Seas (Cycle B T3)

UK and contrasting Non-European country (Cycle B T6)

Concept of climate, climate zones, significance of the the equator on climate, the definition of a desert

Where in the World? (Maps) (Cycle A T3)

Locate the world climate zones and Europe's position within them.

Antarctica (Cycle A T4)

Antarctica as a biome and the bird and sea life of the continent.

Antarctica is a frozen desert with very low precipitation.

Antarctica's mountainous terrain, oceans and their effects

Rivers and Waterfalls around the world (Cycle A T6)

Know the names of the world's climate zones and the tropical climate zone of Venezuela

Europe Comparison- Two European regions/cities (Cycle B T5)

Locate the world climate zones and Europe's position within them.

Europe has 3 main climate zones, polar, temperate and Mediterranean.

Much of Europe is in the temperate climate zone, but weather varies.

Alpine climates are colder, with snow in winter and colder temperatures at higher altitudes. The tundra and taiga in Russia are features of the polar climate. The Taiga is a sub polar climate with a permafrost.

Compare and contrast Bristol/Bath to a European city/Naples case study (Cycle B T5)(Cycle B T2)

Bay of Naples:

Bay of Naples is a Mediterranean climate with warm, dry summers and cool, mild winters.

South West England:

Along with the rest of [South West England](#), Somerset has a temperate climate which is generally wetter and milder than most of England.

USA (Cycle B T6)

Climate zones in the US vary with latitude and from subtropical in Florida to subpolar in Alaska. The US has desert regions.

Know the tropics of Cancer and Capricorn.

Mountains and the water cycle (Cycle A T3)

Mountains have their own climate, sometimes called Alpine. The higher up you go the colder it gets. Mountains also receive a lot of rainfall. This is because air travelling over land is forced up and over any mountains in its path. This air cools as it rises causing the condensation of any water vapour it was carrying into huge clouds (made up of tiny droplets) ready to burst at any moment. We often see snow at the top of mountains. Mountain climate, cold and higher altitude means less oxygen because the temperature is so cold.

Compare regions of the UK (Cycle A T5)

Regional climates in the UK and differences in climate in mountainous and coastal areas

Volcanoes and Earthquakes (Cycle A T6)

Climate around Volcanoes

Rainforests in the Amazon (Brazil) Physical (Cycle B T3/4)


Rainforests grow in tropical climates. They are hot and humid. Tropics are the region of the Earth surrounding the Equator. They are delimited in latitude by the **Tropic of Cancer** in the Northern Hemisphere at 23 degrees N and the **Tropic of Capricorn** in the Southern Hemisphere at 23 degrees South.

Mountain climate cold and higher altitude means less oxygen

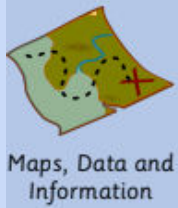
Rainforests in the Amazon (Brazil) Human impact (Cycle B T3/4)

Climate change has changed life in Brazil in the Amazon. Brazil lies on the Tropic of Capricorn and has a tropical climate. Deforestation threatens local towns through flooding, overfarming is causing displacement of the natural species (plants and animals)

Rainforests in The Amazon (Brazil) Endangered animals and climate change (Cycle B T4)

