

Geography: Progression in learning Long Term Plan

EYFS – Year 6

* See detailed mapping and fieldwork progression document for breakdown of NC objectives. These are covered through different units across each year.

Cycle	Autumn	Spring	Summer
EYFS & Key Stage 1 (Year 1/2)			
A	Weather and Seasons	Hot & Cold Places	United Kingdom
Topic summary	Order the months of the year and recognise seasons, spotting similarities and differences between them. Find and make up clues to suggest which season we are in. Identify the types of clothing worn in different weather and compare to own experiences of different climates and weather. Identify the types of weather we have in the United Kingdom and record the daily weather in our area using different equipment. Reflect on the impact the weather has on our activities and explore how the weather affects different jobs.	Describe the weather experienced in your country and understand how the position of the Equator can help us determine the temperature of a country. Explore the features you may find in three different locations: Antarctica, a hot desert and a rainforest and explore what it might be like there. Look at the animals you will find in hot and cold places and how they adapt to their environments.	Locate the United Kingdom on a World map and map of Europe. Identify the 4 countries of the UK and locate our home county. Identify the four capital cities of the UK and compare and contrast their human and physical features. Use maps, photographs and fieldwork to compare our local area to a capital city of the UK. Write an imaginary postcard from one of the UK's capital cities. Learn the names of key places in the UK beyond the immediate environment.
Development Matters Links: EYFS	<ul style="list-style-type: none"> Explore the natural world around them, making observations and drawing pictures of animals and plants. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. Talk about the lives of the people around them and their roles in society. 	<ul style="list-style-type: none"> Recognise and explain some similarities and differences between life in this country and life in other countries. Know some similarities and differences between the natural world around them and contrasting environments. Recognise some environments that are different to the one in which they live. 	<ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.
National Curriculum Links: KS1	<ul style="list-style-type: none"> Develop knowledge about the world, the United Kingdom and their locality. Begin to understand basic vocabulary relating to human and physical geography. Identify seasonal and daily weather patterns in the United Kingdom. 	<ul style="list-style-type: none"> Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Use world maps, atlases and globes to identify countries, continents and oceans. Identify seasonal and daily weather patterns in the United Kingdom. 	<ul style="list-style-type: none"> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Children begin to understand basic vocabulary relating to human and physical geography. Develop contextual knowledge of the location of globally significant places. Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans.

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<p>Map Skills:</p>	<p>EYFS:</p> <ul style="list-style-type: none"> • Arouse awareness of features of the environments in the setting and immediate local area. E.g. make visits to shops and parks. • Go on walks in the area immediately around the school and talk about the features they pass, then retrace those routes on other occasions pointing out features they notice which are familiar or new to them. • Use words like turn, left, forward etc.. <p>KS1:</p> <ul style="list-style-type: none"> • Recognise simple features on maps e.g. fields, water, buildings, roads and fields. • Follow a route on a map starting with a picture map of the school. • Recognise that maps need titles. • Begin to recognise landmarks and basic human features on aerial photos. 	<p>EYFS:</p> <ul style="list-style-type: none"> • Find out about the environment by talking to people, examining photographs, simple maps and visiting local places. • Talk about what they can see on a large full-colour picture map of a fun place. • Look at a large-scale map, drawn as a vertical view of the furniture in a room or school then take the maps into that area to find the features. <p>KS1:</p> <ul style="list-style-type: none"> • Use a range of simple maps and globes (including picture maps) at different scales. • Begin to recognise landmarks and basic human features on aerial photos. • Look down on objects and make a plan e.g. of the classroom or playground. • Begin to recognise that maps need a key. • Find a given OS symbol on a pam. 	<p>EYFS:</p> <ul style="list-style-type: none"> • Play with toy vehicles, people and animals on large floor playmat maps, using roads and paths with town and country features • Make model layouts of places with toy furniture, buildings, vehicles, people and animals, which they can imagine themselves in and talk about as they play. • Look at large scale oblique and vertical photographs of the local area, talk about features they can see and trace routes along roads. <p>KS1:</p> <ul style="list-style-type: none"> • Locate land and sea on maps as well as continents and oceans. • Use large scale maps and aerial photos of the school, local area and beyond. • Know which direction is North, South, East and West on an OS map. • Draw a simple map e.g. of a garden, a place in a story, a route map. • Use and construct basic symbols in a map key with support. • Know that symbols mean something on maps.
<p>Fieldwork Skills:</p>	<p>EYFS:</p> <ul style="list-style-type: none"> • Experience different weather conditions and their impact on the environment. • Examine and discuss natural objects (e.g. leaves, twigs, stones). <p>KS1:</p> <ul style="list-style-type: none"> • Begin to use cameras and audio equipment to record geographical features, changes, differences e.g. weather, seasons, vegetation, buildings etc. 	<p>EYFS:</p> <ul style="list-style-type: none"> • Experience different weather conditions and their impact on the environment. • Explore their setting's outdoor area, noticing and naming its features (e.g. play equipment, different areas and surfaces, flower beds). • Use a range of sources such as simple maps, photographs, magnifiers and visiting local places. <p>KS1:</p>	<p>EYFS:</p> <ul style="list-style-type: none"> • Explore the immediate local area through walks and visits to selected sites. <p>KS1:</p> <ul style="list-style-type: none"> • Use locational and directional language to describe feature and routes e.g. left/right, forwards and backwards – create a treasure map. • Use simple fieldwork techniques such as observation and identification to study the geography of the school and its grounds as well as the key human and physical features of its surrounding environment.

