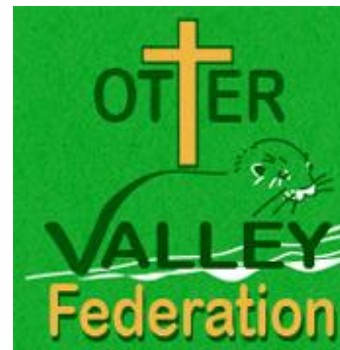


A developmental progression that provides a coherent framework to support the teaching of geography. It is ambitious and detailed, cross referenced to the National Curriculum and bodies of key research, as well as building in developmental milestones to move pupils from one stage to the next.

Geography Framework



Introduction

“A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will 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.”

National Curriculum 2014

The aims and expectations of the National Curriculum

Geography is a foundation subject. The National Curriculum documents detail the relevant learning objectives for the Key Stage 1 and 2. This ensures continuity and progression in the teaching of geography.

The expectation is that through the teaching of geography 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.

Our Belief

In the Otter Valley Federation we believe that to study geography is to develop a child’s interest in both their immediate surroundings, and those of the wider world. Our purpose is to instil a fascination with the human and physical characteristics of the world around us, both local and afar. Our geography curriculum develops pupils’ knowledge and understanding of the world, from their local everyday experience to the global picture. It helps them gain deeper and more extensive insights into both natural processes and human actions and influences at different scales. It also builds pupils’ sense of what is where in the world and ways in which things are connected - and why.

Teaching and Learning

In the Otter Valley Federation, geography is taught as a discrete subject, and we begin each learning sequence with an enquiry question. Enquiry techniques are fundamental to primary geography, and the use of “enquiry” is one of the most significant of all teaching approaches. Asking questions, processing information and finding answers, both for themselves and working with others, helps pupils make sense of their learning.

In EYFS geography comes under the curriculum area of ‘Understanding the World,’ this provides links with science and history and is focussed on the world around us. This includes comparing where we live with other places, geographical features and understanding the seasons.

In Key Stage 1 pupils begin with a focus on the local area beginning to consider the human and physical features. Children will also understand compass directions and do simple fieldwork studies. These will include map reading, drawing simple maps using basic symbols and beginning to plot familiar routes.

In Key Stage 2 children the geographic scale is widened beyond the UK to Europe and beyond; this will include a study and comparison of a different country/culture. Rivers, seas, continents and countries are plotted on maps and children learn to identify the significant features of these and the reasons for these being where they are. Also in Key Stage 2, children will study mountains and volcanoes and understand how these are formed and where they are located. Fieldwork remains a significant part of Geographical study in Key Stage 2 drawing on the local area to carry out studies of local rivers, infrastructure and natural resources available to us.

Key Concepts

We recognise that geography is not a linear subject and that to deepen learning, concepts need to be revisited numerous times to create interconnected webs of understanding. We have identified the following **key concepts** which thread throughout our geography curriculum providing a mechanism for term on term, year on year, deepening of understanding. These will each be visited multiple times in order to build on existing knowledge and link schemata together.

Disciplinary Concepts

In order to help pupils develop a deeper understanding of what it is that geographers do, the following disciplinary concepts are introduced and threaded through the curriculum so that pupils can begin to apply these thinking tools to the various areas of historical learning sequences.

- Interpret geographical information
- Map work, including directional language
- Observe, measure and record during fieldwork
- Geographical enquiry, including communicating knowledge in a variety of ways.

Assessment

“The fundamental point is however not that complicated: a curriculum sets out the journey that someone needs to go on to get better at the subject. In short. It models the progress that we would hope (although cannot guarantee) that someone will make. The curriculum is the progression model.” M. Fordham

In the Otter Valley Federation we understand the importance of a clearly defined and coherent curriculum both in structure and content. We have carefully specified what we intend to teach, building links within and across each learning sequence. By developing explicit curriculum related expectations, we support teachers with knowing what to teach and then assess the knowledge that we expect children to acquire. We expect children to have met these expectations because they are directly connected to what has been taught.

“... the key reason for all assessment is to ensure that teaching and learning are working well and that children are benefiting from a deep and rich education.” Sean Harford

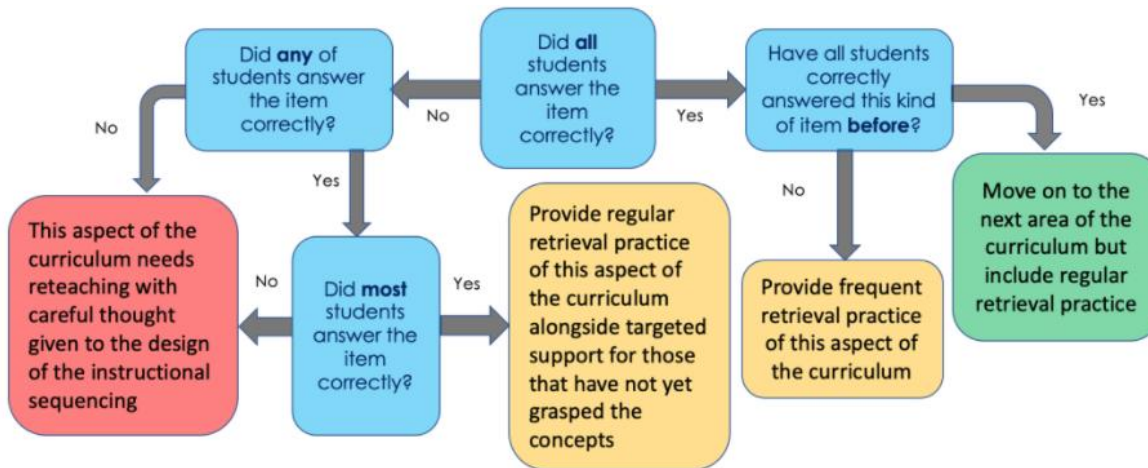
In the Otter Valley Federation we use assessment for three main purposes:

