



Personal Responsibility In Delivering Excellence

# Geography Progression Overview

		Geography Curriculum Coverage							
		Nursery	Reception / F2	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
Overview	Statutory NC Content	<p><b>Mathematics</b>  <u>3- and 4-Year-Olds:</u>            Understand position through words alone. For example, "The bag is under the table," – with no pointing.            Describe a familiar route.            Discuss routes and locations, using words like 'in front of' and 'behind'.</p> <p><b>Understanding the World</b>  <u>Birth to 3:</u>            Explore natural materials, indoors and outside.            Explore and respond to different natural phenomena in their setting and on trips.</p> <p><u>3- and 4-Year-Olds:</u>            Use all their senses in hands-on exploration of natural materials. Begin to understand the need to respect and care for the natural environment and all living things. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>	<p><b>Understanding the World</b>  <u>Children in Reception:</u>            Draw information from a simple map.            Recognise some similarities and differences between life in this country and life in other countries.            Explore the natural world around them.            Recognise some environments that are different to the one in which they live.            Name and describe people who are familiar to them.</p> <p><b>People, Culture and Communities ELG</b>            Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.            Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p> <p><b>The Natural World ELG</b>            Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.            Understand some important processes and changes in the natural world around them, including the seasons.</p>	<p>Pupils should develop knowledge about the world, the United Kingdom, and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.</p>	<p>Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</p>				

		Nursery	Reception / F2	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
Locational Knowledge	Statutory NC Content	<p><b>Understanding the World Birth to 3:</b> Explore natural materials, indoors and outside.</p> <p><b>3- and 4-Year-Olds:</b> Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>	<p><b>Understanding the World Children in Reception:</b> Draw information from a simple map. Recognise some similarities and differences between life in this country and life in other countries. Recognise some environments that are different to the one in which they live.</p> <p><b>People, Culture and Communities ELG</b> Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p> <p><b>The Natural World ELG</b> Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p>	<p>Name, locate and identify characteristics of the 4 countries of the UK and its surrounding sea</p> <p>Name, locate and identify capital cities of the UK</p>	<p>Name and locate the world's seven continents and five oceans.</p>	<p>Locate the world's countries (<i>include recap of the world's seven continents and five oceans</i>), using maps to focus on <b>Europe</b>, (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics countries and major cities.</p> <p>Name and locate Geographical counties and cities of the UK (<i>Derbyshire OR Nottinghamshire- perhaps do different one at each school and carry out some comparison work linking up the schools</i>), geographical regions and their identifying human and physical characteristics and key topographical features (including hills, mountains, and rivers).</p> <p>Identify the position of the Equator, Arctic, and Antarctic Circle</p>	<p>Locate the world's countries (<i>include recap of the world's seven continents, five oceans and Europe</i>), using maps to focus on <b>North America</b>, concentrating on their environmental regions, key physical and human characteristics countries and major cities.</p> <p>Name and locate Geographical counties and cities of the UK (<i>Midlothian/Edinburghshire in Scotland – linked to Roman study on Hadrian's Wall</i>), geographical regions and their identifying human and physical characteristics and key topographical features (including hills, mountains, coasts, and rivers).</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern and Southern Hemisphere, Arctic, and Antarctic Circle</p>	<p>Locate the world's countries (<i>include recap of North America and Europe</i>), using maps to focus on <b>South America</b>, concentrating on their environmental regions, key physical and human characteristics countries and major cities.</p> <p>Name and locate Geographical counties and cities of the UK (<i>London – linked to land use in the 2<sup>nd</sup> World War</i>), geographical regions and their identifying human and physical characteristics and key topographical features (including hills, mountains, coasts, and rivers) and land use patterns (<i>include recap of the position and significance of latitude, longitude, Equator, Northern, Southern Hemisphere, Arctic and Antarctic Circle and the Tropics of Cancer and Capricorn</i>), the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>Understand how some of these have changed over time. -Include (<i>recap of the position and significance of latitude, longitude, Equator, Northern, Southern Hemisphere, Arctic and Antarctic Circle and the Tropics of Cancer and Capricorn</i>), the Prime/Greenwich Meridian and time zones (including day and night)</p>	<p>Name and locate Geographical counties and cities of the UK (<i>include making comparisons to some coastal locations and *changes of land use over time</i>), geographical regions and their identifying human and physical characteristics and key topographical features (including hills, mountains, coasts, and rivers) and land use patterns.</p>
	Skills Content	<p>Talk about and use photos to understand that there are different countries in the world.</p>	<p>Draw information on a simple map.</p> <p>Understand similarities and differences between life in the UK and life in other countries.</p> <p>Environments can be different depending on the place.</p>	<p>Name, locate and identify characteristics of the four countries of the United Kingdom and its surrounding seas.</p> <p>Name and locate capital cities of the UK.</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: <b>United Kingdom, England, Scotland, Wales, Northern Ireland, town, city, village, sea, beach, hill, mountain, London, Belfast, Cardiff, Edinburgh, capital city.</b></p>	<p>To use key vocabulary to demonstrate knowledge and understanding in this strand, using key language. <b>World map, continent, ocean, Europe, Asia, North America, South America, Antarctica, Africa, Australasia.</b></p> <p>Name and locate the world's <b>seven continents and five oceans.</b></p>	<p>Use maps to locate the world's countries with a focus on <b>Eastern Europe (including the location of Russia)</b> concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Name and locate counties and cities of the <b>United Kingdom</b>, identifying human and physical characteristics including <b>hills, mountains, rivers, and seas</b>, and how a place has changed.</p> <p>Identify the position of the <b>Equator, Arctic and Antarctic Circle</b></p>	<p>Locate the world's countries, using maps to focus on <b>North America</b>, concentrating on environmental regions and key physical and human characteristics.</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: <b>county, country, town, coast, physical features, human features, mountain, hill, river, sea, climate.</b></p> <p>Identify the position and significance of the <b>latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, tropics, tropical, Arctic and Antarctic Circle.</b></p>	<p>Use maps to locate the world's countries with a focus on <b>Europe and South America</b>, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Name and locate Geographical counties and cities of the UK (London linked to land use in the 2<sup>nd</sup> WW)</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere and use longitude and latitude, including the tropics and Cancer and Capricorn, to find locations on a map.</p>	<p>Name and locate counties and cities of the United Kingdom, identifying their physical features, including hill, mountains, rivers, land-use patterns, showing change over time.</p> <p><b>Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle</b>, the Prime/Greenwich Meridian and time zones including <b>day and night.</b></p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: <b>atlas, index, coordinates, latitude, longitude, contour, altitude, peaks, slopes, continent, country, city, North America, South America, border, key.</b></p>