| | | | | |
|--|--|--|--|---|
| | | <p>Three climate zones in Australia: arid, temperate, and tropical Causes of extreme weather events of bushfires and drought. The impact of climate on where people live and everyday life in Australia, such as in Townsville Australia</p> | | <p>Tropical rainforests are located in the tropics, i.e. close to the Equator. Know the tropics of Cancer and Capricorn.</p> |
| <p>Interdependence</p>  <p>Interdependence</p> | <p><u>Weather</u> Encourage children to observe how animals behave differently as the seasons change</p> | <p><u>Seasonal and daily weather patterns (Cycle A T2)</u> To know that weather is affected by the seasons Some jobs are affected by the weather, such as farming, selling ice creams Use of digimaps to look at climate zones -Investigate local weather patterns over time</p> <p><u>Local Area- Bristol/Dundry/Our school (Simple Map and Field work) (Cycle A T3)</u> That human activity can change the local area and affect the natural environment. Other people rely on farming and other goods. People actions can affect plants, animals and places.</p> <p><u>Compare our local area to a small area of a contrasting non-European country</u> That human activity can create waste in a variety of ways How people's actions can affect plants, animals and places To be aware of the global economy and that different countries rely on one another for goods, services and knowledge. There are tribes that live in the city. The local economy relies on tourism.</p> <p><u>Continents and Oceans (Cycle A T6)</u> <u>Hot and Cold areas of the world (Cycle B T1)</u> Begin to understand the effects of climate change: That human activity can create waste in a variety of ways The effects that people's actions have on the natural environment</p> <p><u>The UK- Countries, Capital Cities and Seas (Cycle B T3)</u></p> <p><u>UK and contrasting Non-European country (Australia)(Cycle B T6)</u> To be aware of some of the ways people use the environment every day How people's actions can affect plants, animals and places</p> | <p><u>Where in the World? (Maps) (Cycle A T3)</u></p> <p><u>Rivers and Waterfalls around the world</u> Know the human impact that flooding has and the negative impact of pollution on rivers. Know that a river is used for washing, fishing and irrigation on the River Zambezi.</p> <p><u>Antarctica(Cycle A T4)</u> The importance of Antarctica in providing a habitat for sea life and birds, and regulating the Earth's temperature. Issues associated with the conservation, preservation and regeneration of the environment The effects that people's actions have on the natural environment</p> <p><u>Europe Comparison- Two European regions/cities (Cycle B T5)</u> Interdependence of natural and human processes in the context of Europe Countries in the EU have particular trade links and relationships, pupils need to know some of the main traded goods of a particular European country and compare those to the UK.</p> <p><u>Compare and contrast Bristol/Bath to a European city/Naples case study (Cycle B T5)(Cycle B T2)</u> Know the main economic activity in a Mediterranean city (agriculture, shipping and tourism in Naples) and compare it to economic activity in Bristol/Bath. The south of Italy relies very heavily on tourism and therefore the Mediterranean climate and the Mediterranean Sea are essential in order to bring visitors to the area.</p> <p><u>USA (Cycle B T6)</u></p> | <p><u>Mountains and the water cycle (Cycle A T3)</u> Mountain communities use fertile land and natural resources Tourism is an important source of income in the Himalayas. Many mountain paths are now popular with foreign trekkers and professional climbing groups. Many of the Sherpa people, who traditionally live high up in the Himalayas of Nepal, earn a living as porters and guide Mountain environments provide precious minerals for mining. Land around mountains can be fertile The location and distribution of natural food resources around the world, the global supply chain for cotton, coffee, tea and other food products The ethics of global and fair trade.</p> <p><u>Compare Regions of the UK (Cycle A T5)</u> The interdependence on the natural environment for farming and settlements in the UK How relief, climate and soil zones affect farming activity in the UK</p> <p><u>Volcanoes and Earthquakes (Cycle A T6)</u></p> <p><u>Rainforests in the Amazon (Brazil) (Physical) Cycle B (T3/4)</u> Rainforest is a rich and diverse provider of food for humans. The rainforests are used by humans to develop agriculture and use mineral resources. Amazon rainforest produces one- fifth of the world's oxygen. Mountain communities use fertile land and natural resources The interdependence of global trade and that more developed countries export valuable manufactured goods and import less valuable,</p> |

| | | | | |
|--|---|---|---|---|
| | | | <p>The impact of droughts and flooding on farming. The human impact of hurricanes in the US</p> | <p>primary products. Disadvantages of globalisation for developing countries. Resources: Mountain environments provide precious minerals for mining. Land around mountains can be fertile.</p> <p>The location and distribution of natural food resources around the world, the global supply chain for cotton, coffee, tea and other food products The ethics of global and fair trade.</p> <p><u>Rainforests in the Amazon (Brazil) Human Impact (Cycle B T3/4)</u> The rainforest is a rich and diverse provider of food for humans The rainforests are used by humans to develop agriculture and use mineral resources. The Amazon rainforest produces one- fifth of the world's oxygen. The interdependence of global trade and that more developed countries export valuable manufactured goods and import less valuable, primary products Around 80% of the food eaten in the developed world originally came from the rainforest.</p> <p>How deforestation and climate change impact urbanisation in Manaus Brazil</p> <p><u>Cultural Capital:</u> <i>Discussion of the human impact on climate and habitat, and reflect on Christian teaching about good environmental stewardship and courageous advocacy.</i> <i>Reflect on communities and cultures in rainforest environment, what makes them unique. Contrast how the indigenous population have lived in harmony with the environment compared to modern industrial cultures.</i></p> |
| <p>Maps, Data and Information</p> | <p><u>Map Skills</u> Draw information from a simple map.</p> | <p><u>Seasonal and daily weather patterns (Cycle A T2)</u> Use maps and digi-maps (online tool), atlases and data on weather to describe climate, location and features</p> <p><u>Local Area- Bristol/Dundry/Our school</u></p> | <p><u>Where in The World (Maps) (Cycle A T3)</u> Know 4-figure grid references and scales on a map Know the standard OS map symbols relating to the local area</p> | <p><u>Mountains and the water cycle (Cycle A T3)</u> Know grid references and scales on a map. Know the main OS map symbols relating to the local area 8-point compass points. 6 figure grid references,</p> |



