



# St Augustine's CE Primary School

# Geography



**Curriculum Progression Map for knowledge, skills and understanding  
(1 Year Cycle)**

# The International Curriculum Overview: Intent, Implementation and Impact

The International Early Years Curriculum (IEYC) and the International Primary Curriculum (IPC) are curriculum models based on thematic units that cover Nursery to Y6. Today's children face more diverse challenges and opportunities than any other generation before them: climate change, political change, inequality, migration, an accelerating pace of technology and access to more information than ever before are just some of the issues that our children will face in their lives.

## **The Vision and Philosophy of the International Curriculum**

**Aim:** *the International Curriculum aims to improve learning in schools by supporting teachers and leaders through the provision of internationally researched curriculum materials and engaging units of learning.*

**Philosophy:** *central to the international curriculum is the belief in, and commitment to, the holistic development of learners through enjoyable academic, personal and international learning that prepares them for opportunities and challenges now and in the future.*

At **St Augustine CE Primary**, the aim and the philosophy of the International Curriculum fits with our own school vision of 'achieving excellence together' where we offer an engaging curriculum where our children can foster a passion for learning and curiosity that will help to develop high aspirations and a lifetime of opportunities.

## **Seven Foundations of the IPC**

The IPC is designed and driven by underpinning foundations that ensure the curriculum remains learning focused and puts the goal of improving learning at the centre of what we do. The following seven underpinning foundations form the structure of the IPC.

- **Foundation 1:** Learner-focused personal, international and subject learning goals
- **Foundation 2:** A progressive pedagogy
- **Foundation 3:** A process to facilitate learning for all
- **Foundation 4:** Globally competent learners
- **Foundation 5:** Knowledge, skills, and understanding are taught, learned and assessed differently
- **Foundation 6:** Connected learning
- **Foundation 7:** Assessment for improving learning

Each of the seven foundations for learning are exemplified below.

### **Foundation 1: Learner-focused personal, international and subject learning goals**



Learning should be at the core of what every good school does, and the overarching question that IPC asks is 'how does this improve learning?' The subject learning goals covered the knowledge, skills and understanding that children should learn across a range of subjects. The eight personal learning goals are integral to the IPC. The aim of the personal learning Goals is to develop character and attitudes rather than knowledge, skills and understanding. The development of an inquisitive mind and a sense of curiosity about the world and its people is essential for international learning. The international learning goals help learners begin the move towards increasing their knowledge and understanding of national, international, global and intercultural perspectives on the world around them whilst developing the capacity to take action and make a difference.

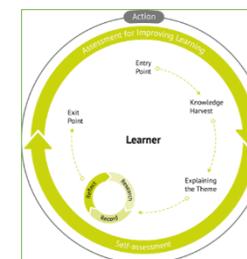


## Foundation 2: A progressive pedagogy

A key part of the IPC focuses on brain-based learning. The IPC recognises that we have two types of memory: the working memory and the long-term memory. The IPC units of learning work on the theory of children being able to extract prior learning and apply this to new learning as they complete the units of work across the year groups. The international curriculum has been designed to promote the use of a constructive pedagogy in classrooms whereby learners connect new knowledge to prior knowledge and are actively engaged in constructing their own understanding. The Knowledge Harvest enables children the opportunity to share what they already know about the upcoming learning so that it can be tailored accordingly to their needs. It also supports the strengthening of neuronal connections by helping learners to make links between new and existing learning.

## Foundation 3: A process to facilitate learning for all

All IPC units follow the process to facilitate learning with a learner at the centre, which is structured to make sure that children's learning experiences are stimulating and therefore effective. The key parts of the process include: Entry Point, Knowledge Harvest, Explaining the Theme, Research, Record, Reflect and the Exit Point, all underpinned by assessment for improving learning. The process to facilitate learning is repeated many times through an academic year, providing familiarity and routine to children's learning journeys.



## Foundation 4: Globally competent learners



In order for children who learn through the International Curriculum to become engaged globally, competent citizens, it is crucial for them to develop not only a strong interest in their own and others cultures and a deep understanding of multiple perspectives, but also a keen desire to help shape local and global communities through actions that impact positively on society. Being globally aware starts in our own school community before expanding to the local area and then further afield to the UK and more globally. All units within the International Curriculum cover an international dimension to allow the children to reflect, deepen their understanding of the world in which they live.

## Foundation 5: Knowledge, skills, and understanding are taught, learned and assessed differently

Across the international curriculum, Knowledge, skills and understanding are all considered valuable. All of the Knowledge Learning Goals start with 'to know', all of the Skills Learning Goals start with 'be able to' and all of the Understanding Learning Goals start with 'understand'. Icons for knowledge, skills, and understanding are shared with children along with the definitions for each.