<b>Locational Knowledge</b>	<b>Retrieval of prior knowledge</b>	<p><b>Experiences / Reading presumed:</b> To know where they live.</p> <p>To have explored the location where the school is.</p> <p>To have walked around their local environment</p>	<p>There are different countries in the world. <b>(F1)</b></p> <p>Some countries are hot. <b>(F1)</b></p> <p>Some countries are cold. <b>(F1)</b></p>	<p>The country we live in is called England <b>(F2)</b></p> <p>A map shows places in the area. <b>(F2)</b></p> <p>We live in a country called England. <b>(F2)</b></p> <p>Some environments are wet and moist. <b>(F2)</b></p> <p>Some environments are hot and dry. <b>(F2)</b></p>	<p>England, Wales, Scotland, and Northern Ireland are the countries that make up the United Kingdom. <b>(Year 1)</b></p>	<p>England, Wales, Scotland, and Northern Ireland are the countries that make up the United Kingdom. <b>(Year 1)</b></p> <p>The capital cities for each of the countries in the United Kingdom are: England – London Scotland – Edinburgh Wales – Cardiff Northern Ireland – Belfast <b>(Year 1)</b></p> <p>A hill is a small pile or heap of land. <b>(Year 1)</b></p> <p>A <b>mountain</b> is rocky and has a peak (tip) and can be as high or even higher than the clouds. <b>(Year 1)</b></p> <p>The Sea is water that is salty and covers lots of the world. <b>(Year 1)</b></p>	<p>The equator is an imaginary line around the middle of the Earth. <b>(Year 3)</b></p> <p>The Arctic Circle is the line marking the boarder of the northernmost region of Earth. <b>(Year 3)</b></p> <p>The Antarctic Circle is the line marking the boarder of the southernmost region of Earth. <b>(Year 3)</b></p> <p>A county is a smaller area of the UK containing lots of towns and villages. <b>(Year 3)</b></p>	<p>England, Wales, Scotland, and Northern Ireland are the countries that make up the United Kingdom. <b>(Year 1)</b></p> <p>The equator is an imaginary line around the middle of the Earth. <b>(Year 3)</b></p> <p>The Arctic Circle is the line marking the boarder of the northernmost region of Earth. <b>(Year 3)</b></p> <p>The Arctic Circle is the line marking the boarder of the northernmost region of Earth. <b>(Year 3)</b></p> <p>The Antarctic Circle is the line marking the boarder of the southernmost region of Earth. <b>(Year 3)</b></p> <p>Latitude Lines run around the Earth east to west. <b>(Year 4)</b></p> <p>Longitude lines run around the Earth north to south. <b>(Year 4)</b></p> <p>Latitude and longitude lines are used to give a specific location using co-ordinates. <b>(Year 4)</b></p> <p>The Northern hemisphere is all the area above the equator. <b>(Year 4)</b></p> <p>The Southern hemisphere is all the area below the equator. <b>(Year 4)</b></p> <p>The Tropic of Cancer (northern tropic) and the Tropic of Capricorn (southern tropic) mark the most northerly and southerly positions that the sun can be overhead. It is hot between the tropics. <b>(Year 4)</b></p>	<p>The Northern hemisphere is all the area above the equator. <b>(Year 4)</b></p> <p>The Southern hemisphere is all the area below the equator. <b>(Year 4)</b></p> <p>The Tropic of Cancer (northern tropic) and the Tropic of Capricorn (southern tropic) mark the most northerly and southerly positions that the sun can be overhead. It is hot between the tropics. <b>(Year 4)</b></p> <p><b>Continent</b> – the world’s main continuous expanses of land <b>(Year 3)</b></p> <p>The 7 continents are: North America, South America, Europe, Africa, Asia, Australia, and Antarctica. <b>(Year 3)</b></p>
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<b>Locational Knowledge</b>	<b>New Knowledge</b>	<p>There are different countries in the world.</p> <p>Some countries are hot.</p> <p>Some countries are cold.</p>	<p>A map shows places in the area.</p> <p>We live in a country called England.</p> <p>Some environments are wet and moist.</p> <p>Some environments are hot and dry.</p>	<p>England, Wales, Scotland, and Northern Ireland are the countries that make up the United Kingdom.</p> <p>The capital cities for each of the countries in the United Kingdom are:          England – London          Scotland – Edinburgh          Wales – Cardiff          Northern Ireland – Belfast</p> <p>A village is small with houses and a church.</p> <p>A Town is an area with lots of streets, houses, and shops.</p> <p>A City is bigger than a town and has shopping centres and lots of buildings.</p> <p>The Sea is water that is salty and covers lots of the world.</p> <p>The beach can be sandy and has pebbles.</p> <p>A cliff is a sloping area next to the sea.</p> <p>A hill is a small pile or heap of land.</p> <p><b>A mountain</b> is rocky and has a peak (tip) and can be as high or even higher than the clouds.</p>	<p>The 7 continents are:          North America          South America          Europe          Africa          Asia          Australia          Antarctica</p> <p>The 5 oceans are:          Pacific          Atlantic          Arctic          Indian          Antarctic (Southern)</p> <p><b>World map</b> – a map of most or all the surface of the Earth showing the areas of land and sea.</p> <p><b>Continent</b> – the world’s main continuous expanses of land</p> <p><b>Ocean</b> – a very large expanse of sea (water) which is divided. geographically into main areas.</p> <p><b>Europe</b> – Includes the UK.</p> <p><b>Asia</b> – World’s largest and most populated continent</p> <p><b>Africa</b> – World’s second largest and second most populated continent</p> <p><b>Australasia</b> – a region which comprises Australia, New Zealand, and some neighbouring islands.</p>	<p>The equator is an imaginary line around the middle of the Earth.</p> <p>The Arctic Circle is the line marking the boarder of the northernmost region of Earth.</p> <p>The Antarctic Circle is the line marking the boarder of the southernmost region of Earth.</p> <p>A county is a smaller area of the UK containing lots of towns and villages.</p>	<p>Latitude Lines run around the Earth east to west.</p> <p>Longitude lines run around the Earth north to south.</p> <p>Latitude and longitude lines are used to give a specific location using co-ordinates.</p> <p>The Northern hemisphere is all the area above the equator.</p> <p>The Southern hemisphere is all the area below the equator.</p> <p>The Tropic of Cancer (northern tropic) and the Tropic of Capricorn (southern tropic) mark the most northerly and southerly positions that the sun can be overhead. It is hot between the tropics.</p> <p>Physical features are natural such volcanoes.</p> <p>Human features are things that humans have made such as settlements.</p>	<p>The Andes Mountains, Amazon River and the Amazon Rainforest are in South America.</p> <p>The Amazon rainforest has five layers including the emergent layer, the canopy layer, the understory layer, the forest layer, and an area in the water.</p> <p>The Amazon River is 4000 miles long and begins in the Andes mountains.</p> <p>No bridges cross the Amazon River.</p>	<p>Day and night happen because the Earth spins on its axis (an imaginary line) and over the course of 24 hours, different parts of the planet are facing towards the Sun and different parts are facing away from it.</p> <p>All time zones are measured from a starting point at England’s Greenwich Observatory. This point is known as the Greenwich Meridian or the Prime Meridian.</p> <p>Time at the Greenwich Meridian is known as Greenwich Mean Time (GMT)</p> <p>Contour lines are lines on a map which join up places of the same height. Everywhere along a contour line is the same height. Contour lines are usually coloured brown/orange on a map. They can also show the shape of the land.</p> <p>Altitude is the height of an object in relation to sea level or ground level.</p>
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		Nursery	Reception / F2	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
Place Knowledge	Statutory NC Content	<p><b>Understanding the World Birth to 3:</b> Explore natural materials, indoors and outside.</p> <p><b>3- and 4-Year-Olds:</b> Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>	<p><b>Understanding the World Children in Reception:</b> Draw information from a simple map.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Recognise some environments that are different to the one in which they live.</p> <p><b>People, Culture and Communities ELG</b> Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p> <p><b>The Natural World ELG</b> Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p>	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom ( <i>Mansfield or Hucknall</i> ), and of a small area in a contrasting non-European country ( <i>linked to Vehicle</i> ).	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom ( <i>London</i> ), and of a small area in a contrasting non-European country ( <i>linked to Vehicle</i> ).	Understand geographical similarities and differences through the study of human and physical geography of a region in the UK and a region in a <b>European Country</b> .	Understand geographical similarities and differences through the study of human and physical geography of a region in the UK and a region in <b>North America</b> .	Understand geographical similarities and differences through the study of human and physical geography of a region in the UK and a region in <b>South America</b> .	Understand geographical similarities and differences through the study of human and physical geography of several regions in the UK <b>counties and cities including coastal locations</b> .
