



## GEOGRAPHY: Curriculum Progression Map

### LOCATIONAL KNOWLEDGE

#### National Curriculum

##### KS1

- name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas
- name and locate the world's 7 continents and 5 oceans

##### KS2

- 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)

Year group	Locational Knowledge
Foundation	<p>I know the names and locations of areas around the school e.g. office, woods, beech tree.</p> <p>I can locate the United Kingdom on a map of the world, an atlas and a globe.</p> <p>I know the United Kingdom is made up of 4 parts.</p> <p>I can talk about some important landmarks of the United Kingdom.</p> <p>I know there are different countries in the world.</p>
Year 1	<p>I know the location of Bradford on Avon in the United Kingdom. (in relation to the four nations, its largest cities and to Europe)</p> <p>I can name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom.</p> <p>I can name and locate the United Kingdom's surrounding seas.</p> <p>I can locate the seven continents and five oceans.</p> <p>I know that continents are divided up into countries.</p> <p>I can locate the equator, North Pole and South Pole.</p> <p>I can locate hot and cold countries based on their distance from the equator.</p>
Year 2	<p>I know the location of Bradford on Avon in the United Kingdom. (within Europe and the world and in relation to the Equator and north and south poles)</p> <p>I can locate Devon.</p> <p>I can name and locate the seven continents of the world.</p> <p>I can name and locate the five oceans.</p> <p>I know where the equator is and name some of the countries on or near it.</p> <p>I can locate the Arctic and Antarctica.</p> <p>I can locate Zambia within the continent of Africa.</p> <p>I can locate Costa Rica within the continent of South America.</p> <p>I can locate Brunei within the continent of Asia.</p>
Year 3	<p>I can name and locate the countries, largest cities and main physical and human features of the continent of North America.</p> <p>I know how to use maps, atlases and globes to identify human and physical features.</p> <p>I know that the United States of America is divided into fifty states.</p> <p>I know the distribution of earthquakes occurring around the world.</p> <p>I know the location and main human and physical features of the state of Florida.</p> <p>I know the location and physical features of the Everglades and why it is a National Park.</p> <p>I know how to describe features of localities beyond the local area, including a region within the United Kingdom.</p> <p>I know why locations in the local area of the school have changed.</p>



	<p>I can locate Bradford on Avon in Wiltshire and the surrounding counties.</p> <p>I know and can locate the Northern and Southern Hemispheres and the Arctic and Antarctic circles.</p>
Year 4	<p>I know how to use maps, atlases and globes to identify human and physical features of the country studied.</p> <p>I can name and locate the countries, largest cities and main physical and human features of the continent of South America.</p> <p>I can name and locate the world's main biomes.</p> <p>I know the location of the top ten megacities in the world.</p> <p>I know and can locate some towns and cities in the UK.</p> <p>I know the location of the ten largest cities in the United Kingdom.</p> <p>I know and can identify position in relation to the tropics and equator</p>
Year 5	<p>I know how to use a range of sources such as maps, atlases and globes to locate areas of study.</p> <p>I know a range of cities and countries around the world including a region in a European country.</p> <p>I know the names and location of the main ranges of fold mountain in the world.</p> <p>I know where in the world Bangladesh is located and the rivers that flow through it.</p> <p>I can name and locate the main mountain ranges in the United Kingdom.</p> <p>I can name and locate rivers in the United Kingdom.</p> <p>I know where the Equator and the Tropics of Cancer and Capricorn.</p> <p>I know the location of the North Pole, South Pole, Northern Hemisphere and Southern Hemisphere.</p> <p>I know how to use longitude/ latitude/hemisphere as well as proximity to the tropics to describe the location.</p>
Year 6	<p>I know how to compare a wide range of locations, countries and continents around the world.</p> <p>I can name and locate the countries, largest cities and main human and physical features of the continent of North America, South America and Europe.</p> <p>I know how to use maps, atlases and globes to identify the geographical location and significant human and physical features.</p> <p>I know the names and locations of the fifteen National Parks of Great Britain.</p> <p>I can identify the position and significance of the Prime/Greenwich Meridian and the time zones (including day and night).</p>



**PLACE KNOWLEDGE**

**National Curriculum**

KS1

- 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

KS2

- 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 in North or South America

