

GEOGRAPHY CURRICULUM MAP & PROGRESSION OF KNOWLEDGE AND SKILLS

Geography Curriculum Map Cycle 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<b>Where do I live? - Rotherham, my home, other people's homes.</b>  Locational knowledge Place Knowledge	<b>Where does Santa Claus live?</b>  Place knowledge	<b>Paddington's postcards</b>  Locational knowledge Place Knowledge	<b>Clifton Park /my garden maps</b>  Human and physical geography	<b>Paddington's postcards</b>  Locational knowledge Place Knowledge	<b>Where are farms? What would we find at the farm?</b>  Skills and fieldwork
<b>Fantastic Place</b> Clifton Park	Locational knowledge, Place Knowledge					
Year 1 and 2	<b>Where is Rotherham?</b>  Locational knowledge Place knowledge Human and physical geography Skills and field work	<b>History focus</b>	<b>Why was Ernest Shackleton so resilient?</b>  Locational knowledge Place knowledge Human and physical geography Skills and field work	<b>How did the Great Fire change the way London is today?</b>  Locational knowledge	<b>Where would you prefer to live; Kenya or Africa?</b>  Locational knowledge Human and physical geography Skills and field work	<b>History focus</b>
<b>Fantastic Place</b> Arctic	Place knowledge, Human and physical geography, Skills and field work					
Year 3 and 4	<b>What did the Romans do for us?</b>  Locational knowledge Place knowledge Human and physical geography Skills and fieldwork		<b>How different was Ancient Egypt from today? (History focus)</b>  Locational knowledge Human and physical geography		<b>Why do so many people choose to go to the Mediterranean for their holidays?</b>  <b>What makes the Earth angry?</b>  Locational knowledge Place knowledge Human and physical geography Skills and fieldwork	
<b>Fantastic Place</b> Pompeii	Locational knowledge, Place knowledge, Human and physical geography, Skills and fieldwork					
Year 5 and 6	<b>Could you cross a river without a bridge?</b>  Skills and fieldwork		<b>History focus</b>		<b>Does the Earth really matter?</b>  Locational knowledge Place knowledge Human and physical geography	
<b>Fantastic Place</b> Antarctica	Locational knowledge, Place knowledge, Human and physical geography					

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Skill	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Locational and place knowledge</b>	Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They know about similarities and differences between communities and traditions.		'By the age of 7 pupils should have simple locational knowledge about individual places and environments, especially in the local area, but also in the UK and wider world'. (Geographical Association).	'By the age of 9 pupils should have begun to develop a framework of world locational knowledge, including knowledge of places in the local area, UK and wider world, and some globally significant physical and human features'. (Geographical Association).			'By the age of 11 pupils should have a more detailed and extensive framework of knowledge of the world, including globally significant physical and human features and places in the news'. (Geographical Association).

	<p><b>Locational knowledge</b> Observe, find out about and identify features in the place they live and in the natural world by first hand experiences.</p> <p>Find out about their environment and talk about those features they like and dislike.</p> <p>Use appropriate words, e.g. 'town', 'village', 'road', 'path', 'house', 'flat', 'temple' and 'synagogue', to help children make distinctions in their observations. Encourage children to express opinions on natural and built environments and give opportunities for them to hear different points of view on the quality of the environment.</p> <p><b>Place knowledge</b> Observe and identify features in the place they live and the natural world.</p> <p>Talk about features.</p> <p>Help children to find out about the environment by talking to people, examining photographs and simple maps and visiting local places.</p> <p>Encourage children to verbalise ideas.</p>	<p><b>Locational knowledge</b> Children can name countries and capital cities of the UK, the 7 continents and 5 oceans. b) Children can identify characteristics of the 4 countries of the UK.</p> <p><b>Place knowledge</b> Children can identify and describe similarities and differences of their local physical and human environment using simple geographical language.</p>	<p><b>Locational knowledge</b> Children can name and locate countries of the UK, their capital cities, the 7 continents and 5 oceans using simple maps / atlases / globes. b) Children can compare and contrast some characteristics of the 4 countries of the UK and describe how these places are similar and/or different.</p> <p><b>Place knowledge</b> Children can identify and describe similarities and differences of the physical and human environment of an area within the UK and an area of a non-European country using simple geographical language. Some children may be able with support, to identify why some countries are similar or different due to their location within the world (e.g. proximity to lines of latitude).</p>	<p><b>Locational knowledge</b> Children can identify, name and locate, using appropriate maps and atlases, key cities, regions and countries/continents as specified in the National Curriculum.</p> <p>Children can identify, describe, compare &amp; contrast some human and physical characteristics of places using geographical language whilst applying their developing geographical skills.