1. To impact on learning
2. To support school level decision making
3. To inform classroom teaching

We believe that purposeful assessment enables teachers to teach more effectively, enabling all our pupils to make progress. We follow these key principles when considering purposeful assessment:

- Having a clear, shared understanding of what is effective assessment practice and what constitutes progression – through the use of our concepts progressions.
- Consistent understanding and use of terminology and approaches by all teachers across the school
- Assessment process included as part of the planning stage – see learning sequence overviews

When teaching, we follow the formative assessment process, illustrated in the following diagram created by David Didau:



“Teachers need to know what gaps they need to fill, both at the level of individual students and the class. Teachers need to know what to teach next in order that all progress through the curriculum.” David Didau

Opportunities to monitor pupils' learning will occur during everyday classroom situations through:

- watching pupils as they work in geography
- listening to pupils as they talk about their learning in geography
- questioning pupils
- discussing and reviewing pupils' work with them
- marking pupils' work
- asking pupils to assess their work or the work of their peer

In the Otter Valley Federation, teachers document the pupil's security in substantive and disciplinary knowledge using the following format:

This structure clearly highlights:

- Pupils working significantly below and above curricular expectations.
- Gaps teachers need to fill, both at the level of individual pupils and the class.

Disciplinary Concepts Progression

The milestones are designed to build coherently as each child moves through their learning journey as a geographer. They have been carefully sequenced so that they develop in a manner which builds on prior learning and paves the way for what is to come.

In EYFS, children will explore maps through discussion, story-telling and creative activity; use the senses to explore and describe the natural world around them whilst outside and understand the effect of the changing seasons; explore diverse global environments, comparing them to local ones through activities using books and role play to enhance the understanding of geography and cultural differences.

Exploring maps and local area	Seasons	Around the world
Begin to look at and talk about maps Identify water on a map or globe Comment on features they see (in stories, photographs or school grounds) Make observations about the features of a place (in stories, photographs or school grounds) Recognise some features on a map Express their likes and dislikes about a specific place and its features Ask and answer questions about the world around them Represent some of the features they notice Begin to use some directional vocabulary when describing features in the environment	Observe weather across the seasons Discuss effect of changing seasons on the world around them Begin to use the names of seasons	Comment on features they see (in stories, photographs) Make observations about the features of a place (in stories, photographs) Discuss how the environments in stories and images are different to the environment they live in Recognise some features on a map Express their likes and dislikes about a specific place and its features Ask and answer questions about the world around them Represent some of the features they notice

Interpret geographical information		
KS1	LkS2	UkS2
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 maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
Outcomes		
<p>The child can use a world map, atlas or globe to name and locate the seven continents and five oceans. The child can use a UK wall map or atlas to locate and identify the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>For Example: Locate the continents where different animals live on a blank base map of the world using an atlas.</p>	<p>The child can use a map or atlas to locate some countries including Russia, and major cities in Europe or North and South America.</p> <p>The child can use a map to locate some states of the USA.</p> <p>The child can use an atlas to locate the UK and locate some major urban areas; locate where they live in the UK.</p> <p>For Example: Use an atlas to locate places using latitude and longitude and be able to describe the location of the place using a nested hierarchy.</p>	<p>The child can use physical and political maps to describe key physical and human characteristics of regions of Europe or North and South America. The child can use globes and atlases to locate places studied in relation to the Equator, latitude and longitude and time zones.</p> <p>The child can use thematic maps for specific purposes.</p> <p>For Example: Use physical and political maps to identify the Alps, its countries, cities and topography.</p>
Map work, including using directional language		
KS1	LkS2	UkS2

Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map.	Use symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.	Use the eight points of a compass, four- and six-grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.
Outcomes		
<p>The child can describe a journey on a map of the local area using simple compass directions and locational and directional language.</p> <p>For Example: After a walk to a nearby green space, describe the route taken on a large-scale map using compass directions and locational language prompted by their journey stick.</p>	<p>The child can use four-figure grid references. The child can give direction instructions up to eight compass points. The child can adeptly use large-scale maps outside.</p> <p>For Example: Follow a local river downstream on an OS map. Identify human and physical features along the river's course and record these with grid references.</p>	<p>The child can use four-figure, and find six-figure, grid references. The child can describe height and slope from a map. The child can read and compare map scales.</p> <p>For Example: Use a large-scale OS map of the local area to annotate with photographs and information about a local issue.</p>

Observe, measure and record during fieldwork - 1		
KS1	LkS2	UkS2
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.	Use fieldwork to observe, measure, record and present the human and physical features in the local area.	Use fieldwork to observe, measure, record and present the human and physical features in the local area.
Outcomes		
<p>The child can keep a weekly weather chart based on first-hand observations using picture symbols, and present this data. The child can locate features of the school grounds on a base map.</p> <p>For Example: Go into the playground to observe the weather and record this, building up a table of information to be discussed and described.</p>	<p>The child can, in a group, carry out fieldwork in the local area selecting appropriate techniques.</p> <p>For Example: Create a river in the playground using natural materials. Use a watering can to form the river. Observe and record what happens to the water over different materials. Take photographs and label with key river features and processes.</p>	<p>The child can plan and carry out a fieldwork investigation in an urban area and/or a rural area using appropriate techniques.</p> <p>For Example: Plan and carry out an enquiry to investigate how sustainable one aspect of the school's work is. Collect evidence from surveys, photographs and interviews, and present findings to Head of School and School's Governing Body.</p>