	Skills Content	Understand that the world is made up of different countries	<p>Draw information from a simple map.</p> <p>Understand some of the similarities and difference between life in the UK and other countries.</p> <p>Understand that environments can be different.</p>	<p>Compare the <b>UK</b> with a contrasting country in the world (<b>Egypt</b>)</p> <p>Compare a local city/town in the <b>UK</b> with a contrasting city/town in a different country.</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: <b>London, compare, capital city, country, weather, similarities, differences, farming, river, Sherwood Forest.</b></p>	<p>Understand geographical similarities and differences through studying the human and physical features of a small area in the <b>United Kingdom and a contrasting non-European country</b> (linked the Vehicle).</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: <b>London, country, population, river, similarities, and differences, compare, contrast</b></p>	<p>Understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom. (<b>Nottinghamshire or Derbyshire</b>)</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: <b>city, physical features, human features, retail, leisure, housing, business, industrial.</b></p>	<p>Explore similarities and differences, comparing the human geography of a region of the UK and a region of <b>North America</b>.</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand; <b>agricultural, landscape, population, land use, human and physical features., Artic and Antarctic Circle, natural resources.</b></p>	<p>Understand geographical similarities and differences through the study of human geography of a region of the <b>United Kingdom, a region of Eastern Europe and South America</b>.</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: <b>latitude, Arctic Circle, physical features, climate, human geography, land use, settlement, economy, Amazon rainforest.</b></p> <p>Explore similarities and differences comparing the physical geography of a region of the UK and a region of <b>South America</b>.</p>	Use key vocabulary to demonstrate knowledge and understanding in this strand: <b>latitude, physical features, climate, human geography, land use, settlement, economy, natural resources, and coastal locations.</b>

<b>Place Knowledge</b>	<b>Retrieval of prior knowledge</b>	<p><b>Experiences / Reading presumed:</b> Using a globe</p> <p>Playing with maps</p> <p>Sharing stories about different places and talking about places they have visited.</p> <p>Visits to places such as a shop, farm, office, beach.</p>	<p>There are many countries in the world. <b>(F1)</b></p>	<p>A map tells us information. <b>(F2)</b></p> <p>An environment is an area where we live. <b>(F2)</b></p> <p>Environments can be different in different countries. <b>(F2)</b></p>	<p><b>London</b> – The capital city of England. <b>(Year 1)</b></p> <p><b>Country</b> - An area where people live. <b>(Year 1)</b></p> <p><b>Compare</b> - To look at 2 or more things and see which features are the same or different. <b>(Year 1)</b></p> <p><b>Contrast</b> – Something that is strikingly different from something else. <b>(Year 1)</b></p> <p><b>Similarities</b> – Something that has the same features. <b>(Year 1)</b></p> <p><b>Differences</b> - Something that has different features. <b>(Year 1)</b></p> <p>The UK is in Europe <b>(Year 1)</b></p>	<p>Human features are man-made (house, farm, factory, village, town, city, office, and shop) are things that have been built by humans. <b>(Year 2)</b></p> <p>Physical features (beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, season, weather) are natural, they would be here even if there were no people around. <b>(Year 2)</b></p>	<p>Human features are man-made (house, farm, factory, village, town, city, office, and shop) are things that have been built by humans. <b>(Year 2)</b></p> <p>Physical features (beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, season, weather) are natural, they would be here even if there were no people around. <b>(Year 2)</b></p> <p><b>Population</b> - Group of individuals living in an area. <b>(Year 2)</b></p> <p><b>Similarities</b> – Something that has the same features. <b>(Year 1)</b></p> <p><b>Differences</b> - Something that has different features. <b>(Year 1)</b></p> <p><b>Compare</b> - To look at 2 or more things and see which features are the same or different. <b>(Year 1)</b></p> <p>The UK is in Europe <b>(Year 1)</b></p>	<p>The UK is in Europe <b>(Year 1)</b></p> <p>Human features are man-made (house, farm, factory, village, town, city, office, and shop) are things that have been built by humans. <b>(Year 2)</b></p> <p>Physical features (beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, season, weather) are natural, they would be here even if there were no people around. <b>(Year 2)</b></p> <p><b>Artic Circle</b> - The Arctic Circle is a parallel latitude that runs north of the equator. The exact position of the Arctic Circle is not fixed. <b>(Year 4)</b></p> <p><b>Land use</b> – What the land is used for. <b>(Year 4)</b></p>	<p>Human features are man-made (house, farm, factory, village, town, city, office, and shop) are things that have been built by humans. <b>(Year 2)</b></p> <p>Physical features (beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, season, weather) are natural, they would be here even if there were no people around. <b>(Year 2)</b></p> <p><b>Natural resources</b> – Materials that come from nature. <b>(Year 4)</b></p> <p><b>Latitude</b> – The distance of a place north or south of the Earth's equator. <b>(Year 5)</b></p> <p><b>Settlement</b> – The action of people coming together to live in an area. <b>(Year 5)</b></p> <p><b>Economy</b> – How many things are made and how much money people spend of those things. <b>(Year 5)</b></p>
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<b>Place Knowledge</b>	<b>New Knowledge</b>	<p>There are many countries in the world.</p>	<p>A map tells us information.</p> <p>An environment is an area where we live.</p> <p>Environments can be different in different countries.</p>	<p>Egypt is a country in the world outside of Europe, but the UK is in Europe.</p> <p>The capital of Egypt is Cairo, and the capital of England is London.</p> <p>Both Cairo and London are built up with many buildings.</p> <p>Both Cairo and London have rivers.</p> <p>It is incredibly hot in Egypt.</p> <p><b><u>New Vocabulary</u></b>  <b>London</b> – The capital city of England.</p> <p><b>Country</b> - An area where people live.</p> <p><b>Compare</b> - To look at 2 or more things and see which features are the same or different.</p> <p><b>Contrast</b> – Something that is strikingly different from something else.</p> <p><b>Similarities</b> – Something that has the same features.</p> <p><b>Differences</b> - Something that has different features.</p> <p><b>Farming</b> – A job where you grow crops and look after animals.</p> <p><b>Sherwood Forest</b> – A famous forest in Nottinghamshire linked to the legend of Robin Hood.</p>	<p>Human features are man-made (house, farm, factory, village, town, city, office, and shop) are things that have been built by humans.</p> <p>Physical features (beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, season, weather) are natural, they would be here even if there were no people around.</p> <p><b><u>New Vocabulary</u></b> <b>Population</b> - Group of individuals living in an area.