</p> <p>Using maps, atlases &amp; globes as appropriate, children can name and identify lines of longitude and latitude and can use simple locational language to describe their relative locations to each other on maps and globes.</p> <p><b>Place knowledge</b> Children can describe how some regions are similar to and different from others using geographical language in a range of locations from around the world, as specified in the National Curriculum.</p>	<p><b>Locational knowledge</b> Children can identify, name and locate, using appropriate maps and atlases, key cities, regions and countries/continents as specified in the National Curriculum. Children can identify, describe, compare &amp; contrast some human, physical &amp; topographical characteristics of places using both locational and geographical language whilst applying their developing geographical skills.</p> <p>Children can use a range of sources including images and maps to show how places have changed over time. They can identify the changes which have taken place.</p> <p>Using maps, atlases &amp; globes as appropriate, children can locate using geographical language, major cities, regions, countries, seas &amp; oceans, using lines of longitude and latitude.</p> <p><b>Place knowledge</b> Children can describe and explain how some regions are similar to and different from others using geographical language in a range of locations from around the world as specified in the NC.</p>	<p><b>Locational knowledge</b> Children can locate &amp; describe, using appropriate maps and atlas skills, similarities and differences in a range of regions in countries/continents as specified in the National Curriculum. Children can identify distinctive human, physical &amp; topographical characteristics and can explain the reasons for similarities and differences identified.</p> <p>Children can use a range of sources including images and maps to show how places have changed over time. They can identify number of the changes which have taken place.</p> <p>Using maps, atlases &amp; globes as appropriate, children can locate using geographical language, major cities, regions, countries, seas &amp; oceans, using lines of longitude and latitude.</p> <p><b>Place knowledge</b> Children can locate &amp; describe, using appropriate maps and atlas skills, similarities and differences in a range of regions in countries/continents as specified in the National Curriculum. Children can identify distinctive human, physical &amp; topographical characteristics and can explain the reasons for similarities and differences identified.</p> <p>Children can use a range of sources including images and maps to show how places have changed over time. They can identify number of the changes which have taken place.</p>	<p><b>Locational knowledge</b> Children can locate, describe &amp; explain, using their geographical skills, similarities and differences within and between regions in countries/continents specified in the National Curriculum. Children can explain why identified global regions have distinctive human, physical &amp; topographical characteristics and features and can suggest reasons for how these regions have changed over time.</p> <p>Children can locate, describe &amp; explain, using their geographical skills, similarities and differences within and between regions in the UK. Children can explain why identified regions in the UK have distinctive human, physical &amp; topographical characteristics and features and can explain how these regions have changed over time.</p> <p>Using geographical resources, children can locate cities, regions, countries, seas &amp; oceans, using lines of longitude and latitude and suggest reasons why these regions have distinctive characteristics due to their geographical location.</p> <p><b>Place knowledge</b> Children understand the importance of regions within the UK and beyond and can suggest why they are important as well as how some regions are connected to each other. Children will be aware of global events and their significance based on their widening knowledge and understanding of the world.</p>
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<p><b>Human and physical geography</b></p>	<p>They make observations of animals and plants and explain why some things occur, and talk about changes. They know about similarities and differences between themselves and others and among families.</p>	<p>'By the age of 7 pupils should be able to show an understanding by describing the places and features they study using simple geographical vocabulary, identifying some similarities and differences and simple patterns in the environment'. (Geographical Association).</p>		<p>'By the age of 9 pupils should be able to demonstrate their knowledge and understanding of the wider world by investigating places beyond their immediate surroundings, including human and physical features and patterns, how places change and some links between people and environments. They become more adept at comparing places, and understanding some reasons for similarities and differences'. (Geographical Association).</p>		<p>'By the age of 11 pupils should be able to understand in some detail what a number of places are like, how and why they are similar and different, and how and why they are changing. They know about some spatial patterns in physical and human geography, the conditions which influence those patterns, and the processes which lead to change. They show some understanding of the links between places, people and environments'. (Geographical Association).</p>	