<b>KNOWLEDGE</b>		<b>Definition:</b> We think of knowledge as 'knowing that'	<b>Characteristics of knowledge:</b> Knowledge can be new or consolidated. Knowledge is continually expanding and can change as new discoveries are made.
<b>SKILLS</b>		<b>Definition:</b> We think of skills as 'being able to do something'	<b>Characteristics of skills:</b> Skills are learnt in a practical way; they can be new or consolidated. We define developmental stages of acquiring skills as 'Beginning, Developing, Mastering and Innovating'.
<b>UNDERSTANDING</b>		<b>Definition:</b> We think of understanding as making meaning	<b>Characteristics of understanding:</b> Understanding is personal and connections have to be made actively by the learner in order to make meaning. Multiple opportunities should be offered for learners to develop and demonstrate their understanding. Understanding includes components of knowledge, skills and experience.



### **Foundation 6: Connected Learning**



The international curriculum promotes connected learning in a variety of ways. Learning is interdependent through connecting ideas to subjects and between subjects and prior learning to current learning so that the connections in the brain are reinforced. In the IPC subjects are built independently and interdependently into different thematic units of learning so that learners can engage in dialogue from different viewpoints. This enables children to see the wider context of their learning and to make connections both through and across different subjects.

### **Foundation 7: Assessment for improving learning**

Whilst teachers are expected to plan for assessment opportunities, the reality is that learner performance, interactions and questions provide a constant stream of important information that the teacher should be using on an ongoing basis to inform future planning. Assessment for improving learning involves teachers and learners becoming partners in learning, helping teachers to further develop the knowledge, skills and understanding of their learners. Knowledge is assessed in a range of ways. This might include the Knowledge Harvest, quizzes, question and answer sessions. Skills are assessed through rubrics.

At St Augustine's we encourage our children to develop and master a range of knowledge, skills and understanding in all areas of the curriculum. As a whole school community, we have devised a range of subject characters and knowledge, skills and understanding principles that are specific to each area of the curriculum, to enable the children to identify not only the subject they are learning but also the content. The characters were shared with the children and they generated a list of knowledge, skills and understanding for each area.

**In Geography, when the children are being geographers they:**

use maps and atlas to locate countries, continents and oceans

use geographical vocabulary to describe human features of places

understand similarities and differences being others countries and the UK

use geographical vocab to describe physical features of different places

identify weather and climate conditions linked to a countries location in the world

Use compass directions, locational/directional vocabulary

describe positions on maps using the specific positions e.g. lines of longitude and latitude

understand how the location of a country, its physical and human features have an impact on the lives of the people that live their



In Early Years Geography coverage will include:

Key Vocabulary

Early Years

Geography			
Three and Four-Year-Olds	Mathematics	<ul style="list-style-type: none"> <li>Understand position through words alone. For example, "The bag is under the table," – with no pointing.</li> <li>Describe a familiar route.</li> <li>Discuss routes and locations, using words like 'in front of' and 'behind'.</li> </ul>	
	Understanding the World	<ul style="list-style-type: none"> <li>Use all their senses in hands-on exploration of natural materials.</li> <li>Begin to understand the need to respect and care for the natural environment and all living things.</li> <li>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> </ul>	
Reception	Understanding the World	<ul style="list-style-type: none"> <li>Draw information from a simple map.</li> <li>Recognise some similarities and differences between life in this country and life in other countries.</li> <li>Explore the natural world around them.</li> <li>Recognise some environments that are different to the one in which they live.</li> </ul>	
ELG	Understanding the World	People, Culture and Communities	<ul style="list-style-type: none"> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>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.</li> </ul>
		The Natural World	<ul style="list-style-type: none"> <li>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.</li> <li>Understand some important processes and changes in the natural world around them, including the seasons.</li> </ul>

Winter  
Spring  
Summer  
Autumn  
warm  
cold  
hot  
grow  
busy  
quiet  
house  
school

Units being taught in Nursery	The Big Idea	The learners will be finding out.....	Key Vocabulary
<b>This is me</b>	<p>We learn and play together, supporting one another as we explore and experience new things every day. We have lots in common, but there are also lots of things about ourselves that make us special. Together, we are going to be learning about ourselves and each other and celebrating what we have learned with our families.</p>	<p>Learning the names of our friends  Learning about the parts of our body, head, arm, leg, foot  Making a simple portrait  Making art with our hands or feet  Exploring how we are feeling  Exploring what is inside a room in our home, eg kitchen (and what is safe and not safe)  Making a room from our own home  Finding out about homes/room around the world  Finding out about our families  Looking at our favourite toys  Planning a birthday party  Finding out how to wash our hands  Finding out how and why we brush our teeth  Learning to cross a road safely  Learning to be a good friend  Learning how to work together</p>	<p>Name parts of the body, head, arm, leg, foot</p>
<b>Dinosaur Detectives!</b>	<p>A long time ago, before people like you and me lived on the Earth, there were dinosaurs! No one has ever seen a real dinosaur before, but we know lots about them – what they looked like, what they ate and just how big and tall they were. We are going to travel back in time to the land of the dinosaurs to find out more about these amazing creatures. Get ready for an exciting adventure!</p>	<p>Hatching our own dinosaur egg  Finding out how big dinosaurs really were  Exploring dinosaur opposites  Creating our own dinosaur world  Making model dinosaurs  Finding treasures  Digging up dinosaur bones  Finding out about fossils  Solving a dinosaur mystery  Running our own Museum of Dinosaur Wonders  Describing a missing dinosaur  Going on an adventure to find our missing dinosaurs  Finding out what dinosaurs ate  Helping our dinosaur friends  Finding out what happened to the dinosaurs  Moving and dancing like a dinosaur</p>	<p>Hatching, dinosaurs and their names eg tyrannosaurus  Treasure, bones, fossil, dig, museum, mystery, costume, swap</p>