Maps, Data and Information

Familiarise children with the name of the road, and or village/town/city the school is located in. Offer opportunities for children to draw maps of their immediate environment. Draw information from a simple map.

Recognise some environments that are different to the one in which they live.

Understand the effect of the changing seasons on the natural world around them.

(Simple Map and Field work) (Cycle A T3)

Locate Dundry on a map and understand its proximity to Bristol and Bath.
 Recognise the human and physical features of the school and its grounds
 Create small scale map of school grounds and construct basic symbols in a key
 Use knowledge of NSWE to describe locations in school grounds.
 Know the 4 points of a compass and 2 figure grid references.
 Using small scale OS digital mapping use maps to identify and label the types of housing in the locality.
 Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features

Know that maps have symbols to represent places and a key to explain them. Know the main OS map symbols relating to the local area: road, building, railway, track, wood, cycle track, museum, leisure centre, school. Know the basic features of OS maps including colours used for vegetation, buildings, roads, railways. Use knowledge to read a large scale OS map of the local area.
 Know that grid references help locate places and are read horizontally and vertically. Locate places on a map using 4 figure grid references. Use OS maps to plan and follow a route in the locality. Add information to digital maps such as hazards and risks, and use knowledge of grid references and OS map symbols to draw and describe a simple map.

Compare our local area to a small area of a contrasting non-European country

Children to identify the continent of Africa, the country of Tanzania and the countries it borders. The ocean it borders and its capital city, Dodoma. Children will use maps and globes to identify location of the equator in relation to both the UK and Tanzania.

Continents and Oceans (Cycle A T6)

Hot and Cold areas of the world (Cycle B T1)

Use world maps, atlases and globes to identify continents and oceans studied.

Antarctica (Cycle A T4)

Use satellite images, photographs and thermal imaging to interpret Antarctic conditions.

Rivers and waterfalls around the world (Cycle A T6)

Use fieldwork to observe and record rivers in the local area using a range of methods, including sketch maps, plans and graphs

Europe Comparison- Two European regions/cities (Cycle B T5)

Compare and contrast Bristol/Bath to a European city/Naples case study (Cycle B T5)(Cycle B T2)

Know 8 compass points to locate regions, South West of England, South West of the City of Naples.

Use satellite images of the Vesuvius and Google maps to investigate human and physical features.

USA (Cycle B T6)

Use of topographical maps of the US, know where the Equator, tropics, hemispheres and North American countries are located on a map.

Interpret line graphs, aerial photographs
Compare regions of the UK (Cycle A T5)
 Know grid references and scales on a map. Know the main OS map symbols relating to the local area
 8-point compass points. 6 figure grid references, Interpret line graphs, aerial photographs

Volcanoes and Earthquakes (Cycle A T6)

Know grid references and scales on a map. Know the main OS map symbols relating to the local area
 8-point compass points. 6 figure grid references, Interpret line graphs, aerial photographs

Rainforests in Brazil (Physical) (Cycle B T3/4)

Know grid references and scales on a map. Know the main OS map symbols relating to the local area



8-point compass points. 6 figure grid references, Interpret line graphs, aerial photographs

Rainforests in Brazil (Human) (Cycle B T3/4)