</p> <p><b>River</b> – A large amount of water that flows.</p>	<p>Nottinghamshire is a county within the UK. This county is in a region called the East Midlands.</p> <p>Derbyshire is a county within the UK. This county is in a region called the East Midlands.</p> <p><b><u>New Vocabulary</u></b>  <b>Retail</b> - A place where things are sold to people.</p> <p><b>Leisure</b> - Free time for enjoyment.</p> <p><b>Housing</b> - A place where you can live.</p> <p><b>Business</b> – Someone's regular occupation or job.</p> <p><b>Industrial</b>- Factories that make a specific product to sell.</p> <p><b>City</b> – is a large town that usually has a cathedral.</p>	<p>North America is one of the 7 continents of the world.</p> <p>North America is the third largest continent.</p> <p><b><u>New Vocabulary</u></b>  <b>Agricultural</b> – Using soil to grow food for human or animal consumption.</p> <p><b>Landscape</b> – The visual features of an area of land.</p> <p><b>Land use</b> – What the land is used for.</p> <p><b>Arctic Circle</b> - The Arctic Circle is a parallel latitude that runs north of the equator. The exact position of the Arctic Circle is not fixed.</p> <p><b>Antarctic Circle</b> – This special line of latitude is approximately 66½ degrees south of the equator. It helps scientists to study the behaviour of sunlight.</p> <p><b>Natural resources</b> – Materials that come from nature.</p>	<p>South America is one of the 7 continents of the world.</p> <p>South America is the fourth largest continent.</p> <p>Eastern Europe is Asia and Western Europe.</p> <p><b><u>New Vocabulary</u></b>  <b>Latitude</b> – The distance of a place north or south of the Earth's equator.</p> <p><b>Climate</b> – Describe the weather</p> <p><b>Settlement</b> – The action of people coming together to live in an area.</p> <p><b>Economy</b> – How many things are made and how much money people spend of those things.</p> <p><b>Amazon Rainforest</b>– A tropical rainforest in South America that is home to many animals.</p>	<p>Coastal is used to refer to things that are in the sea or on the land near a coast.</p>
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		Nursery	Reception / F2	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
Human and Physical Geography	Statutory NC Content	<p><b>Mathematics</b> <b>3- and 4-Year-Olds:</b> Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'.</p> <p><b>Understanding the World</b> <b>Birth to 3:</b> Explore and respond to different natural phenomena in their setting and on trips.</p> <p><b>3- and 4-Year-Olds:</b> Use all their senses in hands-on exploration of natural materials. Begin to understand the need to respect and care for the natural environment and all living things.</p>	<p><b>Understanding the World</b> <b>Children in Reception:</b> Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. Recognise some environments that are different to the one in which they live. <b>People, Culture and Communities</b> <b>ELG</b> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. <b>The Natural World ELG</b> Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons.</p>	<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.</p> <p>Use basic geographical vocabulary to refer to: Key human features, including city, town, village, factory, farm, house, office, and shop.</p> <p>Use basic geographical vocabulary to refer to: Key physical features, including beach, cliff, coast, forest, hill, mountain, sea, river, soil, season, and weather.</p>	<p>Use basic geographical vocabulary to refer to: Key human features, including harbour and port (<i>include recap of city, town, village, factory, farm, house, office, and shop</i>).</p> <p>Use basic geographical vocabulary to refer to: Key physical features, including valley and vegetation (<i>include recap of beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, season, and weather</i>).</p>	<p>Describe and understand key aspects of:</p> <p>Physical geography including rivers, mountains, and the Water Cycle.</p> <p>Human geography including types of settlement and land use and the distribution of natural resources including energy, food, minerals, and water.</p>	<p>Describe and understand key aspects of:</p> <p>Physical geography including climate zones, (<i>include recap of rivers, mountains, and the water cycle</i>)</p> <p>Human geography including types of settlement and land use and the distribution of natural resources including energy, food, minerals, and water.</p>	<p>Describe and understand key aspects of:</p> <p>Physical geography including biomes and vegetation belts, volcanoes, and Earthquakes.</p> <p>Human geography including economic activity including trade links, (<i>include a recap of types of settlement and land use, the distribution of natural resources including energy, food, minerals, and water</i>).</p>	<p>Describe and understand key aspects of:</p> <p><i>Physical geography including recap of climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and Earthquakes and the Water Cycle</i> understand how some of these have changed over time.</p> <p>Human geography including economic activity including trade links, (<i>include a recap of types of settlement and land use, the distribution of natural resources including energy, food, minerals, and water</i>).</p>
	Skills Content	<p>Describe a route using language such as 'in front of' and 'behind'.</p> <p>Use their senses to explore natural materials.</p> <p>Understand that the natural world and living things need to be cared for and looked after.</p>	<p>Identify, describe, and explain similarities and differences between life in the UK and other countries.</p> <p>Describe changes in the natural world demonstrating understanding of the daily weather and the changing seasons.</p>	<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, including hot and cold areas of the world.</p> <p>Use basic geographical vocabulary to refer to key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, season, and weather.</p> <p>Use basic geographical vocabulary to refer to key human features, including city, town, village, factory, farm, house, office, and shop.</p>	<p>Use basic geographical vocabulary to refer to key physical features including, valley, vegetation, harbour, and port.</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: <b>tornado, climate, tropic of cancer, tropic of Capricorn evaporation, water cycle, condensation, precipitation, cooling, deforestation, filter, pollution.</b></p>	<p>Physical geography, including <b>rivers and the water cycle.</b></p> <p>Human geography, including <b>types of settlement and land use and the distribution of natural resources including energy, food, minerals, and water.</b></p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: <b>tornado, climate, tropic of cancer, tropic of Capricorn evaporation, water cycle, condensation, precipitation, cooling, deforestation, filter, pollution.</b></p>	<p>Describe and undertake key aspects of Physical geography including <b>climate zones, including a recap of the water cycle and the distribution of natural resources including energy, food, minerals, and water.</b></p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: <b>peak, plateau, fold mountain, fault-block mountain, dome mountain, volcanic mountain, plateau mountain.</b></p>	<p>Use key vocabulary to demonstrate knowledge and understanding in this strand: <b>mantle, outer core, inner core, magma, volcano, active, dormant, extinct, earthquake, epicentre, shock wave, magnitude, tsunami, environmental disaster, conservation.</b></p> <p>Describe and undertake key aspects of physical geography including <b>biomes and vegetation belts.</b></p> <p>Human geography, including types of <b>settlement and land use, economic activity including trade links.</b></p>	<p>Use key vocabulary to demonstrate knowledge and understanding in this strand: <b>settlement, resources, services, goods, electricity, supply, generation, origin, import, export, trade, efficiency, conservation, carbon footprint, tourism, positive, negative, economic, social, environmental, settlement, settler, shelter, food.</b></p> <p>Human geography, including types of <b>economic activity including trade links, supply, generation, renewable, non-renewable, solar power, wind power, biomass,</b></p>