		<p>Creating a dinosaur costume          Making dinosaur music          Getting messy with swamp play          Enjoying our own dino party!</p>	
<b>Once Upon A time</b>	<p>When we hear the words 'Once upon a time', we know we are about to be taken on an exciting adventure. Everyone, no matter what their age, has a favourite story that they like to hear, and often we like to enjoy them over and over again. Now, we're going to discover some new stories! By exploring these stories, we will be learning how to become better storytellers, and will create our own amazing worlds of make believe. Shall we begin? 'Once upon a time...'</p>	<p>Exploring pushes and pulls with 'The Enormous Turnip'          Buying and selling vegetables at our own market          Exploring size with 'The Three Billy Goats Gruff'          Building our own bridge for a troll          Making a race course for 'The Tortoise and the Hare'          Finding out about tortoises and how to look after them          Setting our own goals          Creating a sports day for different animals          Making a character from 'The Gingerbread Man'          Baking our own gingerbread</p>	<p>Soil, dig, plant, build, bridge, race, bake, mix</p>
<b>Brilliant Bug Ball</b>	<p>We share our space with thousands and thousands of little visitors – minibeasts that live in the soil, under stones, amongst the plants and grass, in the trees and even in our homes. Minibeasts come in lots of different shapes and sizes, from tiny ants and long wriggly worms to beautiful butterflies with brightly-coloured wings. We are going to be exploring minibeasts in our local area and finding out more about what they look like, how they live and how they move about. And who knows – if the minibeasts like us, perhaps they'll invite us to a special party!</p>	<p>Finding out how to look after a minibeast          Seeing how a caterpillar changes into a butterfly          Making a wormery          Building a home for a minibeast          Making a book about minibeasts          Sorting minibeasts that walk and fly          Counting with a very hungry caterpillar          Making butterfly wings          Counting with ladybird spots          Comparing the size of different insects and animals          Making spider webs          Finding out about honey bees          Working as a team – just like ants!          Moving about like pond minibeasts          Comparing fast and slow minibeasts          Dancing to 'The Ugly Bug Ball'          Making minibeast costumes          Planning a minibeast party</p>	<p>Minibeast, caterpillar, worm, wormery, butterfly, ladybird, spider, spider-web, insect and names such as honey bee, ants, pond</p>

			Making minibeast party food Creating a minibeast party menu	
<b>Ocean Treasures</b>	Have you ever wondered what you might find under the sea? We're going to be exploring the oceans of the world, investigating forests of swaying seaweed, and diving deep into the darkest depths, to find out more about all the amazing and beautiful animals that make the sea their home. Are we ready to take the plunge and see what we can find?		Making patterns and shapes out of sand Exploring a collection of shells Making art from beach objects Helping a turtle baby reach the sea Creating our own fish school Learning to share with the Rainbow Fish Making a home for a hermit crab Finding out more about animals under the sea Helping a whale to make friends Learning to dive and explore the sea Finding out about the amazing things an octopus can do! Explore light and dark under the sea In Learning to move like waves and paint our own pictures Creating an undersea dance Using music to tell a story Performing our own dolphin show!	Patterns, shells, beach, turtle, sea, fish, hermit crab, whale, octopus, waves, dolphin
<b>Animal Rescuers</b>	We share our world with many different animals – from the pets that we might look after at home to the big wild animals we might see on television or in books. We are going to imagine we are travelling all around the world, to visit some very exciting places and meet the animals that live there. We're also going to help these animals to feel happy and safe. Some might even want to share some amazing stories with us! Are you ready to pack your bags for a fabulous adventure?		Growing our own jungle Following animal footprints Making animal masks and costumes Learning to share with a crocodile! Going on a safari Exploring animal patterns Discovering some African fruit Teaching a giraffe how to dance Building an igloo Finding out why polar bears are white Helping animals stay afloat Exploring friendship with the help of a penguin Making patterns with sand Looking after a camel Making desert snakes Helping animals to feel at home	Pets and names eg. Hamsters, guinea pigs, , wild animals eg. lion, tigers, igloo, polar bear, penguin, snake