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	<ul style="list-style-type: none"> Keep a weather diary / daily weather report. 	<ul style="list-style-type: none"> Use aerial photos to recognise landmarks and basic human and physical features familiar to them – create 12 photos of the school for new children. Use simple compass directions (NSEW). 	
Support: In order to access the above...	<ul style="list-style-type: none"> Children will know that we experience changes in weather that broadly correlate to the seasons in the UK. Children will know that there are 12 months in the year and that the months fall broadly into 4 seasons. 	<ul style="list-style-type: none"> Children will know that there are hot and cold places in different parts of the world. Children will have a basic understanding of the local climate, including seasonal change. 	<ul style="list-style-type: none"> Children will know that we live in the United Kingdom and that the world is made up of many countries on different land masses. Children will be able to identify the United Kingdom on a map of Europe.
Extend: As well as the above...	<ul style="list-style-type: none"> Children will understand that different countries experience different weather patterns depending on their location. Children will recognise that seasons in different countries have different weather e.g. Australia. 	<ul style="list-style-type: none"> Children understand some basic ideas about how people, plants and animals adapt to hot and cold environments. Children can use globes and atlases to identify the world's hot and cold regions and suggest why their location might affect the climate (e.g. it is cold near the North Pole). 	<ul style="list-style-type: none"> Children will be able to identify the United Kingdom on a map of the world and be able to identify which continent the UK is part of. Children will understand and explore the diverse cultural make-up of the UK. Children will recognise the different continents of the world and understand that the world is made up of many cultures and languages.

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EYFS & Key Stage 1 (Year 1/2)			
B	Local Area Study	Coasts	Study of Mugurameno Village, Zambia
Topic summary	Explore the typical features of rural and urban locations and identify the physical features that define our local area as rural. Use aerial maps to study our school and its local area and relate features to OS maps and Google Maps. Use the idea of windows to suggest what people who live in urban and rural areas can see from their window and explore a range of images of different areas, comparing them to our own ideas. Suggest how different features make us feel and look at historic maps of the local area and school, identifying features that have changed.	Trace the outline of the UK coast on a map and identify human and physical features, locating the UK's islands. Explore UK coastal settlements: Southwold, Felixstowe, Tenby, Dover using photographs and maps. Compare coastal settlements to our local area. Compare and contrast a non-European country: St Lucia. Undertake "virtual" fieldwork on a seaside location, collecting data on features found and turn the classroom into a seaside holiday, creating patterns and structures with natural materials collected from beaches. Use a sand tray, air pump and water to investigate how wind, waves and currents can change a coastal landscape.	Locate Zambia and the village of Mugurameno. Find out about the key human and physical features of Zambia and start to compare them to the UK. Compare Mugurameno's location to our school location and contrast the physical features local to both. Identify the Zambezi River on a map and explore how people use the river in Mugurameno. Compare the use of the Zambezi River to the local river. Find out about animals that live near and use the Zambezi River and explore ways that the people of Mugurameno protect themselves from wild animals. Compare the food and homes of the people of Mugurameno to our own.
Development Matters Links: EYFS	<ul style="list-style-type: none"> Explore the natural world around them, making observations and drawing pictures of animals and plants. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. Talk about the lives of the people around them and their roles in society. 	<ul style="list-style-type: none"> 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. Recognise some environments that are different to the one in which they live. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 	<ul style="list-style-type: none"> Recognise and explain some similarities and differences between life in this country and life in other countries. Know some similarities and differences between the natural world around them and contrasting environments. Recognise some environments that are different to the one in which they live.
National Curriculum Links: KS1	<ul style="list-style-type: none"> Use simple fieldwork and observational skills to study the geography of the school and its grounds and the key human and physical features of its surrounding environment. Use simple compass directions (North, South, East and West) and locational and directional language [for example, near 	<ul style="list-style-type: none"> Develop contextual knowledge of the location of globally significant places. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Begin to compare places in the UK with a place outside of the UK. Make observations about features that give places their character. 	<ul style="list-style-type: none"> Understand geographical similarities and differences through studying the human and physical geography of a contrasting non-European country. Use basic geographical vocabulary to refer to key physical and human features. Use world maps, atlases and globes to identify countries, continents and oceans studied at this key stage.