<b>Human and Physical Geography</b>	<b>Retrieval of prior knowledge</b>	<p><b>Experiences / Reading presumed:</b> Exploring outdoor environment</p> <p>Talking about the weather</p> <p>Exploring seasons</p> <p>Walks around the local area.</p>	<p>We can use our hearing, sight, smell, touch, and taste to explore the area. <b>(F1)</b></p> <p>Living things need food, water, and shelter to survive and to be properly looked after. <b>(F1)</b></p>	<p>Weather can include sunshine, rain, cloudy, snow, thunder, and lightning. <b>(F2)</b></p> <p>The seasons are summer, spring, autumn, and winter. <b>(F2)</b></p> <p>It is snowy in the winter. <b>(F2)</b></p> <p>It is warm and sunny in the summer. <b>(F2)</b></p> <p>The leaves fall off the trees in Autumn. <b>(F2)</b></p> <p><b>Farm</b> – A piece of land used to grow food or raise animals. <b>(F2)</b></p> <p><b>House</b> – A place built for people to live in. <b>(F2)</b></p>	<p><b>City</b> - A large and important town usually with a cathedral <b>(Year 1)</b></p> <p><b>Town</b> – A town is a place where people live and work. There may be shops, places of worship, leisure facilities and schools there. It is bigger than a village but smaller than a city. <b>(Year 1)</b></p> <p><b>Village</b> – A small area where people live in the countryside. <b>(Year 1)</b></p> <p><b>Factory</b> – A place where products are made. <b>(Year 1)</b></p> <p><b>Farm</b> – A piece of land used to grow food or raise animals. <b>(F2)</b></p> <p><b>House</b> – A place built for people to live in. <b>(F2)</b></p> <p><b>Office</b> – A place where business is done, or a service is provided. <b>(Year 1)</b></p> <p><b>Shop</b> – A place where goods are sold. <b>(Year 1)</b></p> <p><b>Cliff</b> – A vertical or steep natural wall of rock. <b>(Year 1)</b></p> <p><b>Coast</b> - Land near the shore <b>(Year 1)</b></p> <p>The seasons are summer, winter, spring, and autumn. <b>(Year 1)</b></p>	<p>Physical features are natural, they would be here even if there were no people around. <b>(Year 2)</b></p> <p>Human features are man-made and would not be here if they were not built or made by humans <b>(Year 2)</b></p>	<p>Physical features are natural, they would be here even if there were no people around. <b>(Year 2)</b></p> <p>Human features are man-made and would not be here if they were not built or made by humans <b>(Year 2)</b></p> <p>The Water Cycle is ongoing. Precipitation (rain/snow) &gt; run off water into streams &gt; the sea &gt; evaporation &gt; condensation &gt; wind &gt; precipitation. <b>(Year 3)</b></p>	<p>Physical features are natural, they would be here even if there were no people around. <b>(Year 2)</b></p> <p>Human features are man-made and would not be here if they were not built or made by humans <b>(Year 2)</b></p> <p><b>Vegetation</b> – What plants are found within certain areas of land. <b>(Year 2)</b></p> <p><b>Land use</b> – What the land is used for. <b>(Year 3)</b></p> <p><b>Types of settlements</b> – Hamlet, Village, town, city, port, harbour, market town, resorts. <b>(Year 3)</b></p>	<p>Physical features are natural, they would be here even if there were no people around. <b>(Year 2)</b></p> <p>Human features are man-made and would not be here if they were not built or made by humans <b>(Year 2)</b></p> <p><b>Types of settlements</b> – Hamlet, Village, town, city, port, harbour, market town, resorts. <b>(Year 3)</b></p>
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<b>Human and Physical Geography</b>	<b>New Knowledge</b>	<p>We can use our hearing, sight, smell, touch, and taste to explore the area.</p> <p>Living things need food, water, and shelter to survive and to be properly looked after.</p>	<p>Weather can include sunshine, rain, cloudy, snow, thunder, and lightning.</p> <p>The seasons are summer, spring, autumn, and winter.</p> <p>It is snowy in the winter.</p> <p>It is warm and sunny in the summer.</p> <p>The leaves fall off the trees in Autumn.</p> <p><b>New Vocabulary</b>  <b>Farm</b> – A piece of land used to grow food or raise animals.  <b>House</b> – A place built for people to live in.</p>	<p>The Equator is an imaginary circle around the earth that is halfway between the North and South Poles.</p> <p>The North Pole is the point on the Earth's surface at the top of the planet.</p> <p>The South Pole is the point on the earth's surface at the bottom of the planet.</p> <p>Different types of weather include sun, cloudy, rain, thunder and lightning, snow, rainbow and windy.</p> <p>The seasons are summer, winter, spring, and autumn.</p> <p>Hot places have sun and cold places have snow and ice.</p> <p><b>New Vocabulary</b>  <b>Cliff</b> – A vertical or steep natural wall of rock.  <b>Coast</b> - Land near the shore.  <b>River - Fresh</b> water flowing across the land, leading to the sea.  <b>Soil</b> – The remains of things that were once living.  <b>Season</b> – The cycle of weather over a year, split into 4 parts (Winter, Summer, Spring and Autumn)  <b>Weather</b> – The daily change of the earth's atmosphere.  <b>Factory</b> – A place where products are made.  <b>Office</b> – A place where business is done, or a service is provided.  <b>Shop</b> – A place where goods are sold.  <b>City-</b> A large and important town usually with a cathedral  <b>Town</b> – A town is a place where people live and work. There may be shops, places of worship, leisure facilities and schools there. It is bigger than a village but smaller than a city.  <b>Village</b> – A small area where people live in the countryside.</p>	<p>Physical features are natural, they would be here even if there were no people around.</p> <p>Human features are man-made and would not be here if they were not built or made by humans.</p> <p><b>New Vocabulary</b>  <b>Valley</b> – A deep depression in the Earth's surface.  <b>Vegetation</b> – What plants are found within certain areas of land.  <b>Harbour</b> – A deep body of water, near the land where boats gather.  <b>Port</b> – Similar to a harbour but boats and ships unload and load goods.</p>	<p><b>New Vocabulary</b>  <b>Water Cycle</b> – The path all waters flow around the Earth, constantly changing state.</p> <p><b>Types of settlements</b> – Hamlet, Village, town, city, port, harbour, market town, resorts.</p> <p><b>Land use</b> – What the land is used for.</p> <p><b>Energy</b> – How things change or move around.</p> <p><b>Food</b> – The materials animals and humans eat.</p> <p><b>Minerals</b> – Substances that are formed naturally by the earth. These can be solid, crystal or rock.  <b>Tornado</b> – A type of rotating storm.</p> <p><b>Climate</b> – the weather</p> <p><b>Evaporation</b> – Evaporation is the changing of liquid to a gas.</p> <p><b>Condensation</b> – Turning a gas to a liquid.</p> <p><b>Precipitation</b> – Liquid or solid particles that fall from a cloud as rain or snow.</p> <p><b>Deforestation</b> – when trees are cut down in a wide area and the land is used for another purpose.</p> <p><b>Pollution</b> - the process of making air, water, soil, etc. dirty.</p> <p>The Water Cycle is ongoing.  Precipitation (rain/snow) &gt; run off water into streams &gt; the sea &gt; evaporation &gt; condensation &gt; wind &gt; precipitation.</p> <p>Rivers start at a source and end at the sea.</p>	<p>A climate zone is an area that has its own climate.</p> <p>The World has different climate zones.</p> <p><b>Fold mountains</b> happen when tectonic plates collide and the edges of the plates crumple as they are pushed together.</p> <p><b>Fault-block mountains</b> happen when cracks in the Earth's surface open, large chunks of rock can be pushed up while others are pushed down. This creates mountains with a long slope on one side, and a sharp drop on the other.</p> <p><b>Dome mountains</b> are smooth and round looking. They are formed when magma is forced up between the crust and the mantle but doesn't ever flow out.</p> <p><b>Volcanic mountains</b> are formed around volcanoes. Volcanic mountains are made of layers of ash and cooled lava.</p> <p><b>Plateau mountains</b> are different from the other mountain types. They haven't formed because of rock or magma being pushed up. They form because of materials being taken away through erosion, which has left deep valleys or gorges next to high cliffs.</p> <p><b>Plateau</b> – an area of flat, high ground.</p> <p><b>Peak</b> – the top of a mountain.</p>	<p><b>New Vocabulary</b>  <b>Mantle</b> – made from a solid, rocky substance called magma.  <b>Outer Core</b> – a liquid layer made of molten iron, which creates the Earth's magnetic field.  <b>Inner Core</b> – a solid layer that is the hottest part of the Earth.  <b>Magma</b> – hot fluid below the Earth's crust.  <b>Volcano-a Mountain</b> with a large opening at the top through which gases and lava are forced out into the air or have been in the past.  <b>Active</b> - An active volcano is one that has erupted recently, and there is the possibility that it may erupt again.  <b>Dormant</b> - A dormant volcano is one that has not erupted for a long time; however, it may still erupt in the future.  <b>Extinct</b> - An extinct volcano is one which has erupted thousands of years ago, but it will probably never erupt again.  <b>Earthquake</b> - A sudden, violent shaking of the earth's surface  <b>Epicentre</b> - The point on the earth's surface where the effects of an earthquake are felt most strongly.  <b>Tsunami</b> – a giant wave</p> <p>An environmental disaster or ecological disaster is a catastrophic event regarding the environment due to human activity.</p> <p>A <b>biome</b> is a natural area of plants and animals. The world is divided into lots of different biomes, and they are all different depending on their climate.</p> <p>A <b>vegetation belt</b> is the plant life within a biome.</p>	<p><b>New Vocabulary</b>  <b>Settlement</b> - a place where people have come to live and make their homes.  <b>Electricity</b> – a form of energy. Supply -an amount of something that is provided or available to be used.  <b>Generation</b> - a single stage in the history of a family  <b>Origin</b> - the point from which something starts.  <b>Import</b> – Buying products and goods from abroad.  <b>Export</b> – Goods or services made in the UK and sold to another country.  <b>Trade</b> – Buying and selling goods and services.  <b>Efficiency</b> -the quality of doing something well with no waste of time or money.  <b>Conservation</b> - the protection of the natural environment  <b>Carbon footprint</b> - a measure of the amount of carbon dioxide that is produced by the activities of a person or company  <b>Tourism</b> - the business activity connected with providing accommodation, services and entertainment for people who are visiting a place for pleasure.  <b>Economic</b> - connected with the trade, industry, and development of wealth of a country, an area, or a society.  <b>Social</b> - connected with society and the way it is organised.  <b>Environmental</b> - connected with the natural conditions in which people, animals and plants live.  <b>Settler</b> - a person who goes to live in a new country or region.  <b>Renewable</b> - Renewable energy is made from resources which nature can replace, it is more environmentally friendly as it does not pollute the air or water.  <b>Non-renewable</b> - A source of energy that will eventually run out as it cannot be made as quickly as it is consumed, such as coal.  <b>Solar power</b> – Energy that comes from the sun using solar panels to generate energy.  <b>Wind power</b> - Wind power is a renewable source of energy. It will never run out, so it is a good way of making the energy we need to power our homes and vehicles.  <b>Biomass</b> - natural materials from living or recently dead plants, trees, and animals, used as fuel and in industrial production, especially in the generation of electricity</p>

		Nursery	Reception / F2	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
Geographical Skills	Statutory NC Content	<p><b>Mathematics</b> <b>3- and 4-Year-Olds:</b> Understand position through words alone. For example, "The bag is under the table," – with no pointing. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'.</p> <p><b>Understanding the World</b> <b>3- and 4-Year-Olds:</b> Use all their senses in hands-on exploration of natural materials.</p>	<p><b>Understanding the World</b> <b>Children in Reception:</b> Draw information from a simple map. <b>People, Culture and Communities ELG</b> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p>	<p>Use world maps, atlases, and globes to identify the United Kingdom and its countries.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p> <p>Use simple compass directions (North, South, East, and West) and locational and directional language (for example near, far, left, and right) to describe the location of features and routes on a map.</p>	<p>Use world maps, atlases, and globes to identify the countries (<i>linked to place knowledge</i>) seven continents and five oceans studied at this key stage (<i>include recap of UK capital cities and countries</i>)</p> <p>Devise a simple map; and use and construct basic symbols in a key.</p>	<p>Use maps, atlases, globes, and digital/computer mapping to locate countries and describe features studied.</p> <p>Use the 8 points of a compass, 4 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 maps, atlases, globes, and digital/computer mapping to locate countries and describe features studied (<i>Include the recap of use of 8 points of a compass, 4 figure grid references, symbols, and key (including the use of Ordnance Survey maps)</i>)</p>	<p>Use maps, atlases, globes, and digital/computer mapping to locate countries and describe features studied.</p> <p>Use 6-figure grid references (<i>Include the recap of use of 8 points of a compass, 4 figure grid references, symbols, and key (including the use of Ordnance Survey maps)</i>)</p>	<p>Use maps, atlases, globes, and digital/computer mapping to locate countries and describe features studied (<i>Recap the use of 8 points of a compass, 4 and 6-figure grid references, symbols, and key (including the use of Ordnance Survey maps)</i>)</p>