	Units being taught in Reception	The Big Idea	The learners will be finding out.....	Key Vocabulary
	<p><b>This is me</b></p>	<p>We learn and play together, supporting one another as we explore and experience new things every day. We have lots in common, but there are also lots of things about ourselves that make us special. Together, we are going to be learning about ourselves and each other and celebrating what we have learned with our families.</p>	<p>Learning the names of our friends  Learning about the parts of our body  Making a portrait  Making art with our hands and feet  Exploring how we are feeling In  Exploring what is inside a home  Making our own home  Finding out about homes around the world  Making a key for a home  Sending a letter to a friend  Finding out about our families  Looking after a baby  Looking at our favourite toys  Planning a birthday party  Finding out what we do when we go to bed and wake up in the morning In  Finding out how to wash our hands  Finding out how and why we brush our teeth  Learning to cross a road safely  Learning to be a good friend  Learning how to work together</p>	<p>Name parts of the body, on the face  Senses, touch, see, smell, taste, hear, fingers</p>
	<p><b>Blast Off!</b></p>	<p>At bedtime, the moon and the stars come out. They shine down from the night sky. Have we ever imagined what it might be like to go on a journey to the moon and the stars? What might we find there? Who might be living there? And what is the moon really made of? Perhaps it is time to find out!</p>	<p>Exploring the stars</p> <p>Learning about the planets  Training to be an astronaut  Building a rocket ship  Exploring moon shapes  Having a picnic on the moon  Playing with moon rocks  Making a moon buggy  Exploring a new planet  Making a home for the Moonbeams  Running a space restaurant  Having a party with the Moonbeams</p>	<p>Rocket  Space  Aliens  Maps  Stars  Earth  Telescope  Shape  Size  Astronaut  Suit  Helmet  Journey  Launch</p>

				Phases of the moon Eclipse Half moon Full moon Craters Moon rocks Take off Landing Planets Moon
<b>Once Upon A time</b>	<p>When we hear the words 'Once upon a time', we know we are about to be taken on an exciting adventure. Everyone, no matter what their age, has a favourite story that they like to hear, and often we like to enjoy them over and over again. Now, we're going to discover some new stories! By exploring these stories, we will be learning how to become better storytellers, and will create our own amazing worlds of make believe. Shall we begin? 'Once upon a time...'</p>	Exploring pushes and pulls with 'The Enormous Turnip' Buying and selling vegetables at our own market Planting and growing our own vegetables Making a delicious vegetable soup! Exploring size with 'The Three Billy Goats Gruff' Building our own bridge for a troll Making sound effects to tell a story Performing a story with props and music. Making a race course for 'The Tortoise and the Hare' Finding out about tortoises and how to look after them Setting our own goals Creating a sports day for different animals Making a character from 'The Gingerbread Man' Baking our own gingerbread Changing the story of 'The Gingerbread Man' Creating a modern-day version of the story	Seed, soil, dig, plant, build, bridge, race, buy, sell, bake, mix	
<b>The World Around Us</b>	<p>Look out of the window and what do you see? We share our world with lots of living things – people, insects, animals, birds, plants and trees. We need to make sure that our world is well</p>	Going on a bear hunt! Exploring stones and pebbles Making a tree friend Meeting a Gruffalo Making food for birds	Tree, birds, vegetables, litter, reduce, reuse, recycle, junkyard, building, place	

		looked after, so that everyone in it can enjoy a healthy and happy life.	<ul style="list-style-type: none"> <li>Finding out about things that grow</li> <li>Exploring fruit and vegetables</li> <li>Tidying up lots of litter</li> <li>Making paper</li> <li>Finding out what happens to our litter</li> <li>Making a junkyard band</li> <li>Making recycled art</li> <li>Building homes</li> <li>Going shopping</li> <li>Exploring the places we like to go</li> <li>Finding out about people who help us</li> </ul>	names, people who help us, eg. Gardeners, farmers, refuse collectors
	<b>Going Places</b>	A journey can start at any time and take you to exciting places. We go on journeys every day, sometimes by car, sometimes by walking – perhaps we might go on a train, or an aeroplane, or a boat setting sail across the sea. There are many ways we can travel and many adventures we can have. Where would you like to go today?	<ul style="list-style-type: none"> <li>Exploring how we travel</li> <li>Going on a car journey</li> <li>Helping a friend in need</li> <li>Becoming bus drivers!</li> <li>Exploring a beach</li> <li>Making a boat</li> <li>Finding a treasure island</li> <li>Taking a trip under the sea!</li> <li>Finding out about things that fly</li> <li>Going on a plane journey</li> <li>Playing with balloons</li> <li>Drawing our own adventure</li> <li>Visiting the North Pole</li> <li>Finding out about different places</li> <li>Having a holiday celebration</li> <li>Tasting foods from around the world</li> </ul>	Travel, journey, island, sea, treasure, adventure, trip, plane, fly, places, celebration
	<b>To The Recue</b>	Superheroes to the rescue! Superheroes are all around us, using their special super powers to help others in need. We're going to become heroes too, by making our own costumes and imagining the amazing and incredible powers we will use to help ourselves and other people around us. Lots of exciting new adventures await us as we explore and learn about the world of Superheroes!	<ul style="list-style-type: none"> <li>Listening to a story about a superhero</li> <li>Telling the story using puppets and models</li> <li>Exploring the beginning, middle and ending of a story</li> <li>Making our own comic book</li> <li>Imagining being a character in a story</li> <li>Thinking about what makes a superhero</li> <li>Exploring different superhero costumes</li> <li>Making a superhero costume of our own</li> <li>Making a superhero den</li> <li>Training to be a superhero</li> <li>Showing off our costumes with a grand parade In</li> </ul>	Models, superhero, names for materials eg. Plastic, den, vehicle, directions, eg. Left, right, fly, freezing, melting, senses, fruit names, eg. Bananas, apples