	<p>Children to notice and discuss patterns around them, e.g. rubbings from grates, covers, or bricks.</p> <p>Identify seasonal patterns – focusing on plants and animals.</p> <p>Explore their local environment and talk about the changes they see.</p> <p>Talk about the similarities and differences between them and their friends and well as looking at photos of children and places around the world.</p>	<p>Children can identify daily and seasonal weather patterns in the UK. Children understand that the weather in different parts of the world may be different to that experienced in the UK. Children can describe these similarities and differences using simple geographical language.</p> <p>Children can recognise natural environments in their locality and begin to use appropriate geographical language to identify features observed.</p> <p>Children can recognise features of the human environment in their locality and begin to use appropriate geographical language to identify features observed.</p>	<p>Children can describe the daily and seasonal weather patterns from first hand observational experience in the UK. Children can describe the differences in weather in different parts of the world and can use locational and place knowledge to demonstrate their understanding (reference to hot and cold places near the Equator and Poles).</p> <p>Children can recognise different natural environments in their locality and further afield and are able to use appropriate geographical language to describe similarities and differences between natural environments (e.g. wood, river, mountain etc).</p> <p>Children can recognise different human environments in their locality and further afield and are able to use appropriate geographical language to describe similarities and differences between these human environments (e.g. village, town, city, harbour in a seaside resort etc).</p>	<p><b>Physical geography</b> Children can identify and locate polar, tropical and temperate climatic zones using maps, atlases &amp; globes, in order to describe the characteristics of these different zones using appropriate geographical language.</p> <p>Children can identify where major rivers are located in the UK and around the world using maps, atlases and globes. Children can describe mountainous and river environments identifying similarities and differences between these. Children can name some of the processes associated with rivers, coasts and mountain environments. Using appropriate vocabulary, children can describe sequences within the water cycle linked to these environments.</p> <p>Children are able to identify where earthquakes and volcanoes occur around the world. They can describe using simple geographical language how earthquakes and volcanoes occur.</p> <p><b>Human geography</b> Children can identify and sequence a range of different types of settlements in order of size. They are able to identify features of individual settlements using a range of geographical sources and skills.</p>	<p><b>Physical geography</b> Children can identify and make links between polar, tropical and temperate climatic zones using maps, atlases &amp; globes, to show understanding. Children will be able to use appropriate geographical language to explain links and connections between climatic zones vegetation belts, biomes.</p> <p>Children can locate with accuracy major rivers in the UK and around the world using a range of maps, atlases and globes. Children can describe mountainous and river environments suggesting reasons for how they can change over time. Children can name and describe some of the processes associated with rivers, coasts and mountain environments. Using appropriate vocabulary, children can explain how the water cycle is linked to these environments.</p> <p>Children are able to locate and describe where earthquakes and volcanoes occur around the world using developing geographical language &amp; skills. They can describe using simple geographical language how earthquakes and volcanoes occur in different parts of the world.</p> <p><b>Human geography</b> Children can identify, locate and sequence a range of</p>	<p><b>Physical geography</b> Children can identify and make links between polar, tropical and temperate climatic zones using maps, atlases &amp; globes, to show understanding. Children will be able to use appropriate geographical language to explain links and connections between climatic zones vegetation belts, biomes and describe how these physical conditions affect people and the environment.</p> <p>Children can identify, locate and describe a range of processes associated with river, coast and mountain environments using appropriate geographical language. Children are able to explain how these environments form and are changed over time as a result of physical processes. Children can describe and explain how the water cycle affects different environments and begin to recognise that people can affect parts of the water cycle through human actions.