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	<p>and far; left and right], to describe the location of features and routes on a map.</p> <ul style="list-style-type: none"> • Use basic geographical vocabulary to refer to key physical and human features. • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. • Make observations about features that give places their character. 	<ul style="list-style-type: none"> • Name and locate the world’s seven continents and five oceans. 	
Map Skills:	<p>EYFS:</p> <ul style="list-style-type: none"> • Arouse awareness of features of the environments in the setting and immediate local area. E.g. make visits to shops and parks. • Go on walks in the area immediately around the school and talk about the features they pass, then retrace those routes on other occasions pointing out features they notice which are familiar or new to them. • Use words like turn, left, forward etc.. <p>KS1:</p> <ul style="list-style-type: none"> • Follow a route on a map starting with a picture map of the school. • Recognise simple features on maps: fields, water, buildings, roads and fields. • Know which direction is North, South, East and West on an OS map. • Devise a simple map; and use and construct basic symbols in a key. 	<p>EYFS:</p> <ul style="list-style-type: none"> • Experience different weather conditions and their impact on the environment. • Explore their setting’s outdoor area, noticing and naming its features (e.g. play equipment, different areas and surfaces, flower beds). • Use a range of sources such as simple maps, photographs, magnifiers and visiting local places. <p>KS1:</p> <ul style="list-style-type: none"> • Begin to use maps to locate places and name features using keys and symbols. • Look at how the environment has changed over time. • Recognise landmarks and basic human features on aerial photos. • Locate land and sea on maps as well as continents and oceans. • Use large scale maps and aerial photos of the school, local area and beyond. • Recognise simple features on maps e.g. fields, water, buildings, roads and fields. 	<p>EYFS:</p> <ul style="list-style-type: none"> • Play with toy vehicles, people and animals on large floor playmat maps, using roads and paths with town and country features • Make model layouts of places with toy furniture, buildings, vehicles, people and animals, which they can imagine themselves in and talk about as they play. • Look at large scale oblique and vertical photographs of the local area, talk about features they can see and trace routes along roads. <p>KS1:</p> <ul style="list-style-type: none"> • Use a range of maps and globes at different scales. • Locate land and sea on maps as well as continents and oceans. • Use large scale maps and aerial photos of the school, local area and beyond. • Know that maps give information about places in the world. • Draw a simple map of a new location (Mugurameno) and use a key. • Use vocabulary such as bigger/smaller, near/far, distant/further.

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<p>Fieldwork Skills:</p>	<p>EYFS:</p> <ul style="list-style-type: none"> Explore the immediate local area through walks and visits to selected site – car counting at different locations. <p>KS1:</p> <ul style="list-style-type: none"> Use simple fieldwork techniques such as observation and identification to study the geography of the school and its grounds as well as the key human and physical features of its surrounding environment. Use locational and directional language to describe feature and routes e.g. left/right, forwards and backwards. 	<p>EYFS:</p> <ul style="list-style-type: none"> Examine and discuss natural objects – sea glass, shells, sand. Sort and categorise. <p>KS1:</p> <ul style="list-style-type: none"> Use simple compass directions (NSEW). Use aerial photos to recognise landmarks and basic human and physical features familiar to them. 	<p>EYFS:</p> <ul style="list-style-type: none"> Expressing their feelings about places they visit, saying which features they like/dislike and places in photographs. <p>KS1:</p> <ul style="list-style-type: none"> Begin to use cameras and audio equipment to record geographical features, changes, differences e.g. weather, seasons, vegetation, buildings etc. Create a soundscape of their classroom and outdoor areas.
<p>Support: In order to access the above...</p>	<ul style="list-style-type: none"> Children will understand that the areas that people live in are different and have different physical and human features. Children will be able to name some features of their locality from familiar routes. Children will know the 4 basic compass directions. Children will be introduced to an OS map and be able to find a given symbol with support. 	<ul style="list-style-type: none"> Children will recognise that maps are used for different purposes and recognise some simple features on aerial and OS maps. Children will know that the UK and Ireland are islands and that they are surrounded by coastline, which is made up of physical features different to the mainland. 	<ul style="list-style-type: none"> Children will know that people around the world live in localities that differ to their own. Children will know that towns and villages are often built close to rivers, especially in more isolated locations in the world.
<p>Extend: As well as the above...</p>	<ul style="list-style-type: none"> Children will be able to suggest the common features of rural and urban locations and suggest difficulties that might arise for people living in more rural locations. Children will be able to relate data collected to the local area and suggest how that data might differ if collected in a contrasting area. 	<ul style="list-style-type: none"> Children will be able to recognise that the UK coastline has different physical features to other countries' coastlines. Children will be able to suggest how coastlines are used for different human activities. 	<ul style="list-style-type: none"> Children will be able to compare the use of UK rivers such as the Thames to the Zambezi River and suggest similarities and differences in their use. Children will be able to relate the physical features of Mugurameno to its climate.