			Finding out about people who help us Making a vehicle for a superhero Giving directions to our vehicle Making a gift for a hero we look up to Working as a team to help each other in Exploring freezing and melting with ice Exploring how things move Finding out about things that fly Exploring our own super senses – sight, hearing, touch, taste and smell Making a fruit smoothie for a superhero	
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## Key Stage 1 and 2 NC Purpose of Study for Geography

### Purpose of study

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the framework and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

## Year 1

### NC Statutory Programme of Study for KS1

#### Locational knowledge

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

#### Place knowledge

- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

#### Geographical skills and fieldwork

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the

#### Human and physical geography

- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- use basic geographical vocabulary to refer to:

Unit being taught	The learners will be finding out.....	Key Vocabulary
<p><b>Hooray – Let’s go on holiday!</b> Inventions and development</p>	<ul style="list-style-type: none"> <li>• About the places people go to on holiday</li> <li>• How they get to their holiday destination</li> <li>• Some of the things people do on holiday</li> <li>• What people wear on holiday</li> <li>• How tourism can spoil holiday places</li> </ul>	Physical ,Human Locality, Abroad Weather, Climate Maps, Place, Country, Continent, Hot and cold, Different, Landscape, globe Environment, Pollution, Continents, Seas Oceans, Equator
<p><b>Science - Green Fingers</b> Living things: plants and animals</p>	<ul style="list-style-type: none"> <li>• About plants that grow in other countries</li> </ul>	Weather, Climate Seasons, Rainforest

			Desert, Environment, Similarities Differences
	<b>The Earth: Our Home</b> Living things: habitats	<ul style="list-style-type: none"> <li>All living things – plants, animals and people – have a home or somewhere to live that we call a 'habitat'. A habitat can be huge like the ocean or small like a leaf. To survive, living things need to live in places that meet their needs. What do living things need to survive? How do different habitats provide for their needs? We will need to be scientists and geographers in order to answer these questions.</li> </ul>	Identify, features, familiar, plan, globes, digital maps, information, weather, environment, earth, similarities and differences. places

**NC Statutory Programme of Study for KS1**

**Locational knowledge**

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

**Place knowledge**

- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

**Geographical skills and fieldwork**

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment

**Human and physical geography**

- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- use basic geographical vocabulary to refer to:
  - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
  - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

**Unit being taught**

**The learners will be finding out....**

**Key Vocabulary**

**Treasure Island**  
Past civilisations

- About the islands that you find around the world
- About the names of places that pirates travelled
- About the islands that make up the UK and other locations, and the different features you see there
- About the weather and climate in different places that pirates visited
- About how pirates navigated around the world
- How to plan a pirate island
- How to give directions using a map

Scales, Locate, Position, Features , Geographical , British Isles, Maps, Coast, Coastline, Inlets, Sea, Town, River, port, Harbour, Forest Beach, Town, Village, Similarities, differences,

			Continents, Seas, Oceans, Climatic, Equator
	<b>From A to B</b> Inventions and development	<ul style="list-style-type: none"> <li>• How we travel to school</li> <li>• How to make maps to record our journey to school</li> <li>• How to create our own train journey around the host country</li> <li>• How we can travel to different countries</li> <li>• How to create our own activity holiday</li> </ul>	Human, Physical, Features, Seasonal changes, Geographical, Weather, Maps, Locations, Symbols, Environment, Natural, Aerial map/view, Compass, North, South, East, West, Route, Key, Transport, Journey Symbol, Climate Pollution, Capital city, Continent, Country, Oceans, Atlas, Globe, Landmark
	<b>Flowers and Insects</b> Living things: plants and animals	<ul style="list-style-type: none"> <li>• About honey and silk production</li> <li>• About the migration of the Monarch butterfly</li> </ul>	Climate, Locality, migration,

**NC Statutory Programme of Study for KS2**

**Locational knowledge**

- locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

**Place knowledge**

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America

**Human and physical geography**

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

**Geographical skills and fieldwork**

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- 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

**Unit being taught**

**The learners will be finding out....**

**Key Vocabulary**

**Saving the World**  
Rainforests

- About where rainforests are in the world
- Which rainforest products we use in our everyday lives
- About the lives of rainforest people and how they compare with our own
- How and why the rainforest is being destroyed
- Discovering the ways that people are trying to save the rainforest

Amazon, Brazil,  
Palm oil,  
Deforestation,  
Agriculture,

**Explorers and Adventurers**  
Discovering the world

- How to use geographical terms
- How to use different types of world maps
- How to look for geographical information
- About places we have explored on holiday

river, city,  
motorway, airport,  
railway station,  
forest,  
mountain, lake,  
countries,

			continents, seas, oceans, navigate, travel itineraries, grid reference, locations, Artic, Antarctic, landmasses, natural features, climate, native, population
	<b>Science – Let's Plant It</b> Living things: plants and animals	<ul style="list-style-type: none"> <li>• Where the plants we eat come from</li> </ul>	Plants, seeds, leaves, stem, around the world, map, places.