</p> <p>Children are able to locate, describe and explain where earthquakes and volcanoes occur around the world using developing geographical language &amp; skills. They begin to understand the reasons for why these hazards occur and why some of them affect people more seriously in</p>	<p><b>Physical geography</b> Children can identify and make links between polar, tropical and temperate climatic zones using maps, atlases &amp; globes, to show understanding. Children will be able to use appropriate geographical language to explain links and connections between climatic zones vegetation belts, biomes and describe how these physical conditions affect people and the environment in a range of places around the world.</p> <p>Children can identify, locate and describe and explain a range of processes associated with river, coast and mountain environments using appropriate geographical language. Children are able to explain how these environments change over time as a result of physical processes and human activity. These are able to compare and contrast environments from around the world. Children can describe and explain how the water cycle affects different environments and are able to recognise how people can affect parts of the water cycle through human actions.</p> <p>Children are able to locate, describe and explain where earthquakes and volcanoes occur around the world using developing geographical language &amp; skills. They begin to understand the reasons for</p>

				<p>Children can identify different types of economic activity and can name which types of economic activity take place in different regions.</p> <p>Children understand that there are different sources of energy (fossil fuels and renewable energy) and that different countries use different sources of energy. Children can describe how energy is used for different purposes.</p>	<p>different types of settlements in order of size, significance and importance. They are able to describe features of individual settlements and compare these to other settlements using a range of geographical sources and skills.</p> <p>Children can identify and describe similarities and differences between different types of economic activity and can explain why different types of economic activity take place in different regions in the UK and around the wider world.</p> <p>Children understand that there are different sources of energy (fossil fuels and renewable energy) and that different countries use different amounts and sources of energy. Children can describe how energy is used for different purposes and why demand can change over time.</p>	<p>some parts of the world than others.</p> <p><b>Human geography</b> Children can locate and sequence a range of different types of settlements in order of size, significance and importance within the UK and beyond. They are able to describe and explain features of individual settlements, why these might be significant and compare and contrast these to other settlements using a range of geographical sources and skills.</p> <p>Children can describe and explain similarities and differences between different types of economic activity in the UK and in the wider world. They understand that different regions and countries have developed their economy based on different types of trade as a result of natural resources and minerals.</p> <p>Children understand that there are different sources of energy (fossil fuels and renewable energy) and that different countries use different amounts and sources of energy for different purposes. Children can describe how energy consumption and use has changed over time and what factors may affect its change in use in the future. Children are aware that some energy sources have positive and negative effects on people and the environment.</p>	<p>why these hazards occur and why some of them affect people and the environment more seriously in some parts of the world than others.</p> <p><b>Human geography</b> Children can locate, describe and explain why settlements and land use differ in different regions of the UK and wider world. They are able to explain why some settlements are significant and can describe and explain how and why settlements can change over time using a range of geographical resources and skills.</p> <p>Children can describe and explain similarities and differences between different types of economic activity in the UK and in the wider world. They understand that different regions and countries have developed their economy based on different types of trade as a result of natural resources and minerals which occur naturally. Different regions and countries trade with other regions and countries based on these resources. This can affect people and the environment in different ways, both positively and negatively.</p> <p>Children understand that there are different sources of energy (fossil fuels and renewable energy) and that different countries use different amounts and sources of energy for different purposes and that this has changed over time. Children can explain how energy consumption and use has and might change in the future and how this could affect people and resource use in the decades ahead.</p>
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<b>Geographical skills and fieldwork</b>	They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes	'By the age of 7 pupils should 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'. (Geographical Association).		'By the age of 9 pupils should 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 photographs. They can express their opinions and recognise that others may think differently'. (Geographical Association).		'By the age of 11 pupils should 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'. (Geographical Association).	
