

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Autumn</b>	<b>Our United Kingdom – and around us</b> Locational knowledge/place knowledge, fieldwork and investigation	<b>Comparing Fareham and Antarctica</b> Locational knowledge/Map and atlas work		<b>Study of rivers and the water cycle</b>	<b>Natural Disasters: Mountains, Earthquakes and Volcanoes (Nepal)</b>	<b>South America : Fairtrade, rainforests, climate zones, biomes and vegetation belts</b>
<b>Spring</b>		<b>All around the world</b> Map and Atlas work / Field work and investigation				
<b>Summer</b>	<b>Weather around us</b> Human and physical features, fieldwork and investigation  <b>Journeys</b> Map and Atlas work, fieldwork and investigation	<b>Lee on the Solent</b> Human and Physical features / Place knowledge	<b>Types of settlement</b> <b>Regional study- Southampton - Hampshire/The New Forest</b>	<b>Coasts and erosion</b>	<b>A European study- Vannes, France</b>	<b>North America</b>



## Orchard Lea Federation- Geography: Progression of knowledge and skills (Infant)



	<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>	<b>End of Key Stage Expectations</b>
<b>EYFS Geography at Orchard Lea:</b>				
<p>Whilst we do not teach explicitly teach subjects such as geography in the early years, we do help children to understand the world around them. We believe that understanding the world involves guiding children to make sense of their physical world and their community. We facilitate this by giving children the opportunities to explore, observe and find out about people, places, technology and the environment. In early years it is important to children to understand themselves and their belonging. This is where we start our Geography journey by giving children the opportunity to explore areas directly linked to themselves.</p> <p><b>Development Matters:</b> Looks closely at similarities, differences, patterns and change.</p> <p><b>Early Learning Goal:</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 make observations of animals and plants and explain why some things occur, and talk about changes.</p>				


**Statutory National Curriculum for KS1:**

**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 frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Geographical Knowledge					<p><b>The national curriculum for geography aims to ensure that all pupils:</b></p> <ul style="list-style-type: none"> <li>develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes</li> <li>understand the processes that give rise to key physical and</li> </ul>
<p>To name and locate the world's seven continents and five oceans.</p> <p>To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding areas.</p>	Locational knowledge	<p>I can talk about similarities and differences in relation to places, objects, materials and living things (ELG)</p>	<p>I can mark on a map of the British Isles where I live.</p> <p>I can use an atlas to name and locate the four different countries of the United Kingdom.</p> <p>I can explain how some places are linked e.g. roads, trains etc.</p> <p>I know about the local area, and can name and locate key landmarks.</p>	<p>I can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surroundings seas on a range of maps.</p> <p>I can mark on a map of the world the seven continents and five oceans.</p> <p>I know the local area and its physical and human geography.</p>	
<p>To understand geographical similarities and differences in the United Kingdom</p>		Place knowledge	<p>I notice detailed features of objects in my environment (22- 36)</p> <p>I can talk about some of the things they have observed such as plants, animals, natural and found objects (30-50)</p> <p>To talk about the features of their own immediate environment and how environments might vary from one another (ELG)</p>	<p>I can mark on a map of the local area, the location of the school.</p> <p>I use words, pictures, bar charts and pictograms to help me describe places.</p>	
Geographical Knowledge					
<p>To identify seasonal and daily weather patterns in the United Kingdom.</p> <p>To identify weather patterns in hot or cold</p>	Human and Physical	<p>Looks closely at similarities and differences, patterns and change (40-60)</p> <p>To make observations of the environment and explain why some things</p>	<p>I can keep a class weather chart and discuss the changes throughout the year.</p> <p>I can describe and explain why something is a physical feature.</p> <p>I can say what places are like using words and phrases such as built up, noisy, busy, farmland, coastline.</p>	<p>I can talk confidently about how seasons change throughout the year and characteristic weather associated with those seasons.</p> <p>I can say what places are like using words and phrases such as built up, noisy, farmland, roads, woods, coastline etc.</p>	