**NC Statutory Programme of Study for KS2**

**Locational knowledge**

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

**Place knowledge**

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America

**Human and physical geography**

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

**Geographical skills and fieldwork**

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- 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

**Unit being taught**

**The learners will be finding out....**

**Key Vocabulary**

**Island Life**  
Physical geography

- About different islands we know about
- Learning about new islands and comparing with existing knowledge
- About where different islands are located in the world and finding them on maps
- About the geographical features on different islands
- About the features of a river
- How to use a compass and map
- How to use 4 figure grid references
- About how different islands are formed
- About an island in detail

Mapping, Maps, Longitude, Latitude, Atlas, Equator, Northern Hemisphere, Southern Hemisphere, Compass, Grid, River Mouth, Estray

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**Unit being taught**

**The learners will be finding out....**

**Key Vocabulary**

**Weather and Climate**  
Change and natural forces

- About the weather and climate in different parts of the world
- How human activities in different regions are affected by weather and climate
- How to produce our own weather forecasts
- How clouds are formed
- About the water cycle
- About some extreme weather records

Latitude, Longitude, Equator, Tropic of Cancer/Capricorn, Arctic/Antarctic, Circle, Prime Meridian, Hemisphere, Coordinates, Human/Physical features, Settlements, Biomes, Habitats

			<p>Weather, Climate, Rainfall, Mountainous, Volcanic, Proximity, Earthquake zone, Temperature, Vegetation, Arid, Temperate, Polar, Drought, Seasons, Forecast, Precipitation, Evaporation, Condensation, Water Cycle, Elevation, Urbanised, Carbon emissions, Greenhouse gases, Flooding, Erosion, Flood plains, Trade winds, Beaufort scale, Coriolis Effect, Cumulus, Stratus, Cirrus</p>
	<p><b>The Holiday Show</b> Globalisation and economics</p>	<ul style="list-style-type: none"> <li>• About a tourist attraction in our local area</li> <li>• About the role of our local Tourist Information Centre</li> <li>• How maps can give us tourist information</li> <li>• About tourism and its impact on regions, countries and cultures</li> <li>• How we can create an eco-friendly, sustainable holiday resort</li> </ul>	<p>Landmarks, Globe, Atlas, Natural/Human/Physical/Geographical/Topographical features, Locality, Latitude, Longitude, Equator, Prime Meridian, Tropic of Cancer/Capricorn Climate map, Climate zone, Biomes tourist/visitor</p>

			Satellite imagery, Scales, Symbols, Key, Ecosystems, Habitat, Settlement, Economic, Activity, Indigenous peoples, Ecotourism, Earthquake, Tsunami, Volcanic eruption, Flood, Ash-cloud, Hurricane, Natural disaster
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**Unit being taught**

**The learners will be finding out....**

**Key Vocabulary**

**Earth as an Island**  
Globalisation and economics

- About the geographical features of islands
- About the growth and development of islands over time, including capital cities
- How human geography is impacting island life
- How to relocate an island community, taking both human and physical geographical factors into consideration
- How to use six-figure grid references
- About a case study of an island developing as a trade and transport hub

Physical/Human featured, Maps, Scales, Geographical features, Topographical features, Contour lines, Key, Elevation, Landforms, Latitude, Longitude

	<p><b>Going Global</b> Globalisation and economics</p>	<ul style="list-style-type: none"> <li>• About the countries that produce the clothes we wear and the products we use</li> <li>• Where our food comes from</li> <li>• What products our home countries and host country import and export</li> <li>• How we can support the resources and industry in our local area</li> <li>• About tourism and its impact on countries and cultures</li> <li>• How we can create an eco-friendly, sustainable holiday resort</li> <li>• How global alliances and organisations can help countries to trade</li> </ul>	<p>Trade, trading links, globalisation, economy, economics, origin, transportation, carbon emissions, global trade, produce, local produce/ers, exported, imported, economically wealthy/poor, dominant industry, tourism, eco-friendly, sustainable, nations</p>
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## Progression of **Knowledge** within the Geography Curriculum

Year Group	By the end of Early Years, the learners will:
<b>Early Years</b>	<p>Understanding the World</p> <p>Early Learning Goal – People and Communities</p> <p>Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>Early Learning Goal – The World</p> <p>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 make observations of animals and plants and explain why some things occur and talk about changes.</p>