	Observe and identify features in the place they live and the natural world.  Find out about their environment and talk about features they like and dislike.  Examine change over time.  Pose carefully framed open-ended questions, such as "How can we...?" or "What would happen if...?".	Use simple maps & globes to help recognise countries within the UK, continents and identified oceans.  Follow instructions responding to directional language (left, right, up, down, forwards, backwards, near, far). Introduce simple compass directions (N, E, S, W) once children are confident with basic directional language.  Identify images which have been taken from above (aerial photo). Recognise simple physical and human features using aerial photographs. Draw around simple objects to make a plan. Use simple picture maps to follow a	Locate with accuracy, countries of the UK, continents and identified oceans on simple maps and globes. Children will be able to name these countries, continents and oceans when responding to questions. They will also begin to locate capital cities within these countries using simple maps.  Use simple compass directions (N, E, S, W) to provide locational and direction information for children to respond to and follow. With support, children begin to describe the location(s) of simple features within their immediate environment using directional language. Some children may be able to follow simple maps	With support, children can use maps and globes to locate some countries in Europe, North & South America. Children begin to identify physical and human features using different types of maps.  Children can use co-ordinates in atlases to locate places and give directions using a four point compass. Children understand why keys are important to understand maps and can identify and create simple symbols/keys on maps.  Children can ask geographical questions to initiate simple geographical enquires. With support, children can carry out fieldwork in the local area using some techniques. They	Children can independently use a range of maps and globes, to locate a range of countries and capital cities in European and North / South American countries. Children are able to identify and locate different types of physical and human features using a range of maps, including digital maps to compare places.  Children can use four figure grid references to identify and locate features and places more accurately using OS maps. Children can use symbols and keys in atlases and on maps to identify and locate places and features. They can create simple maps using symbols and keys.	Children can compare and contrast a range of maps (including physical, thematic and political) and can identify aerial photographs associated to relevant maps. With support, children can select maps for different purposes and begin to use maps, atlases & globes to investigate places and regions around the world. Digital mapping can be used to identify places, features and create simple maps to plan routes between places.  Children can use compass points (4 & 8) and four figure grid references with increasing confidence to identify and locate features and places using atlases and (OS) maps. They understand	Children can use a range of maps (including physical, thematic and political), atlas information and globes to explore places, regions and countries around the world and how they are connected to each other. With increasing independence children can select maps for a specific purpose. Children can follow and plan routes using a range of maps, including OS maps and digital mapping tools to explore and investigate places in contrasting environments.  Children can use compass points (8), four and six figure grid references with increasing confidence to accurately identify and locate features and places on OS maps. Children can use and

		<p>route around the school environment.</p> <p>Children respond to simple questions to investigate their surroundings. Make simple observations about where features and landmarks are within their immediate environment. E.g. Children can keep a weekly weather chart based on first hand observations using picture symbols.</p>	<p>to identify and locate features using simple directional language to talk about everyday life.</p> <p>Recognise simple physical and human features using aerial photographs beyond the immediate locality. Draw a simple plan using aerial photographs. Look down on simple objects to make a plan. Follow a simple map around school to identify features of the built environment. Create a simple key which could be added to the map for other children to follow.</p> <p>Children ask and respond to simple questions to investigate their local surroundings, using simple geographical questions. Make simple observations about why two contrasting locations are similar and/or different, including observations about features and landmarks within their local environment. E.g. Children can keep a weekly weather chart based on first hand observations using picture symbols, talk about their observations and begin to identify patterns.</p>	<p>begin to develop an understanding from information and data collected in order to answer questions investigated.</p>	<p>Children can ask and respond to geographical questions in order to investigate simple geographical enquires. With some support, children can carry out fieldwork in the local area using a range of techniques. They begin to develop an understanding of issues and themes from information and data collected in order to answer questions investigated and begin to draw simple conclusions in response to questions explored.</p>	<p>that using six figure grid references will make identifying features and places even more accurate. Children can use symbols and keys in atlases and on maps to identify, locate and compare &amp; contrast features and. They can create their own real life maps using symbols and keys.</p> <p>Children can suggest questions for and participate in geographical enquires. Children can carry out fieldwork using a range of appropriate techniques. They begin to develop an understanding of issues and themes from information and data collected, analyse this evidence using appropriate techniques and draw conclusions in response to questions explored. Within these enquiries children are able to produce maps, plans and graphs to support enquiries and fieldwork. This may include using digital technologies.</p>	<p>interpret OS maps with increasing confidence using symbols, keys and scale bars more accurately.</p> <p>Children can suggest appropriate and interesting questions to plan and engage in their own geographical enquires. Children can carry out fieldwork using a range of appropriate techniques and are confident to use an increasing range of data analysis and presentation techniques to analyse evidence and draw conclusions based on evidence collected in response to questions explored. Within these enquiries children are able to produce a range of appropriate maps, plans and graphs to support findings from enquiries and fieldwork undertaken. This should include using digital technologies.</p>
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