<p>areas of the world.</p> <p>To use basic geographical vocabulary to talk about human and physical features.</p>		<p>occur and talk about changes (ELG)</p>	<p>I can say what type of buildings are in a place.</p> <p>I can say where somewhere is using words such as close to the school, far away from the school, town or city name.</p> <p>I can recognise a natural environment and describe it using key vocabulary.</p>	<p>I use words, pictures, bar charts, Venn diagrams, pictograms and tables to help me describe places.</p> <p>I can say what type of buildings are in place (houses, shops, offices, flats, farm buildings etc) and use this to decide whether a place is a city, town, village, coastal or rural.</p> <p>I can say how a place is changing (eg new houses being built, getting busier as it becomes more popular, in decline as people move elsewhere).</p> <p>I can recognise different natural environments and describe them using a range of key vocabulary.</p>	<p>human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time</p>
<p><b>Geographical Skills and Enquiry</b></p>					
<p>To use world maps, atlases and globes to identify the United Kingdom and its countries.</p> <p>To use simple compass directions and locational and directional language.</p>	<p><b>Map and Atlas Work</b></p>	<p>Children use everyday language to talk about positions and distance to solve problems Uses positional language (30-50)</p> <p>Can describe their relative position such as behind or next to (40-60 SSM)</p>	<p>I can describe a journey on a map of the local area using simple compass directions and locational and directional language.</p> <p>I can use a UK wall map or atlas to locate and identify the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>I can map the classroom and I can make drawings or an area I am finding out about.</p> <p>I can make a simple map of my school.</p> <p>I take digital photographs of a locality and use them back in the classroom to describe a place.</p>	<p>I can describe a journey on a map of the local area locating features and landmarks seen on the journey.</p> <p>I can label my maps with geography words I have learned eg. NWSE compass rose.</p> <p>I can use a range of maps and globes to locate and identify the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>I can create a map with grid references and a key with symbols or colours to help identify features.</p> <p>I take and use digital photographs of a locality and use them back in the classroom to help describe a place, adding geography words.</p> <p>I can mark on a map of the local area, the location of the school and any other features I know about.</p>	<p> are competent in the geographical skills needed to: collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes</p>
<p>To investigate places and environments by asking and answering questions, making observations and using simple maps, atlases, images and aerial photos.</p>	<p><b>Fieldwork and Investigation</b></p>	<p>Enjoys playing with small world models such as farm, a garage or a train track (22-36)</p>	<p>I use books, stories and other information to find out about places.</p> <p>I can locate features of the school grounds on a map.</p> <p>I can use location language e.g. near and far; left and right, to describe the location of features and routes.</p>	<p>I use books, stories, the internet and other information to find out about places and I keep this in an organised way.</p> <p>I can accurately locate features of the school on a map.</p> <p>I can use simple compass directions (North, South, East and West) and locational and directional language e.g. near and far; left and right, to describe the location of features and routes on a map.</p>	<p> interpret a range of sources of geographical information, including maps, diagrams, globes,</p>

<u>Year R Vocabulary</u>	<u>Year 1 Vocabulary</u>	<u>Year 2 Vocabulary</u>	
<p> school  backwards  church  above  police officer  zebra  crossing  under  doctor  traffic lights  tunnel  dentist  bridge  roundabout  map  street  left  teacher  house  right  bungalow  forwards  head teacher </p>	<p> near  far  left  right  building  plan  globe  journey  travel  long  bungalow  town  transport  lorry  bus  car  summer  winter  autumn  spring  seasons  short  junction  village  wind  snow  rain  hail  fog  wet  dry  hot  cold  wide  narrow  farm </p>	<p> England  Scotland  Northern Ireland  Eire  Wales  North  South  east  west  semi-detached  larger  city  beach  forest  sea  soil  port  location  route  aerial view  landscape  environment  London  Edinburgh  Cardiff  Belfast  terraced  smaller  desert  cliff  hill  river  vegetation  harbour  Dublin  Equator  North Pole  South Pole  Irish Sea </p>	<p> aerial photographs  and Geographical  Information  Systems (GIS)   communicate  geographical  information in a  variety of ways,  including through  maps, numerical  and quantitative  skills and writing at  length </p>

		North Sea English Channel local distant address behind ocean coast mountain valley seasonal factory	
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## Orchard Lea Federation- Geography: Progression of knowledge and skills (Junior)