Year group	Place Knowledge
Foundation	<p>I can identify some of the physical and human features.</p> <p>I can describe some similarities and differences between my home and the homes of children living in other countries.</p> <p>I can recognise some similarities in the way that children live in other parts of the world.</p> <p>I can understand that children’s lives in other countries may be different to their own.</p>
Year 1	<p>I know the physical and human geographical features of Antarctica and the Sahara Desert.</p> <p>I can begin to explain the similarities and differences between Antarctica and the Sahara Desert.</p> <p>I know how to describe my locality – Bradford on Avon.</p> <p>I know the physical and human geographical features of Bradford on Avon.</p> <p>I know what I like and don’t like about Bradford on Avon and give reasons why.</p> <p>I know the main physical and human features of seaside environments.</p>
Year 2	<p>I know the physical and human features of the rural and urban landscapes of Devon in the UK.</p> <p>I know the human and physical geographical features of Antarctica including its polar climate.</p> <p>I know the ways that the Arctic region and North Pole is similar to and different from Antarctica and the South Pole and can say reasons for such differences.</p> <p>I know the human and physical geographical features of the Arctic Ocean and the North Pole environment.</p> <p>I know how the Arctic and the North Pole is geographically different from Antarctica and the South Pole.</p> <p><i>I know the human and physical features of Kampong Ayer in the country of Brunei. (a contrasting non-European country)</i></p> <p><i>I can compare and contrast the human and physical features of Kampong Ayer with Bradford on Avon.</i></p> <p><i>I can explain the similarities and differences between their Bradford on Avon in the United Kingdom and the location of Kampong Ayer.</i></p> <p><i>I know how and why school life in Kampong Ayre has both similarities and differences to the United Kingdom.</i></p> <p><i>I know how the tropical climate of Brunei compares with the temperate climate of the United Kingdom.</i></p>
Year 3	<p>I know the main physical and human features of the continent of <b>North America</b>.</p> <p>I know the main physical and human features of the state of Florida.</p> <p>I know how the weather and climate of Florida compares with that of the United Kingdom.</p> <p>I know how and why the environment of my Christ Church Primary School and grounds has changed over time.</p> <p>I know how and why the locations in our local area of the school have changed.</p> <p>I know how and why environments are changing at different locations around the world.</p>
Year 4	<p>I know the main physical and human features of the continent of <b>South America</b>.</p> <p>I know the main geographical features of one of the top megacities of the world, Brasilia.</p> <p>I know the main attractions and disadvantages of living in megacities.</p> <p>I know the similarities and differences between temperature and rainfall data in different climate graphs to reach conclusions about the climate in different locations in the world</p> <p>I know the difference in sustainable living between the United Kingdom and Nepal.</p>



	I know the benefits of using renewable sources of energy in poorer countries of the world such as Nepal.
Year 5	<p>I know the similarities and differences between the Cambrian Mountains of Wales and the Himalaya Mountains. <b>(Europe)</b></p> <p>I know the physical and human features of the island of Hiemaey in the Westman Islands of Iceland.</p> <p>I know the climate of Iceland and how it compares with where they live.</p> <p>I know the features of rivers in the United Kingdom and compare these to other rivers across the world – Bangladesh</p> <p>I know how ranges of mountains in the United Kingdom are different from fold mountains.</p> <p>I know the type of climate experienced in the Cambrian Mountains and how this compares with their local area.</p>
Year 6	<p>I know the climate of polar, temperate and tropical regions.</p> <p>I know how global warming is affecting weather patterns around the world and can evaluate the impact in different places.</p> <p>I know some of the changes being caused by climate change in Gambia and their impact on people.</p> <p>I know some of the changes being caused by climate change in the state of Victoria in Australia and their impact on people.</p> <p>I know some of the changes being caused by climate change in coastal areas of the United Kingdom and their impact on people.</p> <p>I know some of the changes being caused by climate change in Greenland and their impact on people. <b>(Europe)</b></p> <p>I know how and why countries around the world have acted to reduce global warming and reach a judgement about how effective this might be.</p> <p>I know why the terms of international trade are not always fair for some producers of goods in other countries around the world.</p> <p>I know the main distinctive physical features of National Parks.</p> <p>I know how and why National Parks in the USA are similar to and different from National Parks in Great Britain. <b>North America</b></p>