Interpret line graphs (rainfall), aerial photographs

| | | | | |
|--------------------------|--|---|---|---|
| | | <p>Use aerial images and plan perspectives to recognise landmarks and basic physical features.</p> <p><u>The UK- Countries, Capital Cities and Seas (Cycle B T3)</u></p> <p><u>UK and contrasting Non-European country (Cycle B T6)</u></p> <p>Use globes, atlases and google earth. Identify and label the continents, oceans and climate zones on a world map. Label land regions, main cities and physical features on a map of Australia.</p> <p>Know 4 figure grid references and scales on a map. Know some OS map symbols relating to the local area.</p> | | |
| <p>Vocabulary</p> | | <p>Human feature, physical feature, rural, urban,</p> <p>Weather, seasons, axis, sun, temperature, rainfall, wind.</p> <p>North, South, West, East</p> <p>Country, continent, city, equator, North Pole. South Pole, island, forest, harbour, mountain, port, capital, cliff, coast, landmark, North, South</p> <p>Names of continents and five oceans.</p> <p>Compass points North, South, East and West.</p> <p>Arid, Bush fire, Coastal, Cyclone, City, Climate, Desert, Drought, Equator, Gorge: Hemisphere: Landmark, Mountain range, Population</p> <p>Grid reference, scale aerial</p> | <p>Capital city, country, hemisphere, continent, country, city, equator, North Pole. South Pole. Taiga forest, alpine</p> <p>Source, drainage basin, upper, middle, lower course, channel, tributary, erosion, transportation, deposition, meander oxbow lake, floodplain, mouth, estuary, delta, dam, weir, hydro-electric dams, precipitation, throughflow, water cycle, precipitation, irrigation,</p> <p>Settlement, land use, trade, tourism, transport, natural resources, tourism.</p> <p>Weather, climate, climate zones, alpine, climate change, global warming, vegetation belt, topography, import, export. Weather, climate, biome, grid reference.</p> <p>Poles, ice, shelf, glacier, tributary glacier, time zone, climate change.</p> <p>Sea, continent, region.</p> | <p>Tropics, latitude, longitude, habitat, deforestation, emergent, canopy, shrub layer. Tropic of Cancer, Tropic of Capricorn. Interdependence</p> <p>Trade, import, export, developed, developing country, global, local, communication, transportation, primary, secondary, tertiary industry, supply chain</p> <p>landscape, altitude, peak, ridge, glacier, fold, fault, dome, mountain, plate, convergence, water cycle</p> <p>Urban, rural, crops, import, export, primary secondary tertiary industry, migration, climate, rocks, relief and soils, trade, topography, physical and human, ethnic diversity, population, transport, network.</p> <p>Equator, industries, crops, primary and secondary industry, urban, environmental footprint, sustainable development.</p> <p>Plate tectonics, plate boundaries,</p> |

| | | | | |
|--|--|--|---|---|
| | | | <p>Biome, canyon, climate, delta, drought, geology, latitude, longitude, population density, population distribution, climate.</p> <p>Erosion, flood plain, gorge, canyon, latitude, mountain, mountain range, plateau.</p> <p>Latitude, longitude, mountain, mountain range, plateau, population density, population distribution, trade, industry, agriculture, tourism .</p> | <p>Dormant Active, extinct Magma focus, epicentre magnitude</p> |
|--|--|--|---|---|

| | | | | |
|---------------------------|--|--|--|--|
| <p>Non- Fiction Texts</p> | |  |  | |
|---------------------------|--|--|--|--|

End of phase expectations: using and applying their geographical knowledge

Children must be secure in their recall of core knowledge if they are to be able to use these skills in an advancing or deep way

Milestone 1 (Year 1 - Year 2)