Observe, measure and record during fieldwork - 2		
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 a range of methods including sketch maps, plans and graphs, and digital technologies.	Use a range of methods including sketch maps, plans and graphs, and digital technologies

Outcomes		
<p>The child can use aerial photos to identify physical and human features of a locality. The child can draw a simple map with a basic key of places showing landmarks.</p> <p>For Example: Create models of landmarks seen on a local walk, order the landmarks and correctly locate them on a large-scale map on the classroom or hall floor.</p>	<p>The child can make a map of a short route with features in the correct order and in the correct places. The child can make a simple scale plan of a room. The child can present information gathered in fieldwork using simple graphs. The child can use the zoom function of a digital map to locate places.</p> <p>For Example: Using Google Earth – starting at London, capital of UK– zoom out to identify counties and cities and locate them on a map ending up in Devon and our local area.</p>	<p>The child can make sketch maps of areas using symbols, a key and a scale. The child can use digital maps to investigate features of an area. The child can present information gathered in fieldwork using a range of graphs.</p> <p>For Example: Research into how the local area is changing, using a range of digital sources including historical maps, images and newspapers.</p>

Geographical enquiry, including communicating knowledge in a variety of ways		
KS1	LkS2	UkS2
Be able to investigate places and environments by asking and answering questions, making observations and using sources such as simple maps, atlases, globes, images and aerial photos.	Be able to investigate places and environments by asking and responding to geographical questions, making observations and using sources such as maps, atlases, globes, images and aerial photos. They can express their opinions and recognise that others may think differently.	Be able to carry out investigations using a range of geographical questions, skills and sources of information including a variety of maps, graphs and images. They can express and explain their opinions and recognise why others may have different points of view.
Outcomes		

Substantive Concepts Progression

In EYFS children In the Otter Valley Federation will know:

<p>A map is a picture of a place Usually, water is represented in blue on a map or globe Some vocabulary to describe water e.g. sea, river Some vocabulary to describe the characteristics of different places e.g. field, hill building, road, house A place and its features can be represented in a picture Know some vocabulary to describe directions eg near, far, behind, close Know the name of the school and where they live</p>	<p>There are four seasons in a year Autumn, Winter, Spring and Summer are used to describe the seasons Some characteristics of each season e.g. In Autumn some trees have leaves that change colour and fall off the trees; In Winter it is usually colder and we can get frost, snow and ice; In Spring, leaves start to grow on the trees, daffodils flower; In summer it is hotter and sunnier</p>	<p>Places in this country differ from each other e.g. city and village There are different countries around the world There are differences between places in this country and other countries eg In the Arctic there is a lot of snow and ice, and different animals live there because of this; In the hot desert it is hot, sandy and dry and different animals live there because of this</p>
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FENITON SCHOOL Place					
Year 1 – unit 1 What is the geography of where we live?	Year 2 – unit 1 What is the UK like?	Year 3 – unit 1 How diverse are UK and local landscapes?	Year 4 – unit 1 Where is Brazil and how diverse is it?	Year 5 – unit 1 How diverse are Europe and local landscapes?	Year 6 – unit 1 Climate and Time Zones