**HUMAN AND PHYSICAL GEOGRAPHY**

**National Curriculum**

KS1

- 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

KS2

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

Year group	Human and Physical Geography
Foundation	<p>I can explore the outdoor area, school grounds and local environment.</p> <p>I can identify some of the physical and human features.</p> <p>I can notice and describe these features using some appropriate geographical vocabulary and simple map work.</p> <p>I can recognise and describe some of the features of the United Kingdom.</p> <p>I can recognise and describe some of the features of other countries which are different from the environment in which they live.</p> <p>I can develop an awareness that environments change.</p>
Year 1	<p>I know how weather conditions change during the four seasons.</p> <p>I know the reason for the distribution of hot and cold places in the world.</p> <p>I know how and why temperatures decrease from the equator to the North Pole and South Pole.</p> <p>I know how to describe the weather.</p> <p>I know how people are affected by different weather.</p> <p>I know the physical and human geographical features of Antarctica and the Sahara Desert.</p> <p>I know how to describe my locality – Bradford on Avon.</p> <p>I know the physical and human geographical features of Bradford on Avon.</p> <p>I know what land use is.</p> <p>I know the main physical and human features of seaside environments.</p> <p>I know the difference of the coast, rural and urban.</p> <p>I know different ways in which people can impact the seaside negatively.</p> <p>I know what is meant by ‘high tide’ and ‘low tide.’</p> <p>I know there are different habitats at the seaside.</p>
Year 2	<p>I know the physical and human features of the rural and urban landscapes of Devon in the UK.</p> <p>I know the similarities and differences between the average annual weather conditions in Devon and those in the United Kingdom as a whole.</p> <p>I know the human and physical geographical features of Antarctica including its polar climate.</p> <p>I know human impact has reached every continent, even Antarctica.</p> <p>I know how living things have adapted to survive in such an extreme environment.</p> <p>I know the human and physical geographical features of the Arctic Ocean and the North Pole environment.</p> <p>I know the human and physical geographical features of the Sahara Desert.</p> <p><i>I know the human and physical features of Kampong Ayer in the country of Brunei. (a contrasting non-European country)</i></p> <p>I know the main features of a tropical climate.</p> <p>I know weather conditions change from one moment to the next.</p>



Year 3	<p>I know the main physical and human features of the continent of North America.</p> <p>I know why the Magic Kingdom theme park is such a popular destination for tourists.</p> <p>I know main physical and human features of the state of Florida.</p> <p>I know why the <b>climate</b> of Florida attracts British tourists.</p> <p>I know how a <b>hurricane</b> forms and why they are a threat to Florida.</p> <p>I know the physical features of the Everglades and why it is a National Park.</p> <p>I know the changes to Christ Church, it's grounds and the immediate environment and why.</p> <p>I know some changes are the result of natural events whilst others may be the result of human activity.</p> <p>I know the <b>land use</b> of Bradford on Avon.</p> <p>I know the difference between physical and human processes and events that affect environments.</p> <p>I know what causes an <b>earthquake</b>.</p> <p>I know why earthquakes happen at some locations but not at others.</p> <p>I know what causes a <b>volcano</b>.</p> <p>I know why volcanoes and earthquakes often occur at the same locations around the world.</p>
Year 4	<p>I know the main physical and human features of the continent of South America.</p> <p>I know what the terms 'rural', 'urban' and 'urbanisation' mean.</p> <p>I know what a <b>megacity</b> is and their distribution globally.</p> <p>I know why the number of people living in megacities is increasing globally.</p> <p>I know the key features of cities and suggest reasons for why people live in cities of such high density.</p> <p>I know the physical and human features of the city of Brasilia.</p> <p>I know the main attractions and disadvantages of living in megacities.</p> <p>I know what a <b>biome and a vegetation belt</b> is.</p> <p>I know how some plants and animals are adapted to the climate of their specific biome.</p> <p>I know the difference between weather and climate.</p> <p>I know how temperature and precipitation varies across the United Kingdom.</p> <p>I know the location and features of the main <b>climate</b> regions of the world.</p> <p>I know how climate affects the landscape of different biomes.</p> <p>I know the physical geographical features of the Atacama Desert.</p> <p>I know what a <b>natural resource</b> is.</p> <p>I know the difference between renewable and non-renewable resources.</p> <p>I know how electricity is generated.</p> <p>I know the different sources of energy used to make electricity in the United Kingdom.</p> <p>I know how human created greenhouse gases contribute to global warming.</p> <p>I know what sustainability and sustainable development mean.</p> <p>I know how electricity is generated in a hydroelectric power station.</p> <p>I know how I could live in a more sustainable way both at home and at school.</p>
Year 5	<p>I know the similarities and differences between the Cambrian Mountains of Wales and the Himalaya Mountains.</p> <p>I know the five main lines of latitude of the world.</p> <p>I know the main physical features of Iceland.</p> <p>I know the <b>climate</b> of Iceland and how it compares with where they live.</p> <p>I know how the climate and physical processes have shaped the landscape of Iceland.</p> <p>I know the physical and human features of the island of Hiemaey in the Westman Islands of Iceland.</p> <p>I know how <b>volcanoes</b> are formed.</p> <p>I know the structure of a typical composite volcano</p> <p>I know the benefits and costs or disadvantages of living in close proximity to an active volcano.</p> <p>I know why fishing, trade and tourism are very important economic activities for people in Iceland.</p>