| Learning Objective | Key Indicator | Basic | Advancing | Deep |
|-----------------------|---|--|---|---|
| To investigate places | 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?) | With the support of a teacher, some geographical questions are asked and answered. | Generally, some pertinent geographical questions are asked and answered. | A good range of pertinent geographical questions are asked and answered. |
| | Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area | Guided by a teacher, the key features of a location are identified and described. | There is a general understanding that different places have different characteristic features and that they can help to decide what sort of place it is. | There is a good understanding and use of the characteristic features of different areas to identify what sort of place it is. |
| | Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. | With support from a teacher, there is an awareness of the countries of the United Kingdom, some of the continents, oceans and countries of the world. | There is a growing knowledge of the countries of the United Kingdom and the continents, countries and oceans of the world. | There is a good knowledge of the countries of the United Kingdom, the world's continents and oceans and a rapidly growing knowledge of other countries around the world. |
| | Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment | With support from a teacher, simple fieldwork is carried out and the key human and physical features of the area surrounding the school are described. | A growing use of simple fieldwork skills are used and the key physical and human features of the area surrounding the school are generally described well using some geographical vocabulary. | Simple fieldwork techniques are chosen and the key physical and human features of the school are described well using geographical vocabulary |
| | Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. | With the support of a teacher, the four countries and capital cities of the United Kingdom are named and some of their characteristics described. | The four countries and capital cities of the United Kingdom are named and there is a growing awareness of many of their characteristic features, which are used to identify similarities and differences. | The four countries and capital cities of the United Kingdom are named and there is a good awareness of their characteristic features, which are used to create excellent comparisons. |
| | Name and locate the world's continents and oceans. | With the support of a teacher, the world's continents and oceans are named. | The world's continents and oceans are named accurately and there is some application of this knowledge in describing places. | The world's continents and oceans are named accurately and well reasoned descriptions of places in relation to them are provided. |

| | | | | |
|-------------------------------|---|--|--|---|
| To investigate patterns | Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country | With the support of a teacher locations are compared and contrasted with the use of some geographical vocabulary. | Some good comparisons, using geographical vocabulary, are applied to contrasting localities. | Good criteria, and a good grasp of geographical vocabulary used in comparing locations with contrasting characteristic features. |
| | 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. | With the support of a teacher, seasonal and daily weather patterns in the United Kingdom are observed and recorded. There is an awareness of the Equator, North and South Poles. | Seasonal and daily weather patterns are generally observed and described with some detail. There is a growing ability to describe hot and cold areas of the world in relation to the Equator, North and South Poles. | Seasonal weather patterns are understood well, and careful observations of daily weather undertaken. There is a well developed ability to describe hot and cold areas of the world in relation to the Equator, North and South Poles. |
| | Identify land use around the school. | With the support of a teacher, patterns of land use near the school are investigated. | Patterns of land use are investigated and described using geographical language. | Patterns of land use are investigated and described in detail using well-chosen geographical vocabulary. |
| To communicate geographically | Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> • key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. • key human features, including: city, town, village, factory, farm, house, office and shop | With the support of a teacher, some basic geographical features are identified and used to describe a place. | A growing repertoire of geographical vocabulary is selected to describe places. | A large repertoire of geographical vocabulary is carefully chosen to accurately and concisely describe the key characteristics of places. |
| | Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map. | With support from a teacher, compass directions and locational language are used to describe places. | Generally, compass directions are used accurately and locational language used appropriately to describe places. | Compass directions and locational language are used fluently and accurately to describe places with judicious detail. |
| | Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1). | With the support of a teacher, simple maps, keys and grid references are used. | Simple maps that include keys and simple grid references are created in a number of contexts. | Maps that include keys and simple grid references and a good level of detail are created for a wide variety of purposes. Choices of symbols for keys are well reasoned. |

Milestone 2 (Year 3 - Year 4)

| Learning Objective | Key Indicator | Basic | Advancing | Deep |
|-------------------------|--|---|--|--|
| To investigate places | Ask and answer geographical questions about the physical and human characteristics of a location | There are some good examples of geographical questions about the characteristics of a location. | A developing range of geographical questions are asked and answered accurately. | Some very pertinent questions that uncover the nature of a location are asked and answered |
| | Explain own views about locations, giving reasons. | When prompted, views about a location are generated with some use of geographical vocabulary to explain them. | Geographical vocabulary is generally used to explain reasons for likes and dislikes about locations. | Clear and well-chosen geographical vocabulary is used to explain likes and dislikes about locations. |
| | Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies. | Some fieldwork techniques are applied when investigating the local area. | A growing range of fieldwork techniques are chosen and applied when investigating the local area. | Competent use of well-chosen fieldwork techniques is applied to a range of studies of locations. |
| | Use a range of resources to identify the key physical and human features of a location. | There is some awareness of the range of resources that can be used to investigate a place and to identify its characteristics. | Resources are chosen in order to investigate and describe the characteristics of places. | Well-chosen resources are selected to investigate places and describe, in some detail, their characteristic features. |
| | Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; understand how some of these aspects have changed over time. | With some support from a teacher, knowledge of the counties and cities of the United Kingdom is revised and built upon and some key features of its regions explored. | The names of the counties and major cities of the United Kingdom are identified and many of the key features of its regions described using geographical vocabulary. | Fluent recall of the counties and major cities of the United Kingdom and a growing understanding of the nature of its regions are used to provide clear descriptions that include well-chosen geographical vocabulary. |
| | Name and locate the countries of Europe and identify their main physical and human characteristics. | With the support of a teacher, some of the names of the countries in Europe and some of their characteristics are identified. | A growing number of European countries are known and their characteristic features identified using geographical vocabulary. | A large number of European countries are known and criteria are created to show similarities and differences betw |
| To investigate patterns | Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Arctic and | There is some awareness of the terms that can be used to describe geographical patterns. | There is a good level of application of a growing range of terminology to describe geographical patterns. | There is an excellent knowledge and well-chosen application of terminology to describe geographical patterns |

