

Geography

Body of Knowledge

	Autumn	Spring	Summer
R	3 and 4 year olds Mathematics - Understand position through words alone. For example, “The bag is under the table,” – with no pointing. - Describe a familiar route. - Discuss routes and locations, using words like ‘in front of’ and ‘behind’. Understanding the World - Use all their senses in hands-on exploration of natural materials. - Begin to understand the need to respect and care for the natural environment and all living things. - Know that there are different countries in the world and talk about the		
	Reception Understanding the World - Draw information from a simple map. - Recognise some similarities and differences between life in this country and life in other countries. - Explore the natural world around them. - Recognise some environments that are different to the one in which they live. Fieldwork: - Explore outdoor areas, grass, playground etc. - Walk to the school forest and explore the forest area - Examine and discuss natural objects - Experience and discuss different weather conditions and their impact on the environment - Trip – walk to the beach. Time spent at the beach examining and discussing natural items found and geology.		
Year A	Develop a sense of understanding of locality, UK and wider world.		

1/2	Basic skills (School setting) Yr 1 - map of classroom, house and their own setting Yr 2 – aerial photos, map planning, compass directions <i>See National Curriculum for objectives</i> • Use simple fieldwork and observational skills to study the geography of their school and its grounds • To use simple compass directions (North, South, East and West) to describe the location of features on a map. • To be able to identify their own locality on a basic road map. Key vocabulary <i>Map, aerial, key, compass, North, East, South, West, road, school, woods, route.</i> <i>Fieldwork: Explore the school grounds to aid sketching a simple map of the building and outside area.</i>	The UK/The World (7 continents) UK countries Continents, oceans. <i>See National Curriculum for objectives</i> • To use maps and a globe to identify the continents and oceans and understand that both a map and a globe show the same thing. • To name, locate and identify the characteristics of the 4 countries and capital cities of the UK Key vocabulary: <i>All continents and oceans, atlas, globe, countries and capital cities</i> <i>Fieldwork: Practice using a map to follow a set of simple directions around school grounds.</i>	Country study and comparison with small area of UK and Kenya <i>See National Curriculum for objectives</i> • To Identify the location of hot and cold areas in the world in relation to the Equator and the North and South Poles. • To express opinions about the seasons and relate the changes to changes in clothing and activities e.g. winter = coat, summer = t-shirts. • To understand the geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in a contrasting non-European country. Key vocabulary: <i>Equator, north and south pole</i> <i>Physical features: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</i> <i>Human features: city, town, village, factory, farm, house, office, port, harbour, shop.</i> <i>Fieldwork: Visit the local town (Dawlish) and make comparisons with contrasting area studied. Identify the human and physical features.</i>
Year B 1/2	Develop a sense of understanding of locality, UK and wider world.		
	Physical changes to local area/human impact Yr 1 – school based Yr 2 – town, beach <i>See National Curriculum for objectives</i> • Understand the geographical similarities and differences through studying the human and physical geography of a small area of the UK. • To compare localities in the past and in the present and consider human impact. • To express own views about a place, people and environment. Give detailed reasons to support own likes, dislikes and preferences. Key vocabulary	My local area – seasonal changes (weather) <i>See National Curriculum for objectives</i> • To use maps and globes to locate the UK and its countries • To identify seasonal and daily weather patterns in the UK. • To observe human and physical features of the surrounding environment – fieldwork in the local area/close proximity to the school e.g. the road, park, river, shops. Key vocabulary	The UK – UK capital cities <i>See National Curriculum for objectives</i> • To show how places are different and write comparatively to show the difference. • Be able to identify the 4 countries and label the capital cities. • To understand the geographical similarities and differences through studying the human and physical geography of a small area of the UK Key vocabulary