	<p>I know how cod is caught and processed in Iceland and exported all around the world.</p> <p>I know the features of <b>rivers</b> in the United Kingdom and compare these to other rivers across the world.</p> <p>I know how the course of a typical river changes from source to mouth and the physical features it creates.</p> <p>I know why these physical features are formed.</p> <p>I know what an <b>estuary</b> is.</p> <p>I know the main physical and human uses of estuaries.</p> <p>I know why estuaries are such an important habitat and ecosystem for wildlife.</p> <p>I know what the <b>water cycle</b> is.</p> <p>I know how rivers play such an important part in the water cycle.</p> <p>I know how and why the land uses and economic activities of the Isle of Dogs has changed since the time of Henry VIII.</p> <p>I know why the port and docks of London declined and closed very quickly in the 1950s and 1960s.</p> <p>I know why Bangladesh suffers from serious annual flooding from its rivers.</p> <p>I know what is being done in Bangladesh to control river flooding.</p> <p>I know what a <b>mountain</b> is and the names and location of the main ranges of fold mountains in the world.</p> <p>I know how ranges of fold mountains formed.</p> <p>I know the different layers of the Earth.</p> <p>I know the three main types of rock.</p> <p>I know the names and location of the main ranges of mountains in the United Kingdom.</p> <p>I know the physical and human features of the Cambrian mountains in Wales.</p> <p>I know the type of <b>climate</b> experienced in the Cambrian Mountains and how this compares with their local area.</p> <p>I know the reasons why the mountains of the UK are generally wetter and colder than most other areas.</p> <p>I know what a reservoir is and why many reservoirs have been built in the mountains of central Wales.</p> <p>I know how reservoirs can have a positive and negative impact on the environment and people of the locations where they are built.</p> <p>I know what a renewable or sustainable source of energy is.</p>
Year 6	<p>I know the difference between weather and <b>climate</b>.</p> <p>I know what the greenhouse effect and global warming are.</p> <p>I know how climate change is different from global warming.</p> <p>I know some of the changes being caused by climate change and their impact on people. – Gambia, the state of Victoria in Australia, coastal areas of the United Kingdom and Greenland.</p> <p>I know countries around the world where weather patterns have been most affected by climate change.</p> <p>I know how countries around the world are acting to reduce global warming.</p> <p>I know how individuals, families and communities like schools are taking action to reduce global warming.</p> <p>I know what the UK government is doing on a national level to reduce carbon emissions.</p> <p>I know what <b>trade</b> involves.</p> <p>I know what the Silk Road is.</p> <p>I know why the Silk Road was once the most important trading route in the world.</p> <p>I know why countries trade with each other today.</p> <p>I know what a container ship is and why Southampton is a very important container port in the UK.</p> <p>I know the main commodities that the UK imports from China and the most important goods it exports in return.</p> <p>I know why St Lucia is an important banana producer.</p> <p>I know the range of Fairtrade products currently available in the UK.</p> <p>I know why areas of Great Britain are chosen as National Parks.</p> <p>I know the main distinctive physical features of National Parks.</p> <p>I know what the term 'cultural heritage' means.</p> <p>I know why cultural features are also important elements of National Parks.</p> <p>I know the distinctive physical and cultural features of their closest National Park.</p>



I know how National Parks are managed.  
I know the me main **land use** of National Parks.  
I know why farming and farmers are important in helping to achieve the aims of the National Parks.