| | | | | |
|-------------------------------|--|---|--|--|
| | Antarctic Circles and date/ time zones. Describe some of the characteristics of these geographical areas | | | |
| | Describe geographical similarities and differences between countries. | With support from a teacher, similarities and differences between countries are identified. | Criteria are chosen from a list to help describe the similarities and differences between countries. | Well-reasoned criteria are created to describe the similarities and differences between countries. |
| | Describe how the locality of the school has changed over time. | With the support of a teacher, some of the changes to the locality of the school over time are identified and described using some geographical language. | Geographical language is selected to describe changes to the locality of the school over time. | Careful vocabulary choices and well-reasoned areas for research are used to provide clear and interesting details of how the locality of the school has changed over time. |
| To communicate geographically | Describe key aspects of: <ul style="list-style-type: none"> • physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle. • human geography, including: settlements and land use. | With guidance from a teacher, some terminology is used to describe locations geographically. | When reminded of the range of known geographical vocabulary, descriptions include a good level of detail. | An in-depth understanding of geographical terms is well chosen to provide accur |
| | Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world. | With guidance from a teacher, position and direction is described using some detail and reference to the United Kingdom. | When reminded of the known ways to describe position and direction, a good range of terminology and reference points, including the United Kingdom and the continents of the world, is used. | A very good understanding of the many ways to reference position and direction are carefully chosen to provide interesting descriptions that include reference to the United Kingdom, continents, oceans and major landmarks of the world. |

Milestone 3 (Year 5 - Year 6)

| Learning Objective | Key Indicator | Basic | Advancing | Deep |
|-----------------------|---|--|---|--|
| To investigate places | Collect and analyse statistics and other information in order to draw clear conclusions about locations | With support from a teacher, a range of statistics is collected and analysed and some conclusions about locations are drawn. | A growing range of statistical and other information is selected and used to draw some conclusions about locations. | A wide range of statistical and other information is well chosen and used to draw pertinent conclusions about a location |

| | | | | |
|--|--|--|--|--|
| | Identify and describe how the physical features affect the human activity within a location. | There is some awareness that physical features of a location affect human activity and some examples are given. | There is a growing awareness that a range of physical features affect human activity and a variety of good examples are given. | A good awareness that many physical features and events influence human activity is used to describe the possibilities and limitations for human activity. |
| | Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. | With support from a teacher, a range of geographical resources are used to give some details and opinions of the characteristic features of a location. | Detailed descriptions and opinions of places justified by using a growing range of geographical resources. | Highly detailed descriptions and well-reasoned opinions are developed by using appropriate geographical resources. |
| | Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways. | With guidance from a teacher, different types of fieldwork are used to investigate and record details of places. | Different types of fieldwork are chosen to investigate and record, in a number of ways, details of places. | Different types of fieldwork are suggested and used to find specific details of a range of diverse places and to record and present findings in a variety of ways. |
| | Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map). | There are some good observations about the different representations of a location. | A number of interesting and pertinent observations about various representations of locations are developed and explored. | Some very insightful and well thought out opinions of different representations of a place are presented and explored. |
| | Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; understand how some of these aspects have changed over time. | Supported by structured activities, there is a growing knowledge of the world and how some aspects have changed over time. | There is a good awareness of a wide variety of places and features of the world and how some features have changed over time. | There is an extensive and well developed understanding of the world and some characteristic features of places. Similarities and differences are identified and used to create insightful comparisons, including those that chart changes over time. |
| | Name and locate the countries of North and South America and identify the main physical and human characteristics of a particular location. | There is a growing awareness of the countries of North and South America and, with support, some key characteristics of particular location are described. | There is a good awareness of the countries of North and South America and a growing depth of understanding of a particular location. | There is a good awareness of the countries of North and South America and a deep understanding of a particular location. |