	Skills Content	<p>Understand position through words alone e.g., under, on top of, behind.</p> <p>Discuss routes and locations, using words like 'in front of' and 'behind'.</p> <p>Describe a familiar route.</p>	<p>Draw information from a simple map.</p> <p>Describe the immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p>	<p>Use world maps, atlases, and globes to identify the United Kingdom and its countries.</p> <p>Use observational skills to recognise landmarks and basic human and physical features.</p> <p>Use simple compass directions and locational and directional language to describe the location of features and routes on a map.</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: <b>compass, 4-point, direction, North, East, South, West, observe, aerial view, the UK, changes, tally chart, pictogram.</b></p>	<p>Use world maps, atlases, and globes to identify the countries (linked to place knowledge) <b>seven continents and 5 oceans.</b></p> <p>Devise a simple map; and use and construct basic symbols in a key.</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: <b>plan, record, key, map, symbols, direction, position, route, journey, world map, country, continent, human, physical.</b></p>	<p>Use world maps, atlases, globes, and digital/computer mapping to locate countries and describe features studied.</p> <p>Use symbols and keys (including the use of Ordnance Survey maps), to build their knowledge of the United Kingdom and the wider world.</p> <p>Use the eight points of a compass.</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: <b>8-point, North, South, East, West, Northeast, Northwest, Southeast and Southwest.</b></p>	<p>Use maps, atlases, globes, and digital/computer mapping to locate countries and describe features studied.</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: <b>sketch map, map, aerial view, feature, annotation, landmark, distance, key, symbol, land use, urban, rural, population, coordinates.</b></p>	<p>Use maps, atlases, globes, and digital/computer mapping to locate countries and describe features studied.</p> <p>Use 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 key vocabulary to demonstrate knowledge and understanding in this strand: <b>atlas, coordinates, key, symbol, Ordnance Survey, Silva compass, legend, borders, fieldwork, measure, observe, record, map, sketch, graph.</b></p>	<p>Use maps, atlases, globes, and digital/computer mapping to locate countries and describe features studied.</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: <b>Latitude, longitude</b></p>

<b>Geographical Skills</b>	<b>Retrieval of prior knowledge</b>	Experiences / Reading presumed:	We can use our hearing, sight, smell, touch, and taste to explore the area. <b>(F1)</b>	Maps tell us where things are in the area as well as what we will find in the area such as churches, schools, parks. <b>(F2)</b>	Maps tell us where things are in the area. <b>(F2)</b>	Maps tell us where things are in the area. <b>(F2)</b>	The eight points of a compass are north, north east, east, south east, south, south west, west, and north west. <b>(Year 3)</b>	Maps tell us where things are in the area. <b>(F2)</b>	Maps tell us where things are in the area. <b>(F2)</b>
			Words to describe position include under, on, behind, in front of. <b>(F1)</b>	An environment is an area where we live. <b>(F2)</b>	Direction means the way someone or something moves or points towards. (Year 1)	A key is often at the side of the map and it explains what the symbols mean. <b>(Year 2)</b>		An OS map has symbols to explain the features of different areas, so walkers know where and where not to go. They also have a scale and faint blue lines which divide the map into squares. Along the edges of each map there are numbers. These numbers help you work out where a location is on a map. <b>(Year 3)</b>	
						Symbols are used on a map to represent places or landmarks e.g., churches, parks. <b>(Year 2)</b>		Coordinates - either of two numbers or letters used to fix the position of a point on a map <b>(Year 4)</b>	
								Key - an explanation of the symbols used on a map or plan. <b>(Year 4)</b>	
								Symbol - A picture that represents a word or group of words. They are used on maps to make things clear and easy to find. <b>(Year 4)</b>	

<b>Geographical Skills</b>	<b>New Knowledge</b>	<p>We can use our hearing, sight, smell, touch, and taste to explore the area.</p> <p>Words to describe position include under, on, behind, in front of.</p>	<p>Maps tell us where things are in the area as well as what we will find in the area such as churches, schools, parks.</p> <p>An environment is an area where we live.</p>	<p>There are four compass points, which are North, South, East, and West.</p> <p>We use compass point for directions.</p> <p>The UK is made up of England, Scotland, Ireland, and Wales.</p> <p>An aerial view is a view from above something.</p> <p>A pictogram is a graph that uses pictures to represent numbers.</p> <p>Tally charts are used to collect data quickly by using marks.</p> <p>Direction means the way someone or something moves or points towards.</p>	<p>A key is often at the side of the map and it explains what the symbols mean.</p> <p>Symbols are used on a map to represent places or landmarks e.g., churches, parks.</p> <p>Human features are man-made and would not be here if they were not built or made by humans.</p> <p>Physical features are natural, they would be here even if there were no people around.</p> <p>A continent is a large land masses of the Earth.</p> <p>A country is an area of land that has or used to have its own government.</p>	<p>The eight points of a compass are north, north east, east, south east, south, south west, west, and north west.</p> <p>An OS map has symbols to explain the features of different areas, so walkers know where and where not to go. They also have a scale and faint blue lines which divide the map into squares. Along the edges of each map there are numbers. These numbers help you work out where a location is on a map.</p>	<p><b>Sketch map</b> - A sketch map is a very simple map drawn from a 'bird's-eye view'. It is not drawn to scale and only shows the main features of an area.</p> <p><b>Aerial view</b> - What somewhere would look like from above, looking down.</p> <p><b>Feature</b> - something important, interesting, or typical of a place or thing</p> <p><b>Annotation</b> - a note or notes added to a book or text giving explanations or comments.</p> <p><b>Landmark</b> - something, such as a large building, that you can see clearly from a distance and that will help you to know where you are.</p> <p><b>Distance</b> - the amount of space between two places or things</p> <p><b>Key</b> - an explanation of the symbols used on a map or plan.</p> <p><b>Symbol</b> - A picture that represents a word or group of words. They are used on maps to make things clear and easy to find.</p> <p><b>Urban</b> – connected with a town or city.</p> <p><b>Rural</b> – connected with the countryside.</p> <p><b>Population</b> - all the people who live in a particular area, city, or country.</p> <p><b>Coordinates</b> - either of two numbers or letters used to fix the position of a point on a map.