<p>Feniton is a village.</p>	<p>The four countries that make up the United Kingdom are England, Wales, Scotland and Northern Ireland.</p> <p>The capital city of England is London.</p> <p>The capital city of Wales is Cardiff.</p> <p>The capital city of Scotland is Edinburgh.</p> <p>The capital city of Northern Ireland is Belfast.</p> <p>The three main seas that surround the United Kingdom are: The North Sea, The Irish Sea and The English Channel.</p>	<p>The United Kingdom is split into different regions.</p> <p>One region of the United Kingdom is the South West.</p> <p>A region is an area made up of a collection of counties.</p> <p>The counties within the South West region are Bristol, Cornwall, Devon, Dorset, Gloucestershire, Somerset, and Wiltshire.</p> <p>A county is an area used for local government purposes.</p> <p>The cities in Devon are Exeter and Plymouth.</p> <p>A city in the UK has a cathedral or a university, a particular form of local government, or has a large population.</p>	<p>Brazil is one of the main countries in the world.</p> <p>Cities in Brazil include Manaus, Rio de Janeiro, Brasilia, Sao Paulo.</p> <p>In Brazil, a city is defined the place that has local government administration.</p> <p>Brazil lies both north and south of the Equator.</p> <p>The equator is an imaginary line around the middle of a planet. It is half between the North Pole and South Pole.</p> <p>The Tropic of Capricorn runs through the southern part of Brazil.</p> <p>The tropical zone lies between the Tropics of Cancer and the Tropic of Capricorn.</p> <p>The world's tropical rainforests are mostly found in the tropical zone, near to the Equator.</p>	<p>Europe extends from the Atlantic Ocean (west) to Asia (east), to Arctic Circle (north) to the Mediterranean Sea (south).</p> <p>Maps and globes can be used to identify the location of countries in Europe.</p> <p>The climate in Europe is seasonal and very varied.</p> <p>Southern areas of Europe around the Mediterranean are mild in winter and hot in summer, and attract a lot of tourists.</p> <p>The west of Europe receives more rainfall than the east of Europe because it is close to the Atlantic Ocean.</p> <p>Each European country has a capital city.</p> <p>Some major cities in Europe have global importance.</p> <p>Italy is in southern Europe</p>	<p>The sun's energy is more concentrated near the Equator and spread out over a larger area near the poles.</p> <p>Average temperature across the Earth is related to how far from the Equator a place is located.</p> <p>Day and night result from Earth's rotation in relation to sun, which appears to rise in the east and set in the west.</p> <p>Lines of longitude are all the same length, and give our position in degrees east or west of the Prime Meridian.</p> <p>The Prime Meridian (0° longitude) runs through London; the Antimeridian (180° longitude) runs through the Pacific Ocean.</p> <p>Time zones to the east of the Prime Meridian are 'UTC (or GMT) plus'; time zones to the west are 'minus UTC (or GMT)'.</p>
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			<p>Tropical rainforests are very hot with lots of rainfall.</p> <p>Brasilia is the capital city of Brazil.</p> <p>Exeter is the capital city of Devon.</p>	<p>Different factors such as climate, location and the physical landscape can affect what life in a village is like.</p>	<p>Many flights cross time zones, leading to discrepancies between the time in the air and that of destination airports.</p> <p>Some flights cross the International Date Line moving between the western and eastern hemispheres of the globe.</p> <p>Some countries, including the UK, adjust their time in certain seasons to maximise the hours of daylight.</p>
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Year 1 – unit 2 Why do we like to be beside the seaside?	Year 2 – unit 2 Would you prefer to live in a hot or cold place?	Year 3 – unit 2 Rivers and water cycle	Year 4 – unit 2 Mountains, volcanoes and earthquakes	Year 5 – unit 2 Natural Resources	Year 6 – unit 2 Global Trade
	<p>There are seven continents in the world. They are Asia, Africa, North America, South America, Antarctica, Europe and Australia.</p> <p>There are five oceans: Atlantic, Arctic, Pacific, Indian and Southern.</p>		<p>The Rocky Mountains are the largest mountain range in North America.</p> <p>The majority of volcanoes and earthquakes take place along the ring of fire, in the Pacific Ocean.</p>		<p>The UK exports goods to many countries (trade link) including Switzerland, United States and Germany.</p> <p>Brazil is a developing country that benefits from Fair Trade eg. brown sugar.</p>




					North America makes the most money from exporting high value and complicated manufactured products.
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Earth Processes					
Year 1 – unit 1 What is the geography of where we live?	Year 2 – unit 1 What is the UK like?	Year 3 – unit 1 How diverse are UK and local landscapes?	Year 4 – unit 1 Where is Brazil and how diverse is it?	Year 5 – unit 1 How diverse are Europe and local landscapes?	Year 6 – unit 1 Climate and Time Zones
Physical features are natural such as hills, fields, vegetation, streams, rivers and woods.	Physical features are mountain, forest, valley and soil.	Physical characteristics of the South West are... moorlands, farmland, countryside, long coastlines with beaches, cliffs, and coves. Famous coastal landmarks like Durdle Door and Lulworth Cove Rivers, flat, marshy areas like the Somerset Levels. Granite and rocky areas especially in Cornwall and Devon. Mild, wet climate with warmer weather than most of the UK Lots of natural vegetation, including	The tropical zone around the Earth has high temperatures which make the air in many areas humid (warm and wet). Brazil can be divided roughly into six biomes or vegetation belts: Tropical rainforest , desert, wetlands, savannah, Pampas, Atlantic forest A biome is a large area with specific climate, vegetation, and animal life. A vegetation belt is an area with distinct plant types, determined by	Europe has a diverse range of physical geographical features such as mountains and rivers.	The Earth rotates on tilted axis as it orbits the sun. The sun provides warmth for Earth in the form of solar energy. The concentration of the sun’s rays has a direct effect on the temperature of places on Earth. We usually measure temperature in degrees Celsius.

		<p>moorland plants and coastal wildlife Estuaries where rivers meet the sea.</p> <p>The key topographical features of Devon are moors, heathlands, valleys, coastland, farmland.</p> <p>The physical characteristics of Devon are... Beautiful beaches – sandy beaches in the south and rocky, surf beaches in the north Dartmoor – a big moorland with wild ponies, granite tors, and open hills Two coastlines – Devon touches both the English Channel (south) and the Atlantic Ocean (north) Rivers – including the River Exe, River Dart, River Taw, and River Torridge Cliffs and coves – especially along the</p>	<p>climate, soil, drainage and elevation.</p>		
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		<p>Jurassic Coast in East Devon</p> <p>Rolling countryside – green hills, farms, and hedgerows everywhere</p> <p>Woodlands and valleys – such as the wooded areas around the River Dart</p> <p>Red cliffs – famous around Exmouth and the East Devon coast</p> <p>Estuaries – wide, calm river mouths like the Exe Estuary</p> <p>Mild, wet weather – because it's close to the sea</p>			
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Year 1 – unit 2 Why do we like to be beside the seaside?	Year 2 – unit 2 Would you prefer to live in a hot or cold place?	Year 3 – unit 2 Rivers and water cycle	Year 4 – unit 2 Mountains, volcanoes and earthquakes	Year 5 – unit 2 Natural Resources	Year 6 – unit 2 Global Trade
Physical features are beach, cliff, coast, sea	<p>The seasonal and daily weather patterns in the United Kingdom are:</p> <p>Spring (March–May)</p> <p>Weather starts to warm up</p>	Key topographical features of rivers include the channel, floodplains, and various landforms created by erosion and deposition, such as waterfalls, rapids, V-shaped valleys, meanders, and deltas.	Mountains are formed when tectonic plates move towards each other, pushing the ground upwards, lifting and folding it.		