| | | | | |
|-------------------------------|---|--|--|--|
| To investigate patterns | Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles, and time zones (including day and night). | With some support, the geographical significance of some geographical features and zones are described. | There is a growing understanding of, and some good descriptions of, the significance of geographical features and zones. | There is an in-depth understanding of and some excellent descriptions of the significance of geographical features and zones. |
| | Understand some of the reasons for geographical similarities and differences between countries. | With support, some reasons for geographical similarities and differences between countries are explored. | There is a growing understanding of some of the similarities and differences with some good examples provided. | There is a good understanding of a wide range of physical and human geographical similarities between countries which are described very well. |
| | Describe how locations around the world are changing and explain some of the reasons for change. | With support, changes within locations are described. | There is a growing awareness of how some locations around the world are changing with some good explanations of the reasons for the changes. | There is a broad understanding of many changes in locations around the world with an in-depth understanding of some of the changes, which are clearly explained. |
| | Describe geographical diversity across the world. | There is some awareness of geographical diversity and some good examples are given. | There is a growing understanding of the range of geographical diversities that exist and some good examples are given. | Many types of diversity are understood and some are explained with a high degree of pertinent geographical description |
| | Describe how countries and geographical regions are interconnected and interdependent. | There is some awareness of how geographical regions are linked and some examples are given. | There is a growing understanding of various links between geographical regions which are described well. | A wide range of links between geographical regions are understood and described with a high level of accurate detail. |
| To communicate geographically | Describe and understand key aspects of: <ul style="list-style-type: none"> • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. • human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies. | There is some awareness of the key physical and human geographical zones with some examples given. | There is a growing understanding of some of the key physical and human geographical zones with some good examples given. | There is a broad understanding of the key physical and geographical zones with an in-depth understanding of some. |
| | Use the eight points of a compass, four figure grid references, symbols | With support from a teacher, position and direction are described using a number of | With increasing independence and application of terminology, knowledge of | Fluent understanding of terminology and a good knowledge of many characteristic |

| | | | | |
|--|---|---|--|---|
| | and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world. | terms to demonstrate knowledge of the world. | the world is described well. | features of the world is used to give detailed descriptions of locations and patterns. |
| | Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land). | With guidance, maps that identify patterns are created. | Through investigation, patterns are identified and depicted on maps. | Through thorough investigation, a wide variety of patterns are investigated and depicted on maps. |

Assessment in Geography

We recognise that the purpose of assessment is to identify where there is under or over provision for learners so that any problem can be addressed promptly. Therefore teachers have a clear understanding of the expectations for their year group and the relevant milestone; know what good learning looks like on a daily basis and over time; and know that it is their understanding of **how** a pupil completes a task or activity enables the pupil to clearly demonstrate **what** they have learned and their **depth** of learning.

Teachers complete ongoing informal assessments on children's learning that help them to identify gaps in learning which can be addressed promptly. These may be in the form of careful questioning, recall quizzes, mind maps or other assessment for learning tasks.

Within and often towards the end of a unit of learning, teachers will select a high quality task that will enable all pupils to demonstrate what they have learned in the unit. This task will be inclusive and not be dependent on a pupils' ability to read or write. It is expected that over time, how well a pupil approaches these tasks will evidence for the teacher the depth of a pupils' knowledge and understanding in geography. This evidence will be found in pupils' books.

Impact of our curriculum progression in Geography

What are your intended outcomes/impact on children of teaching the subject in this way?

Children will have developed the geographical knowledge and skills to help them explore, navigate and understand the world around them and their place in it. Children's knowledge and skills will develop progressively as they move through the school, not only to enable them to meet the requirements of the National Curriculum but to prepare them to become competent geographers in secondary education.

At Dundry, children showcase their learning over the course of the milestone, making use of meaningful links from across the curriculum to demonstrate their understanding, they might do this for example, through the use of creating their own knowledge organisers. This is reviewed on a termly basis by the subject leader, who also carries out regular learning walks, book scrutinies and lesson observations.

Children's progress is tracked by the class teacher and this informs future planning as the cohort and individuals move up through the school.