	Year 3	Year 4	Year 5	Year 6	End of Key Stage Expectations
<p><b>Statutory National Curriculum for KS2:</b>  <b>Purpose of study:</b>            A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.</p> <p><b>Following on from skills taught in KS1, children should;</b></p> <p>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>					
<b>Geographical Knowledge</b>					<p><b>The national curriculum for geography aims to ensure that all pupils:</b></p> <ul style="list-style-type: none"> <li> develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical</li> </ul>
<ul style="list-style-type: none"> <li>♣ 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</li> <li>♣ 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),</li> </ul>	<b>Locational knowledge</b>	<p>I can use an index to locate countries, cities and landmarks using an atlas.</p> <p>I can locate countries, cities and landmarks using Google Maps and on a globe.</p>	<p>I can locate world's countries; environmental regions, key physical and human characteristics, countries, major cities, vegetation belts, climate zones and biomes on a map</p> <p>I can compare sustainability levels between South America and England.</p> <p>I can describe their location in relation to the equator, tropics, hemispheres and the poles.</p> <p>I can suggest reasons for their location.</p>	<p>I can locate physical geographical features on a map.</p> <p>I can describe their location in relation to land use and look for patterns in the locations.</p> <p>I can locate countries where there are dangerous waters.</p> <p>I can locate these countries on a world map and identify key features and characteristics.</p> <p>I can locate the seas around the UK, and counties which suffer flooding.</p>	

<p>and land-use patterns; and understand how some of these aspects have changed over time</p> <ul style="list-style-type: none"> <li>♣ 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)</li> </ul>						<p>context for understanding the actions of processes</p> <ul style="list-style-type: none"> <li>♣ understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time</li> <li>♣ are competent in the geographical skills needed to: collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes</li> </ul>
<ul style="list-style-type: none"> <li>• understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</li> </ul>	<p><b>Place knowledge</b></p>	<p>I can compare both physical and human features of England and another country.</p> <p>I can describe how people can both improve and damage an environment.</p> <p>I understand geographical similarities and differences through the study of human and physical features.</p> <p>I can understand how some aspects have changed over time. Identify features of a place using aerial photographs. Make detailed maps using a key.</p>	<p>I understand geographical similarities and differences through the study of a region of the UK and a region in the wider world.</p> <p>I can talk about the human and physical features in these two regions.</p> <p>I can compare and give reasons for the different lifestyles within a country or area of a country.</p>	<p>I can explore a geographical case study examining a flood site in the UK and the wider world.</p> <p>I can talk about similarities and differences in both the human and physical geographies of these areas.</p> <p>I can describe how physical geography influences the day to day life of inhabitants in an area.</p>	<p>I can discuss how people are influenced by both physical and human geographies on a local, national and global scale.</p> <p>I can use case studies of different geographical features to aid discussion about differences in the UK and the wider world.</p>	
<p><b>Geographical Understanding</b></p>						