	<p>More sunshine, but still some rainy days Flowers begin to grow Days get longer</p> <p> Summer (June–August)</p> <p>Warmest time of the year Longer, sunnier days Sometimes hot, sometimes showery Occasional thunderstorms</p> <p> Autumn (September–November)</p> <p>Cooler temperatures Lots of windy and rainy days Leaves change colour and fall Days get shorter</p> <p> Winter (December–February)</p>	<p>The water cycle is the continuous journey of water from oceans and lakes, to clouds, to rain, to streams, to rivers and back to the ocean again.</p>	<p>There are three common types of mountain: fold, fault-block and dome.</p> <p>Mountains have common physical features: peak, ridge, tree line, snow line, glacier, scree.</p> <p>Mountains are higher and usually steeper than a hill and are generally over 600 metres high. They are often found together in a group called a mountain range.</p> <p>A volcano is an opening in the Earth's crust that allows magma, ash, and gases to erupt from beneath the surface.</p> <p>When magma reaches the surface, it's called lava and erupts along with gases and ash.</p> <p>Volcanoes often form mountains as layers of lava and ash build up from repeated eruptions. An earthquake is a sudden shaking of the Earth's surface caused by</p>		
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	<p>Daily Weather Patterns in the UK.</p> <p>Morning: Often cooler and can be misty or cloudy</p> <p>Afternoon: Usually the warmest part of the day; sometimes brighter</p> <p>Evening: Temperatures drop again as the sun goes down</p> <p>Night: Cool or cold; sometimes clear, sometimes rainy</p> <p>Hot areas tend to be located near the Equator.</p> <p>Cold areas are generally found closer to the North and South Poles.</p> <p>Temperature is how warm or cool something is.</p> <p>The temperature of a location is one aspect of the weather.</p> <p>Weather is the condition of the atmosphere. For example, if it is hot or</p>		<p>the release of energy within the Earth's crust.</p> <p>This release creates seismic waves that travel through the Earth and cause the ground to shake.</p> <p>Earthquakes are often caused by the movement of tectonic plates along fault lines.</p>		
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	cold, wet or dry or how strongly the wind is blowing.				
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Interconnections					
Year 1 – unit 1 What is the geography of where we live?	Year 2 – unit 1 What is the UK like?	Year 3 – unit 1 How diverse are UK and local landscapes?	Year 4 – unit 1 Where is Brazil and how diverse is it?	Year 5 – unit 1 How diverse are Europe and local landscapes?	Year 6 – unit 1 Climate and Time Zones
<p>The school is in Feniton.</p> <p>Human features are built or created by humans such as village, farm, factory, office, house and shop.</p>		<p>Human characteristics of the UK's geographical regions are:</p> <ul style="list-style-type: none"> • Big cities and small villages • Transport networks (roads, railways, ports, airports) • Farming, fishing, and industry • Tourism hotspots • Different languages and cultures • Jobs in services, business, factories, and technology 	<p>The similarities and differences between Devon and the Amazon Rainforest are settlements, rainfall, animals, vegetation (chocolate/medicines) and inhabitants.</p> <p>The Amazon Rainforest is diminishing due to deforestation, mining and farming.</p>	<p>Europe has diverse human geographical features (cities, road and rail networks, types of farming and industry).</p> <p>Northern Italy has a diverse range of physical geographical features (mountains, rivers, climate and vegetation belts).</p> <p>Northern Italy has a diverse range of human geographical features (cities, road/rail networks, farming, industry).</p> <p>There may be many different reasons why someone would like to live in a particular locality.</p>	<p>Climate is the average pattern of weather taken over a period of time, usually 30 years.</p> <p>Climate change is how these patterns have changed over time.</p> <p>Some areas of the world share a similar climate; we call these climate zones.</p> <p>Lines of latitude can help us understand the location of climate zones.</p> <p>Average temperature and rainfall, often represented in graphs, is a clue to identifying climate zones.</p>