	<i>Physical features: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Human features: city, town, village, factory, farm, house, office, port, harbour, shop.</i> Fieldwork: Visit a local beach and town. Compare Dawlish to past photos and impact of humans e.g. new housing etc.	<i>Map, globe, key, seasons, weather, Spring, Summer, Autumn Winter.</i> Fieldwork: Go to local park, beach, town to observe human and physical features. Set up weather stations e.g. rainfall catcher, thermometer to study weather patterns.	<i>Physical features: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Human features: capital city, town, village, factory, farm, house, office, port, harbour, shop.</i> Fieldwork: Visit local towns (and city if possible) and discuss the similarities and differences in human and physical characteristics.
Year A 3/4	Development of Geographical skills and core knowledge		
	Using maps/directions <i>See National Curriculum for objectives</i> - To use the eight points of a compass, symbols and a key - To use fieldwork to observe, measure, record and present, the human and physical features of the local area - To create a map of the British Isles using simple co-ordinates (letter/number) to locate features on the map. Key vocabulary: <i>Map, globe, key, symbols, cliff, valley, coast, hill, scale, mountain, soil, sea, weather, climate, equator, city, town, village, and harbour, north, north-east, east, south-east, south, south-west, west, north-west.</i> Fieldwork: Seven Sisters Hill (physical and human geog) drawing maps	UK knowledge/study Dawlish/Exeter <i>See National Curriculum for objectives</i> - To name and locate counties and cities in the UK - To understand human/physical characteristics of selected counties (Devon) - To describe land use patterns using maps - To describe regions of the UK with a focus on similarities and differences using links to human and physical features. (London) Key vocabulary <i>Topography, country, city, county, landmark, land use/pattern, London, Birmingham, Manchester, Bristol, Exeter, Devon, Cornwall, Somerset, Dorset, urban, rural, woodland, industry, transport, economic activity,</i> Recap: built-up areas, non-built-up areas, leisure, seas, rivers, beach, coast, cliffs. Fieldwork: Using questions to ask questions from contrasting places. Using graphs to explain data.	Map skills – atlases, latitude and longitude etc <i>See National Curriculum for objectives</i> How do maps and globes help us understand the Earth's location, different climates and where things are hot or cold around the world? - To use maps, atlases, globes, digital/computer mapping to understand latitudes and longitude - To identify and position of Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic. Circles - To identify and locate hot and cold places around the World and begin to understand climatic zones Key vocabulary <i>Latitude, longitude, climate zones, biomes, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic. Circle, position, north, south, east and west, location, weather</i> Fieldwork: Visit to local forest biome.
Year B 3/4	Understanding of European locational knowledge		
	European core knowledge <i>See National Curriculum for objectives</i> - To use maps, atlases, globes, and digital/computer mapping to locate countries of Europe using eight-point compass language - To learn why map symbols are used and to recognise the OS map symbols	Mountains Europe country study. e.g Naples/Val d'Isere (French Alps) <i>See National Curriculum for objectives</i> To use maps, atlases, globes, digital/computer mapping to understand how geographical features are marked on the map (contours)	Settlements linked to invaders economic activity, trade routes, rivers.(include Svalbard,Norway NC- to look at natural resources, settlement and vegetation belts) <i>See National Curriculum for objectives</i>