Year 1 and 2	By the end of Key Stage One, the learners will:	Unit/s where the knowledge is covered/revisited	
		Year 1	Year 2
	Know about the main physical and human features of particular localities	Hooray Let's go on Holiday! Green Fingers	From A to B Treasure Island
	Know about similarities and differences between different localities including a small area of the UK and a small area in a contrasting non-European country	Hooray Let's go on Holiday! Green Fingers	Treasure Island
	Know about how land and buildings are used in particular localities	Hooray Let's go on Holiday!	
	Know about the weather and climatic conditions in particular localities (including the UK) and how they affect the environment and the lives of people living there eg hot and cold countries in relation to the equator and the North and South pole	Hooray Let's go on Holiday! Green Fingers	Treasure Island Flowers and Insects
	Know that the world extends beyond their own locality and that the places they study exist within a broader geographical context	Hooray Let's go on Holiday!	From A to B Treasure Island Flowers and Insects
	Know that people can harm or improve the environment	Hooray Let's go on Holiday!	From A to B
Year 3 and 4	By the end of Lower Key Stage 2, the learners will:	Unit/s where the knowledge is covered/revisited	
		Year 3	Year 4
	Know how particular localities have been affected by human activities	Saving the World Explorers and Adventurers	Island Life
	Know how particular localities have been affected by natural features and processes	Explorers and Adventurers	Island Life
	Know how the nature of particular localities affect the lives of people	Saving the World Let's Plant It Explorers and Adventurers	Island Life
	Know about the weather and climatic conditions in the host country and how they affect the environment and the lives of people living there	Island Life Let's Plant It	Island Life
Year 5 and 6	By the end of Upper Key Stage 2, the learners will:	Unit/s where the knowledge is covered/revisited	
		Year 5	Year 6

	Know that the study of geography is concerned with places and environments in the world around them	The Holiday Show Weather and Climate	Earth as an Island Going Global
	Know about the main physical and human features and environmental issues in particular localities including the major cities around the world	The Holiday Show Weather and Climate	Earth as an Island Going Global
	Know about similarities and differences between particular localities	The Holiday Show Weather and Climate	Earth as an Island Going Global
	Know how the features of particular localities influence the nature of human activities within them	The Holiday Show Weather and Climate	Earth as an Island Going Global
	Know about recent and proposed changes in particular localities		Earth as an Island
	Know about the major geographical features of the host country	Weather and Climate	Earth as an Island
	Know about the geography of the area around the school	The Holiday Show	The Holiday Show Going Global
	Know about the major geographical features of their home country	The Holiday Show Weather and Climate	Earth as an Island
	Know about the weather and climatic conditions in their home country and how they affect the environment and the lives of people living there	Weather and Climate	
	Know about the weather and climatic conditions in the host country and how they affect the environment and the lives of people living there	Weather and Climate	
	Know how people affect the environment	The Holiday Show	Earth as an Island Going Global

## Progression of **Skills** within the Geography Curriculum

Year Group	By the end of Early Years, the learners will:			
<b>Early Years</b>	To use descriptive vocabulary to describe environmental features such as trees, grass, road etc. To question why things happen and to give explanations. To observe features in the environment. To make marks to represent 'home'.			
<b>Year 1 and 2</b>	By the end of Key Stage One, the learners will:		Unit/s where the skill is covered/revisited	
			Year 1	
			Year 2	
	Be able to name and locate the world's seven continents and five oceans		Hooray... Let's go on Holiday!	From A to B Treasure Island
	Be able to name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas		Hooray... Let's go on Holiday!	From A to B Treasure Island
	Be able to use geographical terms and key vocabulary: Key physical features; beach, cliff, coast, forest, mountain, hill, sea, ocean, river, soil, valley, vegetation, season and weather Key human features: city, town, village, factory, farm, house, office, port, harbour, shop		Hooray... Let's go on Holiday!	From A to B Treasure Island
	Be able to follow directions		Hooray... Let's go on Holiday!	From A to B Treasure Island
	Be able to describe the geographical features of the school site and other familiar places		Hooray... Let's go on Holiday! Green Fingers	Treasure Island
Be able to make maps and plans of real and imaginary places, using pictures and symbols in a key using aerial photographs		From A to B Treasure Island	From A to B Treasure Island	
Be able to use maps, atlases and globes, to identify the UK and it's countries as well as the countries, continents and oceans studied in KS1 at a variety of scales to locate the position and simple geographical features of the host country and their home country		Hooray... Let's go on Holiday!	From A to B Treasure Island	