**GEOGRAPHICAL SKILLS AND FIELDWORK**

National Curriculum – in blue

Year group	Maps and Fieldwork	Critical thinking skills to enable understanding (Disciplinary Knowledge)
Foundation	<p>I can explore their outdoor area, school grounds and local environment.</p> <p>I can notice and describe these features using some appropriate geographical vocabulary and simple map work.</p> <p>I can understand the purpose of a map.</p>	<p><b>observe</b></p> <p><b>describe</b></p>
Year 1	<ul style="list-style-type: none"> <li>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</li> </ul> <p>world wall map, infant atlas maps, globe maps, google street view, land use map</p> <ul style="list-style-type: none"> <li>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</li> </ul> <p>4 points of the compass</p> <ul style="list-style-type: none"> <li>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</li> </ul> <p>I can use a simple map to plot and describe a geographical walk in the local area.</p> <p>terrestrial photos, aerial photos, satellite photos</p> <ul style="list-style-type: none"> <li>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</li> </ul> <p>I can observe, measure and record the elements of daily weather using simple instruments and devices.</p> <p>I can record and categorise types of homes found around Christ Church.</p> <p>I can identify, describe and categorise living things within a rock pool habitat.</p> <p>I can observe the coastline and look at human and physical features.</p> <p>observe, record and present data</p> <p>pictogram, tally chart</p>	<p>observe</p> <p>describe</p> <p><b>identify</b></p> <p><b>select</b></p> <p><b>compare</b></p> <p><b>suggest reasons</b></p> <p><b>use basic subject-specific vocabulary</b></p>
Year 2	<ul style="list-style-type: none"> <li>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</li> </ul> <p>world wall map, infant atlas maps, globe maps, google street view, land use map</p> <ul style="list-style-type: none"> <li>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</li> </ul> <p>4 points of the compass</p> <ul style="list-style-type: none"> <li>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</li> </ul> <p>I can create a scale floor plan for a typical home in Kampong Ayre and compare it with one I have drawn of my own home.</p> <p>terrestrial photos, aerial photos, satellite photos</p> <ul style="list-style-type: none"> <li>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</li> </ul> <p>I know how to compare and contrast homes in Kampong Ayre and Bradford on Avon through fieldwork.</p> <p>pictogram, tally chart, bar graph</p> <p>annotated sketch and flow diagram</p>	<p>observe</p> <p>describe</p> <p><b>identify</b></p> <p><b>select</b></p> <p><b>compare</b></p> <p><b>suggest reasons</b></p> <p><b>use basic subject-specific vocabulary</b></p>
Year 3	<ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul> <p>world wall map, Junior atlas maps, globe maps, themed maps – population distribution and density, choropleth map, pictorial map</p> <p>terrestrial photos, aerial photos, satellite photos</p> <ul style="list-style-type: none"> <li>use the 8 points of a compass, 4- and 6-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</li> </ul> <p>8 points of the compass, number letter co-ordinates, four figure grid references</p>	<p>identify</p> <p>select</p> <p>describe</p> <p>compare</p> <p>suggest reasons</p> <p>observe</p> <p><b>synthesise</b></p>