	- To identify hilliest areas and flattest areas, longest and shortest rivers in Europe. - To match key landmarks to the country and make suggestions as to how landmarks affect a country (tourism, economy). Key vocabulary: <i>Maps, atlases, globes, compass, co-ordinates, locate, location, scales, position, symbols, key, longitude, latitude, countries, capital cities, seas, border, geographical features, landmarks, environment, rivers, mountains, OS maps (introduction)</i> <i>Fieldwork: Create a map with clues for the local area</i>	- To research and understand how mountain ranges were formed - To consider how the location of these geographical features has shaped life (rivers, tourism, cities, villages, population etc). Key vocabulary <i>Alps, altitude, ascent, avalanche, base, dome mountain, erosion, fault block mountain, fold mountain, glaciers, gorge, hair pin bend, hill, igneous, landscape, peak, mountain, metamorphic, sedimentary, slope, summit, tectonic plates, valley, tree-line.</i> <i>Fieldwork: Observe local weather changes and compare with French weather in the Alps.</i>	- To look at pictures and labelled diagrams of different historical settlements over time - To consider why people settled in different areas with a focus on resources, land use and trade - To compare settlements in the past to settlements in the same area today and consider how and why this has changed. Key vocabulary: <i>Accessibility, business park, bypass, settlement, dispersed settlement, hierarchy, high order settlement, linear settlement, low order settlement, land use, market, rural, urban, pattern, site, situation, suburb, urban.</i> <i>Fieldwork: Walk around Dawlish to compare settlements</i>
Year A 5/6	Develop a strong understanding of Global locations		
	South American locality study <i>See National Curriculum for objectives</i> - To explain the climates of given countries in the world and relate this to knowledge of the hemispheres, the Equator and the Tropics - To describe the environmental regions, key physical and human characteristics of South America. - To compare and contrast these regions: population sizes, landmarks, rivers, mountains, transport links to the UK - To reflect on the importance and value of the tourism industry in these areas. Key vocabulary: <i>Hemispheres, equator, tropics, latitude, longitude, countries, human and physical features, population, landmarks, rivers, mountains, transport links, tourism, biomes.</i> <i>Fieldwork:</i>	Global knowledge linked to WW2 <i>See National Curriculum for objectives</i> - To study population numbers throughout the course of WWII and reflect on the reasons for changes. - To study pictures of land use during this time period (before, during and after the war). - To study one key building in each area studied. Key vocabulary: <i>Population, birth rate, death rate, densely populated, density, emigrants, immigrants, migration, multicultural society, population distribution, population explosion, population growth, growth rate, negative or positive factors, refugees, rural to urban, sparsely populated.</i> <i>Fieldwork:</i>	Use of geographical skills <i>See National Curriculum for objectives</i> - To confidently use maps, globes and Google Earth. - To use the eight points of a compass, four and six-figure grid references, symbols and key (including ordnance survey maps) to describe and locate places. (History link) To consider human geography including trade between UK, Europe and World (coffee, chocolate, bananas, spices), land use. Key vocabulary: <i>Scale, cartographer, atlas, circumference, compass, geographer, explorer, coordinates, continent, pole, political map, topographic map, ordnance survey, symbol.</i> <i>Fieldwork:</i>
Year B 5/6	Make predictions/report and present findings/ identify how scientific evidence is used.		
	Global knowledge – Rivers and the water cycle <i>See National Curriculum for objectives</i> To explain and present the process of rivers	Volcanoes and earthquakes (Italy) <i>See National Curriculum for objectives</i> To describe and explain the processes that cause natural disasters	Comparative global study (North America) <i>See National Curriculum for objectives</i>

	• To compare how river use has changed over time. • To discuss how water affects the environment, settlement, environmental change and sustainability. Key vocabulary: <i>Erosion, deposition, transportation, abrasion, attrition, bank, basin, bed, canal, channel, cliff, current, confluence, dam, delta, deposition, depth, discharge, dock, downstream, drainage basin, estuary, fjord, flood, flood barrier, floodplain, ford, freshwater, gorge, irrigation, load, meander, mouth, mudflats, oxbow lake, plain, pollution, precipitation, rapids, source, spring, sediment, silt, transportation, tributary, upstream, valley.</i> Fieldwork:	• To draw conclusions about the impact of natural disasters (study of photos, population numbers etc.) Key vocabulary: <i>Volcano, active, dormant, extinct, ash, dust, core, crater, crust, earthquake, natural hazard, lava, magma, magma chamber, tectonic plates, plate boundary, Richter scale, 'Ring of fire', seismograph, vent, volcanic bombs, lava flow.</i> Fieldwork:	• To look at environmental regions, key physical and human characteristics of the area studied (Major cities, mountain ranges, rivers, lakes and landmarks) • To locate man made features (Statue of Liberty, Golden Gate Bridge, Grand Canyon, Yosemite National Park, The White House etc) and relate to UK landmarks • To reflect on the importance and value of the tourism industry in these areas. Key vocabulary: <i>Cities, countries, continents, mountain ranges, rivers, lakes, landmarks: Statue of Liberty, Golden Gate Bridge, Grand Canyon, Yosemite National Park, The White House etc.</i> Fieldwork:
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National Curriculum Programmes of Study and EYFS Framework

Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<u>Understanding of the World - Past and Present</u> Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 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.	Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.		Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.			
	<u>Locational knowledge</u> • name and locate the world's seven continents and five oceans • name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas		<u>Locational knowledge</u> • locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time • identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)			
	<u>Place knowledge</u> • 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		<u>Place knowledge</u> • 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			

National Curriculum Programmes of Study and EYFS Framework						
Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<u>Human and physical geography</u> • identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles • use basic geographical vocabulary to refer to: ○ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather ○ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop		<u>Human and physical geography</u> • describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • describe and understand key aspects of 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			
	<u>Geographical skills and fieldwork</u> • use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage • use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map • use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key • 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		<u>Geographical skills and fieldwork</u> • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world • use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies			

Yearly Progression of NC Knowledge, Skills and Understanding - SUBSTANTIVE KNOWLEDGE

	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Location Knowledge - (<i>Declarative Knowledge</i>)							
The Local area	Know the name of my school. Know the town/city where I live. Know basic relative positional language.	Understand where I live and where my school is in the local area, and use simple locational and directional language (e.g. near, far, up, down, left, right, forwards and backwards)	Name, locate and describe key landmarks in the local area, using simple locational/directional language and the four main compass directions.	Name, locate, describe and discuss key landmarks and geographical features of the local area, employing the use of the eight points of a compass, four figure grid references, maps, symbols and keys.		Name, locate & describe a local river and understand how it has changed over time, using the eight compass points, six-figure grid references, maps, symbols and keys	
The UK	Know that England is their home country. Know that London is the capital city of England. Begin to name/locate all the countries in the UK and their capital cities.	Name and locate the countries in the UK and their capital cities. Name the surrounding seas of the UK	Name and locate some of their key features of the four countries of the UK, their capital cities and other major cities and the surrounding seas using simple locational/directional language and the four main compass directions.	Name and locate different types of UK settlements (hamlets, villages, towns, cities, conurbations), and mountains, employing the use of the eight points of a compass, maps, symbols and keys.	Name & locate counties and cities of the UK, national parks and their topographical features (inc hills, mountains, coasts & rivers), using the eight points of a compass, four figure grid references, maps, symbols and keys.	Locate and describe human and physical features of the UK (e.g. coasts, rivers, mountain ranges, counties and cities), using locational/directional language, 8 points of a compass, six figure grid references, maps, symbols and keys	
The World	Understand the terms 'land' and 'sea'.	Understand the terms 'continent' and 'seas'; name and locate the world's seven continents and five oceans on a globe or atlas, including understanding the of the terms 'poles' and 'equator'. Recognise and know basic features of the different continents.	Name and locate the country, continent and surrounding seas of a contrasting non-European locality, and use this to describe aspects of this locality, including use of simple locational/directional language, the four main compass directions and the terms 'poles' and 'equator'.	Name and locate major volcanoes, major settlements and rural regions of the world, employing the use of the eight points of a compass, maps, symbols and keys.	Name, locate and understand the significance of the Equator, Northern/ Southern Hemisphere, Tropic of Cancer/ Capricorn, latitude and longitude, Antarctic/ Arctic Circle and different climate zones. Locate the countries of Europe using maps, and their environmental regions, key physical and human characteristics	Name, locate and describe some of the world's major rivers, employing the use of the eight points of a compass, maps, symbols and keys.	Identify the position and significance of latitude, longitude, Equator, the hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Greenwich Meridian and time zones, relating these to their climate, biomes, seasons and vegetation, using the eight points of a compass, maps, symbols and keys. Locate countries of North and South America, Africa

Yearly Progression of NC Knowledge, Skills and Understanding - SUBSTANTIVE KNOWLEDGE							
	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Place knowledge - <i>(Declarative Knowledge)</i>							
Comparisons	Make simple comparisons between their locality and other relevant places in the world (e.g. where their parents/families come from). Make simple comparisons between familiar environments (e.g. home, school, farm).		Study, understand, write about, express opinions about, draw and label key human and physical similarities and differences of a small area of the UK, and of a small area in a contrasting non-European country, including the weather, lifestyles, human and physical geography.		Study, understand, write about, draw and label key similarities and differences of the human and physical geography studied, between a region of the United Kingdom and another region of Europe, including climate, land use, settlements and key physical features (e.g. mountains, coasts and rivers).	Study, understand, write about, draw and label key similarities and differences between the River Thames and the River Nile, and their corresponding regions.	Study, understand, write about, draw and label key human and physical similarities and differences between the UK and North/South America, including climate, environmental regions, key physical and human characteristics (e.g. coasts, seas, rivers, mountains, capitals and other major cities, landmarks, lakes, population).