<p>Describe and understand key aspects of:</p> <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>	<b>Human and Physical</b>	<p>I can locate rivers in UK and other countries.</p> <p>I can draw diagrams, produce writing and use the correct vocabulary for rivers.</p> <p>I can ask and answer questions about rivers.</p> <p>I can describe the journey of a river from source to sea.</p> <p>I can explain how humans use physical geographical features for a variety of purposes</p>	<p>I can describe the different climate zones and Vegetation belts on a global scale.</p> <p>I am able to say what weather and vegetation is related to these and begin to give reasons why.</p> <p>I can describe economic activity within a small area outside of the UK and the trade links</p> <p>I can understand about the distribution of natural resources (including energy, food, minerals and water) between that area and the UK.</p> <p>I can compare different types of settlements and land use.</p> <p>I can recognise that our choices impact the lives of other people.</p>	<p>I can describe how physical geographical features are formed.</p> <p>I can describe and understand the water cycle and how Tsunamis are formed.</p> <p>I can describe how humans are impacted both positively and negatively by physical features.</p> <p>I can recognise that humans can have some control over physical features.</p>	<p>I can explain the water cycle using scientific terminology and explain the changes of state.</p> <p>I can describe how geographical features change over time.</p> <p>I can describe types of settlement and land use.</p> <p>I can describe economic activity including trade links</p> <p>I understand and talk about the distribution of natural resources including energy, food, minerals and water.</p> <p>I can analyse the positive and negative impact of a human change on both a local and global scale.</p>	<p> interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)</p> <p> communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length</p>	
<b>Geographical Skills and Enquiry</b>							
<ul style="list-style-type: none"> <li>♣ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>♣ use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom</li> </ul>	<b>Geographical skills and fieldwork</b>	<p>I can use the 8 points of a compass.</p> <p>I can use and include a key on a map using common OS symbols.</p> <p>I can ask and respond to questions about places and the environment making comparisons.</p> <p>I can offer explanations for the location of human and physical features in different localities.</p>	<p>I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>I can use the eight points of a compass and follow directions to the nearest 10 degrees.</p> <p>I can use four grid references, symbols and key (including the use of Ordnance Survey maps) to build knowledge of the UK and the wider world.</p>	<p>I can use 6 figure grid references.</p> <p>I can explain what data (either collected or researched) shows and the impact of it.</p> <p>I can record data in a line graph.</p> <p>I can use less common OS symbols to show geographical features.</p> <p>I can use fieldwork to observe, measure record.</p> <p>I can present the human and physical features in the local area using a range of methods,</p>	<p>I can begin to use latitude and longitude to describe location.</p> <p>I can compare aerial photos and maps over time.</p> <p>I can use fieldwork to observe, measure record and present data for the human and physical features in the local area.</p> <p>I can use a variety of methods, including sketch maps, plans and graphs, and digital technologies to present</p>		



<p>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.</p>		<p>I can follow a journey using computer mapping – Google Maps / Geocaching. I can collect data using surveys and present it in a bar chart.</p>	<p>I understand how colours are used on a map to show different physical zones.  I can 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 mapping technologies.</p>	<p>including sketch maps, plans and graphs, and digital technologies.</p>			
<p><b><u>Year 3 Vocabulary</u></b> settlement, community, landscape, relief map, political map, cliff, ocean, fieldwork, sketch, North East, South West, polar, longitude, valley, vegetation, soil, peat, loam, clay, lake, transport [carry], diagram, South East, weather, equator, latitude, mountain, weathering, erosion [within weathering], port, harbour, factory, office, industry, compass, North West, climate zone, tropical, environment</p>		<p><b><u>Year 4 vocabulary</u></b> Greenhouse, valley, warm, polytunnel, contour, humid, intensive farming, height, coastal, arable farming, hydroponics, evaporation, market gardening, allotment, precipitation, mixed farming, distribution, condensation, organic farming, import, hemisphere, distance, export, productivity, scale, native/ indigenous, natural resources, grid reference, sustainable, man-made materials, satellite weathering/erosion, hemisphere, settlement patterns, natural disaster, tropical, inland, ox-bow lake, polar, urban/ rural, spring [water], trade</p>		<p><b><u>Year 5 Vocabulary</u></b> climate/ weather, flood plain, deposition, climate zones, meander, transportation, tributary, surface, confluence, vegetation belts, sea level, mouth, river, grid reference, source, delta, terrain, products, ox-bow lake, features, industrial, grid reference, contour lines, continent, landscape, natural, sub-continent, water cycle, population, development, arid, precipitation, irrigation, evaporation, condensation, ground water, settlement, industry, tourist, excursion, scale [maps], contours</p>		<p><b><u>Year 6 Vocabulary</u></b> Migrate, naturalised, Arctic, disperse, indigenous, Antarctic, sustainability, immigrant, renewable, natural disaster, survey, population, natural resources, questionnaire, biomes, canopy [trees], latitude, vegetation belts, Ordnance Survey, longitude, climate zones, distance, Greenwich/Prime Meridian, conservation, scale, Time zone, pollution, grid reference, Northern hemisphere, export, symbols, Southern hemisphere, import, urban, Tropic of Capricorn, tropical, rural, Tropic of Cancer,</p>	

			equatorial, land use, Equator, subterranean, congestion, latitude, location, pollution, longitude, minutes[location], tectonic plates, deforestation, magma	
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