		<p>Land use means how people use the land.</p> <p>Different places in the UK use land in different ways some of these aspects have changed over time.</p> <p>The human characteristics of the Devon are....</p> <p>Devon's human characteristics include:</p> <ul style="list-style-type: none"> • Towns, cities, and villages • Roads, railways, and ports • Tourism and farming • Jobs in services, fishing, and food production • A proud history and unique culture 		<p>The similarities between northern Italy and my UK region (Devon) are:</p> <p> Both have mountains or hills</p> <p>Northern Italy has the Alps and Apennines. Devon has Dartmoor and rolling hills.</p> <p> Both have coastlines</p> <p>Northern Italy borders the Ligurian Sea. Devon has two coastlines (north and south).</p> <p> Both are popular holiday places</p> <p>People visit Northern Italy for lakes, beaches, and mountains. People visit Devon for beaches, moors, and countryside.</p>	<p>Climate has an impact on where and how people live.</p> <p>Some areas within a climate zone have similar plants and animals; we call this a biome and they can be mapped out.</p> <p>Key biomes of the world include rainforest, savannah, desert, temperate forest and tundra.</p> <p>Animals and plants adapt to their environments.</p> <p>Climate is changing due to human activity releasing more greenhouse gases into the atmosphere, causing a climate crisis.</p> <p>Climate crisis means the world's climate is changing faster than plants and animals (including humans) can adapt to.</p> <p>Increased temperatures and changes to rainfall patterns threaten the</p>
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				<p> Both have farming</p> <p>Northern Italy grows crops like grapes, olives, and rice.</p> <p>Devon farms cows, sheep, and grows crops like barley and vegetables.</p> <p> Both have small villages and historic towns</p> <p>Northern Italy has old towns with piazzas and churches.</p> <p>Devon has villages with cottages and historic buildings.</p> <p> Both have important transport links</p> <p>Northern Italy has major roads and</p>	food and freshwater supply for living things.
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				<p>railways connecting big cities.</p> <p>Devon has the M5 and railway lines connecting to nearby cities.</p> <p>🍷 Both have famous local foods</p> <p>Northern Italy: pasta, cheese, and gelato. Devon: cream teas, dairy products, and local seafood.</p> <p>🌄 Both have protected natural areas</p> <p>Northern Italy has national parks in the Alps and lakes. Devon has Dartmoor and part of the Jurassic Coast.</p>	
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				<p>The differences between northern Italy and my UK region (Devon) are:</p> <p>Northern Italy and Devon are different because:</p> <p>Italy has big mountains and hotter weather Devon is wetter with moorland and gentle hills</p> <p>Italy has big cities; Devon has smaller towns</p> <p>They have different foods, farming, and types of jobs</p>	
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Year 1 – unit 2 Why do we like to be beside the seaside?	Year 2 – unit 2 Would you prefer to live in a hot or cold place?	Year 3 – unit 2 Rivers and water cycle	Year 4 – unit 2 Mountains, volcanoes and earthquakes	Year 5 – unit 2 Natural Resources	Year 6 – unit 2 Global Trade
Human features are built by humans such as city, town, port and harbour.		Historically and now, settlements have often developed around rivers	People often choose to live near volcanoes despite the risks because	Natural resources are materials produced by the environment	Trade is the exchange of goods or services.

<p>The similarities between a Melanesian beach and Exmouth are:</p> <p>Both have sandy beaches People can walk, play, and relax on the sand in both places.</p> <p>Both are next to the sea Waves, tides, and salty water can be found in both locations.</p> <p>Both have sea animals and shells You can often find crabs, fish, shells, and seabirds.</p> <p>Both are used for fun activities Swimming, paddling, snorkelling, or just enjoying the beach.</p> <p>Both attract visitors Tourists come to enjoy</p>		<p>as they provide resources like fresh water, transportation, and fertile land for agriculture.</p> <p>Rivers are useful for trade and communication, making them good locations for human habitation.</p>	<p>of the fertile volcanic soil, potential for geothermal energy, and the attraction of volcanic activity for tourism.</p> <p>These factors offer economic opportunities and resource advantages that outweigh the hazards in some areas.</p>	<p>that humans can make use of.</p> <p>Some natural resources are renewable and some are not.</p> <p>Natural resources are unequally distributed globally and people have unequal access to them, which can cause conflict.</p> <p>Some resources, like food and water, are essential to life; others, like precious gem stones, are not.</p> <p>Non-renewable energy sources are fossil fuels: coal, oil, natural gas, and the elements uranium and plutonium.</p> <p>Renewable energy sources include solar power, wind, wave and tidal energy, hydro-electric,</p>	<p>Global trade developed through technological advancements, improved transportation, and increased communication, connecting countries and allowing the exchange of goods and services across vast distances.</p> <p>This process, known as globalization, has made trade significantly faster and more extensive than in the past.</p> <p>Global trade is the exchange of goods or services between different countries.</p> <p>Importing is buying goods from other countries.</p> <p>Exporting is selling goods to other countries.</p> <p>Many foods can't be grown in the UK's climate and need to be imported.</p> <p>A global supply chain is the journey that products take from being made to being sold in stores, often involving</p>
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<p>the beach, scenery, and outdoor activities.</p> <p>Both have boats People use boats for fishing, exploring, or enjoying the water.</p> <p>Both have beautiful views</p> <p>The differences between a Melanesian beach and Exmouth are:</p> <p>Climate</p> <p>Melanesian beaches are in tropical areas, so they are hot all year round. Exmouth has a temperate climate, so it is warm in summer but cooler in winter.</p> <p>Environment</p> <p>Melanesian beaches often have palm trees,</p>				<p>biomass and geothermal.</p> <p>Non-renewable sources are unsustainable, polluting and a cause of rapid climate change.</p> <p>Large-scale food production can have a damaging effect on the planet.</p> <p>Minerals are found in the Earth's crust and their extraction can pollute the ground and water supplies locally and damage landscapes.</p> <p>Water resources across the world are unequal and influenced by patterns of climate.</p> <p>The use of water varies across the world and is linked to latitude, climate, and amount</p>	<p>multiple countries and companies.</p> <p>Fairtrade is a trade system that ensures farmers and workers in developing countries receive fair prices and decent working conditions for their products.</p> <p>The physical geography of a country can influence what the highest value export is.</p> <p>The level of development of a country influences the highest value export.</p>
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<p>coral reefs, and tropical plants. Exmouth has sand dunes, cliffs, and temperate plants instead of tropical ones.</p> <p>Sea Life</p> <p>Melanesian waters have bright coral reefs, colourful fish, and tropical sea animals. Exmouth has cold-water species like crabs, starfish, and European fish, but no coral reefs.</p> <p>Nearby Settlements</p> <p>Many Melanesian beaches are near small, traditional villages with local huts. Exmouth is a large English seaside town</p>				<p>of agriculture and industry in a place.</p> <p>Some water resources are polluted through human activity.</p>	
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<p>with shops, cafés, and modern houses.</p> <p>Activities</p> <p>Melanesian beaches are famous for snorkelling, diving, and exploring coral reefs.</p> <p>Exmouth is popular for kitesurfing, paddleboarding, and walking along the estuary.</p> <p>Beach Appearance</p> <p>Melanesian beaches often have bright white sand and turquoise water.</p> <p>Exmouth's beach has golden sand and the red cliffs of the Jurassic Coast.</p>					
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<p>Culture</p> <p>Melanesia has traditional island cultures, languages, and customs. Exmouth reflects British seaside traditions, like fish and chips and beach huts.</p>					
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Tipton St John Substantive Knowledge Progression - see below