Yearly Progression of NC Knowledge, Skills and Understanding - SUBSTANTIVE KNOWLEDGE

	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Physical Geography - (<i>Declarative Knowledge</i>)							
Weather and Climate	Name the four seasons and begin to describe associated weather. Record weather daily.	Identify and describe weather associated with the four seasons. Identify that the North and South poles are cold and the equator is hot.	Identify and describe weather associated with the four seasons, including understanding a basic weather forecast. Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles, and make comparisons with local weather.		Understand the different climate zones of the world (tropical, temperate, polar), including the significance of the Tropics of Cancer and Capricorn, the Equator and the polar regions. Understand the basic process of global warming, its causes, implications and changes required. Identify and study the different climatic regions of UK and Europe.		Understand how climate and vegetation are connected in biomes (e.g. the tropical rainforest and the desert). Describe different biomes and how plants and animals are adapted to them. Explain some ways biomes (including the oceans) are valuable, why they are under threat and how they can be protected. Understand and compare the climate of North and South America with the UK.
Other Physical Features and Processes	Begin to use basic geographical vocabulary to refer to key physical features of the local area and the UK, such as: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.	Begin to use basic geographical vocabulary to refer to key physical features of the local area and the UK, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.	Use basic geographical vocabulary to refer to key physical features of the local area, the UK and a contrasting non-European locality, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.	Describe and understand key aspects of volcano formation, the process of volcanic eruptions, the different types of volcano and their physical effects on the environment. Describe and understand key aspects of mountain formation.	Identify, describe and understand key physical features of the continent of Europe, including the UK (e.g. coasts, rivers, mountainous regions, planes, semi-desert etc). Describe and understand the causes, processes and effects of Earthquakes and Tsunamis, the different types of Earthquakes and their physical effects on the environment, including a focus study on particular Earthquake	Describe and explain the water cycle. Describe and explain river formation and key features of river systems. Identify and describe coastal and mountain features of the UK.	

Yearly Progression of NC Knowledge, Skills and Understanding - SUBSTANTIVE KNOWLEDGE

	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Human Geography - <i>Declarative Knowledge</i>							
Settlements and Land Use	Begin to use basic geographical vocabulary to refer to key human features of the local area and the UK, including town, city, country, capital, road, street, shops, etc.	Begin to use basic geographical vocabulary to refer to key human features of the local area and the UK, including: city, town, village, factory, farm, house, office, port, harbour and shop. Compare the town and countryside.	Use basic geographical vocabulary to refer to key human features of the local area, the UK and a contrasting non-European locality, including: city, town, village, factory, farm, house, office, port, harbour and shop.	Describe, understand and distinguish between key types of settlement and land use (hamlet, village, town, city, conurbation, rural, urban, suburban) To describe and understand the effect of volcanoes on settlements and land use. Understand land use of the local area.	Understand the effect of climate on land use and settlements in different areas of the world, including different European countries. Identify some European cities and settlements.	Describe and explain how some UK settlements have developed and changed over time, and why certain locations are more favourable than others.	Describe and explain changing land use in North and South America, including the Amazon rainforest. Understand what life is like in cities, villages and other settlements of North and South America.
Economics, Trade and Resources	Recognise the shops and enterprises in the locality, including being aware of their branding/names.					Use physical and political maps, atlases, globes, Google Maps and Google Earth to locate and describe major imports and exports, including those of the UK. Understand fairtrade. Understand global supply chains. Understand highest value exports.	Understand how food production is influenced by climate and biomes.