	<ul style="list-style-type: none"> <li>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</li> </ul> <p>I know the difference in land use over time in Bradford on Avon</p> <p>pictogram, bar graph, line graph, tally chart, tabular data, scatter graph, climate graph</p> <p>fieldwork – observe, record and present data</p>	<p><b>explain through more informed responses</b></p> <p><b>observe</b></p> <p><b>use more sophisticated subject-specific vocabulary</b></p>
Year 4	<ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul> <p>world wall map, Junior atlas maps, globe maps, themed maps – population distribution and density, pictorial maps, choropleth map O.S. 1:25,000 map</p> <p>terrestrial photos, aerial photos, satellite photos</p> <ul style="list-style-type: none"> <li>use the 8 points of a compass, 4- and 6-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</li> </ul> <p>8 points of the compass, number letter co-ordinates, four figure grid references</p> <ul style="list-style-type: none"> <li>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</li> </ul> <p>pictogram, bar graph, line graph, tally chart, tabular data, climate graph, scatter graph</p> <p>fieldwork – observe, record and present data</p>	<p>identify</p> <p>select</p> <p>describe</p> <p>compare</p> <p>suggest reasons</p> <p>observe</p> <p><b>synthesise</b></p> <p><b>explain through more informed responses</b></p> <p><b>observe</b></p> <p><b>use more sophisticated subject-specific vocabulary</b></p>
Year 5	<ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul> <p>world wall map, Junior atlas maps, globe maps, O.S. 1:25,000 map, themed maps – population distribution and density, choropleth map, political and relief maps</p> <p>terrestrial photos, aerial photos, satellite photos</p> <ul style="list-style-type: none"> <li>use the 8 points of a compass, 4- and 6-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</li> </ul> <p>8 points of compass, four figure grid references, six figure grid references</p> <ul style="list-style-type: none"> <li>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</li> </ul> <p>I know the changes along a section of a local river and use fieldwork techniques to measure, record and present and explain these.</p> <p>I know how to interpret a range of geographical evidence to reach a conclusion as to why Bangladesh is at such a risk of serious annual river flooding</p> <p>I can create a simple cross section across the river at various points along the stream</p> <p>I can measure, record, compare and contrast climate data for a farm in the Cambrian Mountains with where they live and begin to offer reasons for their observations.</p> <p>pictogram, tally chart, bar graph, line graph</p> <p>straight and actual distance measurement using scale, contour cross section</p> <p>fieldwork – observe, record and present data</p>	<p>identify</p> <p>select</p> <p>describe</p> <p>compare</p> <p>suggest reasons</p> <p>observe</p> <p>synthesise</p> <p><i>explain through more informed responses</i></p> <p><b>explain</b></p> <p><b>evaluate</b></p> <p><b>make informed and justified conclusions and judgements</b></p> <p><b>use increasingly specialist vocabulary and technical terms</b></p>
Year 6	<ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul> <p>world wall map, Junior atlas maps, globe maps, O.S. 1:25,000 map, O.S. 1:50,000 map, themed maps – population distribution and density, pictorial maps, Choropleth map, political and relief maps</p> <p>terrestrial photos, aerial photos, satellite photos</p> <ul style="list-style-type: none"> <li>use the 8 points of a compass, 4- and 6-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</li> </ul> <p>8 points of compass, four figure grid references, six figure grid references</p> <ul style="list-style-type: none"> <li>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</li> </ul> <p>Pictogram, Bar Graph, Line Graph, Tally Chart, Climate Graph</p> <p>straight and actual distance measurement using scale, contour cross section, annotated sketch map</p>	<p>identify</p> <p>select</p> <p>describe</p> <p>compare</p> <p>suggest reasons</p> <p>observe</p> <p>synthesise</p> <p><i>explain through more informed responses</i></p> <p><b>explain</b></p> <p><b>evaluate</b></p> <p><b>make informed and justified conclusions and judgements</b></p> <p><b>use increasingly specialist vocabulary and technical terms</b></p>





**VOCABULARY**

Year group	Key vocabulary
Foundation	Build a rich bank of vocabulary to describe a range of environments
Year 1	adaptation, conservation, natural resource, pollution, resort, cliff, island, cave, beach, tide, package holiday, habitat, landscape, city town, village, hamlet, commercial, retail, farm, arable, pastoral, service, equator, expedition, island, North Pole, South Pole.
Year 2	adaptation, canopy, coastline, coniferous, deciduous, emergent, equator, expedition, export, habitat, iceberg, icesheet, import, island, landscape, manufacture, North Pole, nutrition, pasture, plantation, polar, predator, rainforest, raw material, refine, river, South Pole, temperate, tide, tropical, valley, vegetation, village, waterfall.
Year 3	change, conflict, conservation, core, crust, distribution, earthquake, economic activity, ecosystem, endangered, environment, epicentre, evacuate, fault, habitat, hurricane, interaction, land use, location, magma, management, mantle, pattern, peninsula, pollution, processes, projection, remote, Richter scale, scale, service, settlement, strata, sub-tropical, tectonic plate, temperate, tourism, transport, volcano
Year 4	biodiversity, biome, city, climate, congestion, conservation, constraint, deforestation, distribution, ecosystem, employment, environment, favela, fossil fuel, global warming, habitat, interaction, interdependence, location, megacity, migration, non-renewable energy, pattern, pollution, population, processes, raw material, renewable energy, smog, weather
Year 5	adaptation, agriculture, archipelago, commercial, confluence, conservation, core, course, crust, dock, ecosystem, estuary, evacuate, financial, fjord, fossil, geothermal heat, glacier, growing season, habitat, hazard, hydroelectric, landscape, mantle, Mid-Atlantic Ridge, monsoon, pastureland, pollution, port, precipitation, processing, profile, range, remote constraint, renewable energy, reservoir, sanitation, solidify, strata, tectonic plate, valley, volcano, water cycle
Year 6	agriculture, atmosphere, coast, conflict, conservation, consumer, co-operative, country, desertification, domestic, drought, emission, enhance, estuary, estuary, ethical, export, goods, guarantee, hazard, heatwave, ice sheet, import, industry, international, landscape, management, mitigation, port, premium, producer, raw material, remote, renewable energy, rural, services, urban, vegetation