Locational Knowledge - general geographical knowledge, position and significance, UK and Global

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

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)

Maple Year A Autumn	Maple Year B Autumn	Willow Year A Autumn	Willow Year B Autumn	Oak Year A Autumn	Oak Year B Autumn
What is a rainforest and where can they be found?	Tipton St John – Local study	Mountain, Volcanoes, Rivers, Coasts and Seas	All About the UK	How has the sea and weather affected our coastline?	What are the similarities and differences between my country and that from another continent?
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	Identify and locate key physical features in the UK (e.g. major rivers, mountain ranges, coastal areas). Recognise how natural features influence human activity (e.g. where people live, tourism).	Name and describe some counties and cities in the UK. Identify different types of land use (e.g. urban, rural, farming) and link these to topographical features.	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.	Locate the world's countries, using maps to focus on South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. 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)

Maple Year A Spring	Maple Year B Spring	Willow Year A Spring	Willow Year B Spring	Oak Year A Spring	Oak Year B Spring
Our Weather in the United Kingdom	Where is Kampong Ayer and how does it compare to Tipton St John?	How and why is the coastline of Dawlish changing?	What are the similarities and differences between my country and Greece?	What are the similarities and differences between my country and one located in Europe?	What are the similarities and differences between my country and that from another continent?
Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas	Name and locate the world's seven continents and five oceans.	Locate Dawlish and surrounding coastline on a map. Recognise key physical processes (e.g. erosion, tides) shaping the coastline.	Locate Greece and the UK on a map or globe. Identify key differences in geography, climate, and environment using simple maps and visual sources.	Locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities	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

Maple Year A Summer	Maple Year B Summer	Willow Year A Summer	Willow Year B Summer	Oak Year A Summer	Oak Year B Summer
Seaside – local area study	Maps and atlases Using story to explore imaginary and real maps	How has transport changed over time in our local area? How has our natural location affected this?	How and why have our buildings changed, and how has our local area been affected by these changes?	What is the Exe Estuary and why is it so important? How is the sea likely to affect Exmouth and its surrounding area?	What is going on in my neighbourhood?
Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. 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	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.	Identify how the local geography (e.g. rivers, hills) has influenced the development of transport. Use maps to track changes in local routes and connections over time.	Recognise how land use and settlement in the local area have evolved. Identify and compare human features (e.g. old and modern buildings, village layouts).	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	Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics

Place Knowledge - human and physical geography

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

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

Maple Year A Autumn	Maple Year B Autumn	Willow Year A Autumn	Willow Year B Autumn	Oak Year A Autumn	Oak Year B Autumn
What is a rainforest and where can they be found?	Tipton St John – Local study	Mountain, Volcanoes, Rivers, Coasts and Seas	All about the UK	How has the sea and weather affected our coastline?	What are the similarities and differences between my



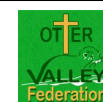
					country and that from another continent?
Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country	Understand human and physical geographical features through studying their local area.	Compare two contrasting UK regions in terms of landscape, settlement and land use.	Describe key geographical features of the UK and a European country, using vocabulary such as coast, valley, hill, and settlement.	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom	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

Maple Year A Spring	Maple Year B Spring	Willow Year A Spring	Willow Year B Spring	Oak Year A Spring	Oak Year B Spring
Our Weather in the United Kingdom	Where is Kampong Ayer and how does it compare to Tipton St John?	How and why is the coastline of Dawlish changing?	What are the similarities and differences between my country and Greece?	What are the similarities and differences between my country and one located in Europe?	What are the similarities and differences between my country and that from another continent?
	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	Understand how physical and human features shape a local area (e.g. how Dawlish has developed around the coast). Describe seasonal patterns and their effect on local life.	Compare everyday life in a UK village with that of a settlement in Greece. Discuss how the physical environment influences buildings and activities.	Understand geographical similarities and differences through the study of human and physical geography of a region of Europe.	Understand geographical similarities and differences through the study of human and physical geography of a region of South America

Maple Year A Summer	Maple Year B Summer	Willow Year A Summer	Willow Year B Summer	Oak Year A Summer	Oak Year B Summer
Seasides – local area study	Maps and atlases Using story to explore imaginary and real maps	How has transport changed over time in our local area? How has our natural location affected this?	How and why have our buildings changed, and how has our local area been affected by these changes?	What is the Exe Estuary and why is it so important? How is the sea likely to affect Exmouth and its surrounding area?	What is going on in my neighbourhood?
Study the human and physical geography of a small area of the United Kingdom.	Use human and physical features to make and explore maps	Explore the changes in the human geography of their local area over time (e.g. shift from farming to tourism). Use maps and stories to identify physical features and landmarks	Identify what features make their neighbourhood unique. Compare how different features (natural or man-made) meet the needs of the people who live there.	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom

Human, Physical and Environmental Geography - local and global scales					
<p>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</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 ☒</p> <p>Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>		<p>Describe and understand key aspects of:</p> <p>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</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>			
Maple Year A Autumn	Maple Year B Autumn	Willow Year A Autumn	Willow Year B Autumn	Oak Year A Autumn	Oak Year B Autumn
What is a rainforest and where can they be found?	Tipton St John – Local study	Mountain, Volcanoes, Rivers, Coasts and Seas	All About the UK	How has the sea and weather affected our coastline?	What are the similarities and differences between my country and that from another continent?
Identify 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	Recognise how rivers, mountains and the sea impact life and activities in different UK regions. Begin to understand the water cycle using simple models or diagrams.	Explore how different climates and landscapes (e.g. Mediterranean vs temperate) affect living things. Understand that volcanoes and earthquakes are natural events and where they are likely to occur.	Describe and understand key aspects of: physical geography, including: rivers, mountains and the water cycle	Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes

Maple Year A Spring	Maple Year B Spring	Willow Year A Spring	Willow Year B Spring	Oak Year A Spring	Oak Year B Spring
Our Weather in the United Kingdom	Where is Kampong Ayer and how does it compare to Tipton St John?	How and why is the coastline of Dawlish changing?	What are the similarities and differences between my country and Greece?	What are the similarities and differences between my country and one located in Europe?	What are the similarities and differences between my country and that from another continent?

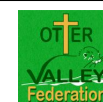


Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles	Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Use basic geographical vocabulary to refer to: 7 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	Understand basic human geography including different types of settlement (village, town, city) and how they are suited to their environments. Recognise land uses and reasons for their location.	Explore how people in different parts of the world meet their needs for food, water and shelter. Recognise how environments can be protected or harmed.	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	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
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Maple Year A Summer	Maple Year B Summer	Willow Year A Summer	Willow Year B Summer	Oak Year A Summer	Oak Year B Summer
Seasides – local area study	Maps and atlases Using story to explore imaginary and real maps	How has transport changed over time in our local area? How has our natural location affected this?	How and why have our buildings changed, and how has our local area been affected by these changes?	What is the Exe Estuary and why is it so important? How is the sea likely to affect Exmouth and its surrounding area?	What is going on in my neighbourhood?
Identify seasonal and daily weather patterns in the United Kingdom. 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	Use basic geographical vocabulary to refer to: 7 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	Identify and describe key local human and physical features using appropriate vocabulary. Recognise seasonal changes and their influence on people and places.	Understand how human activities have shaped the landscape of their local area over time. Begin to think about how the environment can be improved or damaged.	Understand how human activities have shaped the landscape of their local area over time. Begin to think about how the environment can be improved or damaged. 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	Human geography, including: types of settlement and land use, economic activity

Geographical skills and fieldwork					
<p>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</p> <p>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</p> <p>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</p> <p>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>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>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</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>			
Maple Year A Autumn	Maple Year B Autumn	Willow Year A Autumn	Willow Year B Autumn	Oak Year A Autumn	Oak Year B Autumn
What is a rainforest and where can they be found?	Tipton St John – Local study	Mountain, Volcanoes, Rivers, Coasts and Seas	All About the UK	How has the sea and weather affected our coastline?	What are the similarities and differences between my country and that from another continent?
Use world maps, atlases and globes to identify countries, continents and oceans studied at this key stage	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 maps and globes to identify UK countries and major features. Begin to use four-point compass directions and basic symbols to describe locations.	Conduct basic fieldwork in the school grounds to record key features (e.g. play areas, vegetation, buildings). Begin to create sketch maps with a simple key.	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.	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

Maple Year A Spring	Maple Year B Spring	Willow Year A Spring	Willow Year B Spring	Oak Year A Spring	Oak Year B Spring
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Our Weather in the United Kingdom	Where is Kampong Ayer and how does it compare to Tipton St John?	How and why is the coastline of Dawlish changing?	What are the similarities and differences between my country and Greece?	What are the similarities and differences between my country and one located in Europe?	What are the similarities and differences between my country and that from another continent? Unit Title
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].	Use world maps, atlases and globes to identify 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 coordinates and directional language to describe location and routes on a local map. Interpret aerial photographs of familiar locations to identify features.	Use maps to compare different settlements (UK and Greece). Create and use simple keys and symbols in own maps.	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

Maple Year A Summer	Maple Year B Summer	Willow Year A Summer	Willow Year B Summer	Oak Year A Summer	Oak Year B Summer
Seasides – local area study	Maps and atlases Using story to explore imaginary and real maps	How has transport changed over time in our local area? How has our natural location affected this?	How and why have our buildings changed, and how has our local area been affected by these changes?	What is the Exe Estuary and why is it so important? How is the sea likely to affect Exmouth and its surrounding area?	What is going on in my neighbourhood?
Use world maps, atlases and globes to identify the United Kingdom and its countries. 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.	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	Design a route or journey using simple mapping skills. Use fieldwork tools (clipboards, surveys, photos) to record how places have changed.	Observe and record features in their local area using maps, photos and field notes. Describe local landmarks and explain their importance.	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	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.

Substantive knowledge

Locational knowledge

For example: name and locate locations; positioning systems

Place knowledge

The connection of location and physical and/or human geography processes with personal experience

Environmental, physical and human geography

For example: migration; glaciation; climate change

Geographical skills and fieldwork

For example: using maps and globes; collecting first-hand evidence

Disciplinary knowledge

Insight into the ways geography experts think