</p>	<p>Using the 2 digits of the easting and the 2 digits of the northing creates a four-figure grid reference.</p> <p>This is the reference for the bottom left corner of a square on the map. This makes it easier to search the map for features.</p> <p>We can make our references even more precise by adding an extra number to both the easting and northing. This helps us to work out whereabouts in the square the feature you are looking for is. This makes a six-figure grid reference.</p> <p><b>Atlas</b> – a book of maps</p> <p><b>Silva Compass</b> – A type of compass.</p> <p><b>Legend</b> – a list of symbols that appear on the map.</p> <p><b>Border</b> – a real or artificial line that separates geographical regions.</p> <p><b>Fieldwork</b> – research or study that is done in the real world.</p> <p><b>Measure</b> – the size or quantity of something.</p>	<p>Lines of latitude (also known as parallels) circle the Earth from east to west.</p> <p>These invisible lines are all the same distance apart. The Equator is an important line of latitude.</p> <p>Longitude - These are the lines which run north and south and are known as lines of longitude or meridians of longitude. These lines are measured in the same way as the lines of latitude.</p> <p>Lines of longitude are not equal distances (equidistant) from each other.</p> <p>The Prime Meridian or Greenwich Meridian line is a line of longitude at 0 degrees.</p>
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Fieldwork Study	Statutory NC Content	<p><b>Mathematics</b> <b>3- and 4-Year-Olds:</b> Understand position through words alone. For example, "The bag is under the table," – with no pointing. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'.</p> <p><b>Understanding the World</b> <b>Birth to 3:</b> Explore natural materials, indoors and outside. Explore and respond to different natural phenomena in their setting and on trips.</p> <p><b>3- and 4-Year-Olds:</b> Use all their senses in hands-on exploration of natural materials.</p>	<p><b>Understanding the World</b> <b>Children in Reception:</b> Draw information from a simple map. Explore the natural world around them.</p> <p><b>People, Culture and Communities ELG</b> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p><b>The Natural World ELG</b> Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</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		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 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.	
	Skills Content	<p>Handle objects from their local environment.</p> <p>Look around the local area and say what they can see.</p>	<p>Draw a simple map.</p> <p>Talk about the world around them.</p>	Use simple fieldwork and observational skills to study the geography of the surrounding area, including key human and physical features, using a range of methods.		Use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and digital technologies.		Use fieldwork to observe, measure, record and present human features using a range of methods, including sketch maps, plans and graphs, and digital technologies.	

<b>Fieldwork Study</b>	<b>Retrieval of prior knowledge</b>	<p><b>Experiences / Reading presumed:</b></p> <p>Exploring their home and garden environment with their senses.</p> <p>Using binoculars and magnifiers to look closely.</p>	<p>The environment is all around us. <b>(F1)</b></p> <p>Maps (including treasure maps) can be used to find the route to a place. <b>(F1)</b></p> <p>We can walk in different directions. <b>(F1)</b></p> <p>We can explore the world around us. <b>(F1)</b></p>	<p>A journey stick (also known as a story stick or nature stick) is essentially a memento of a nature walk, featuring items collected whilst on the walk <b>(F2)</b></p>		<p>A rain gauge is used to gather and measure the amount of rainfall over an area over a set period of time (usually in mm). <b>(Y1)</b></p> <p>The four points of a compass are: North East West South <b>(Y1)</b></p>		<p>The eight points of a compass are: North North East North West East West South South East South West <b>(Y3)</b></p> <p>Impact in Geography is the effect or influence that we or objects can have on a place or an environmental feature <b>(Y3)</b></p> <p>Ordnance Survey is Britain's mapping agency. OS create up to date and accurate maps depicting the landscape. They show: * Topography: contour lines to show land height, hills, valleys, rivers, grassland, forest, marsh, lakes, etc. * Man-made features as canals, bridges, footpaths, roadways, etc. <b>(Y3)</b></p>	
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<b>Fieldwork Study</b>	<b>New Knowledge (taken from Royal Geographical Association)</b>	<p>The environment is all around us.</p> <p>Maps (including treasure maps) can be used to find the route to a place.</p> <p>We can walk in different directions.</p> <p>We can explore the world around us.</p>	<p>A journey stick (also known as a story stick or nature stick) is essentially a memento of a nature walk, featuring items collected whilst on the walk.</p>	<p>Google Earth is a geobrowser that accesses satellite and aerial imagery and other data over the internet to represent the Earth as a three-dimensional globe.</p> <p>The four points of a compass are: North East West South</p> <p>There are lots of different fieldwork tools. Here are some of them: Rain gauge - to measure amounts of rain. Compass - to find out directions. Camera - to take photographs. Stopwatch - to measure time. Paper and pencil - to record what you find out. Tape measure - to measure distances. Hoops - to record what you see in a certain area. Thermometers - to measure temperature.</p>	<p>A rain gauge is an instrument used by meteorologists and hydrologists to gather and measure the amount of liquid precipitation over an area in a predefined period of time. It is used for determining the depth of precipitation (usually in mm) that occurs over a unit area and thus measuring rainfall amount.</p> <p>Infiltration rates look at how much water on the ground has entered the soil.</p> <p>Pooh sticks can be used to measure how long it takes water to move around a meander of a river.</p> <p>Impact in Geography is the effect or influence that we or objects can have on a place or an environmental feature.</p> <p>A Field Sketch is used to help us to remember a site that we have visited.</p> <p>Ordnance Survey is Britain's mapping agency. OS create up to date and accurate maps depicting the landscape. They show: * Topography: contour lines to show land height, hills, valleys, rivers, grassland, forest, marsh, lakes, etc. * Man-made features as canals, bridges, footpaths, roadways, etc.</p> <p>OS maps are particularly useful for anyone wishing to navigate on foot, such as long-distance walkers.</p> <p>The eight points of a compass are: North North East North West East West South South East South West</p>		<p>Land use maps are maps which provide information about land use.</p> <p>Quadrat sampling is when a series of squares (quadrats) of a set size are placed in a habitat of interest and the species within those quadrats are identified and recorded.</p> <p>6 figure grids references with teaching of latitude and longitude</p> <p>Infiltration rates look at how much water on the ground has entered the soil.</p> <p>A soil survey is used to look at vegetation and land use patterns.</p>	
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