	Be able to use secondary sources to obtain simple geographical information	Hooray... Let's go on Holiday! Green Fingers	From A to B Treasure Island Flowers and Insects
	Be able to express views on the attractive and unattractive features of an environment	Hooray... Let's go on Holiday!	
	Be able to communicate their geographical knowledge and understanding in a variety of ways including compass points: North, South, East and West as well as using locational and directional language such as near and far, left and right	Hooray... Let's go on Holiday!	From A to B Treasure Island Flowers and Insects
<b>Year 3 and 4</b>	By the end of Lower Key Stage 2, the learners will:	Unit/s where the skill is covered/revisited	
		Year 3	Year 4
	Be able to use geographical terms	Saving the World Explorers and Adventurers	Island Life
	Be able to make simple maps and plans of familiar locations	Explorers and Adventurers	Island Life
	Be able to use maps at a variety of scales to locate the position and geographical features of particular localities including the worlds countries, using maps to focus on Europe, Russia and the Americas	Saving the World Explorers and Adventurers	Island Life
	Be able to use secondary sources to obtain geographical information	Saving the World Let's Plant It! Explorers and Adventurers	Island Life
	Be able to express views on the features of an environment and the way it is being harmed or improved	Saving the World Explorers and Adventurers	Island Life
Be able to communicate their geographical knowledge and understanding to ask and answer questions about geographical and environmental features	Saving the World Let's Plant It! Explorers and Adventurers	Island Life	
<b>Year 5</b>	By the end of Upper Key Stage 2, the learners will:	Unit/s where the skill is covered/revisited	
		Year 5	Year 6
	Be able to enquire into geographical factors and their effects on people's lives	The Holiday Show Weather and Climate	Earth as an Island Going Global

	Be able to use a variety of sources to gather geographical information	The Holiday Show Weather and Climate	Earth as an Island Going Global
	Be able to collect and record evidence to answer geographical questions	The Holiday Show	Earth as an Island Going Global
	Be able to identify geographical patterns and to use their knowledge and understanding to explain them	The Holiday Show Weather and Climate	Earth as an Island Going Global
	Be able to use appropriate geographical vocabulary to describe and interpret their surroundings	The Holiday Show Weather and Climate	Earth as an Island Going Global
	Be able to 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. Be able to use instruments to make measurements	Weather and Climate	Earth as an Island
	Be able to use appropriate techniques to gather information	The Holiday Show Weather and Climate	Earth as an Island Going Global
	Be able to make plans and maps in a variety of scales using symbols and keys	The Holiday Show Weather and Climate	Earth as an Island Going Global
	Be able to use and interpret globes and maps in a variety of scales to locate countries and describe features studied	The Holiday Show Weather and Climate	Earth as an Island Going Global
	Be able to use the 8 points of a compass, four and six figure grid references, symbols and key (including Ordnance Survey maps) to build their knowledge of the UK and the wider world		Earth as an Island
	Be able to identify the position and significance of latitude, longitude, Equator, Northern hemisphere Southern hemisphere, the tropics of Cancer and Capricorn, Arctic and Antarctic circle, the Prime/Greenwich Meridian and time zones (including day and night)	The Holiday Show Weather and Climate	
	Be able to use maps in a variety of scales to name and locate the position and geographical features (mountain, rivers, hills, coasts) of the UK including counties and cities. Use this to study the human and physical features of the place. Compare this with other countries.	The Holiday Show	Earth as an Island
	Be able to explain how physical and human processes lead to similarities and differences between places	Weather and Climate	Earth as an Island Going Global

	Be able to explain how places are linked through movement of goods and people	The Holiday Show	Earth as an Island
	Be able to communicate their knowledge and understanding of geography in a variety of ways	The Holiday Show Weather and Climate	Earth as an Island

## Progression of **Understanding** within the Geography Curriculum

Year Group	By the end of Early Years, the learners will:						
<b>Early Years</b>	To understand the difference between hot and cold seasons e.g. hot, cold, sunny and cloudy. To understand there are different environmental features such as park, house, forest etc. To explain own knowledge and understanding.						
<b>Year 1 and 2</b>	By the end of Key Stage One, the learners will:		Unit/s where the understanding is covered/revisited				
			<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #1a3d54; color: white;">Year 1</th> <th style="background-color: #1a3d54; color: white;">Year 2</th> </tr> </thead> <tbody> <tr> <td style="height: 40px;"></td> <td style="height: 40px;"></td> </tr> </tbody> </table>	Year 1	Year 2		
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	Year 3	Year 4					
Let's Plant It! Saving the World Explorers and Adventures	Island Life						
Understand that the quality of the environment can be sustained and improved	Saving the World	Island Life					
<b>Year 5</b>	By the end of Upper Key Stage 2, the learners will:		Unit/s where the understanding is covered/revisited				
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Year 5	Year 6						
Weather and Climate	Earth as an Island						
	Understand how localities are affected by natural features and processes	Weather and Climate	Earth as an Island				

	Understand and describe the key aspects of: <ul style="list-style-type: none"> <li>• physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>• human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> </ul>	Weather and Climate	Earth as an Island
	Understand how and why people seek to manage and sustain their environment	The Holiday Show Weather and Climate	Earth as an Island
	Understand how the geographical features of the host country affect the lives of the people who live there	Weather and Climate	Going Global