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Lower Key Stage 2 (Year 3/4)			
<i>*NB The Local area study in Yr3/4 is undertaken as part of the History unit on the local Roman area.</i>			
A	Rivers	Rainforests	South America: The Amazon
Topic summary	Describe the water cycle, explain what a river is and locate the world’s longest rivers on a map. Describe how rivers are used around the world. Identify the stages and features of a river, and the way that land use changes from the source to the mouth. Recognise and explain how human activity affects rivers & recognise and explain how flooding affects communities. Identify the key characteristics of one of the world’s longest rivers. Begin to develop the skills of comparing regions, by focusing on specific features.	Locate the worlds’ rainforests on a map and explore the key features of a rainforest. Study the different layers of the rainforest with definitions, images and descriptions of the animals that live there, asking, “What is it like in the different parts of the rainforest?” Understand how important rainforests are for food and medicine around the world. Look at the temperature and precipitation levels of each climate zone and to read and complete our own data. Define deforestation and looks at the impact it has on the world's rainforests. Make observations about places and features that change over time.	Locate South America on a world map and identify a range of its physical and human features. Locate the countries and capital cities of South America, comparing time zones and climate to the UK. Compare key facts about Brazil with UK and find out if the Amazon is the world’s longest river, identifying features of the Amazon Basin. Explain the importance of the Amazon Rainforest, linking to the schools Eco work. Study the rainforest city of Manaus, comparing it to our own locality, using a range of maps to identify key human and physical features.
National Curriculum Links: KS2	<ul style="list-style-type: none"> • Name and locate counties and cities of the United Kingdom, identifying human and physical characteristics including hills, mountains, rivers and seas, and how a place has changed. • Understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom. • Explore similarities and differences comparing the physical geography of a region of the UK and a region of South America (Amazon River). 	<ul style="list-style-type: none"> • Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts. • Identify the position and significance of lines of latitude, the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn. • Understand and explain human geography including types of settlement and land use. • Begin to develop the skill of comparing regions, by focusing on specific features. 	<ul style="list-style-type: none"> • Locate the world’s countries, using maps to focus on South America, concentrating on environmental regions and key physical and human characteristics. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - identify the position and significance of the Equator. • Explore similarities and differences comparing the physical geography of a region of the UK and a region of South America.

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<p>Map Skills:</p>	<ul style="list-style-type: none"> • Use a wide range of maps: Digimap, atlases, globes and Google Maps / Google Earth to locate countries and rivers. • Locate and identify the world’s principal rivers on a world map. • Use maps at more than one scale. • Recognise that contours show height and slope, identifying rivers at different heights and surrounding physical features. • Link features on maps to photos and aerial views. • Use a street map of the local area to identify the route to the river. 	<ul style="list-style-type: none"> • Use maps and diagrams from a range of publications. • Recognise that larger maps cover less area. • Begin to recognise patterns on maps and what they show. • Create maps of small areas with features in the correct place and label maps to show their purpose. • Use plan views and draw a simple scaled map of the classroom. 	<ul style="list-style-type: none"> • Locate the Amazon River and Rainforest on a map, identifying the continent and surrounding oceans. • Use a scale bar to measure the distance from the UK. • Identify the 3 main physical regions of South America on a topographic map. • Compare features of the Amazon to familiar environments. • Draw maps of our own locality, identifying areas used to support the environment. • Compare a globe with a world map and talk about how each is useful.
<p>Fieldwork Skills:</p>	<ul style="list-style-type: none"> • Investigate and record different weather phenomena through observation and by using standard measurement devices (e.g. thermometers, rain gauges and anemometers). • Use the school and its grounds as a site for studying aspects of physical and human geography by investigating questions such as ‘Where does the water go when it rains?’ • Trip to the local Water Treatment Plant to investigate the function of the local amenity. • Make models, annotated drawings and field sketches to record observations at the local river. 	<ul style="list-style-type: none"> • Investigate local buildings, land use, and local facilities and explore issues of environmental quality and value by investigating which spaces or places are valued by the local community, using a simplified Likert Scale to record judgements of environmental quality and conducting interviews. • Relate a large-scale plan of the local area to the environment, identifying features that support the natural environment and make digital recordings to monitor noise levels in different parts of the local area / school at different times (use dataloggers). • Describe the location of places in the local area using the 8 points of a compass. 	<ul style="list-style-type: none"> • Explore issues of sustainability in everyday life and how everyday goods are produced. • Collect, analyse and present quantitative data on rainforest coverage using live data. • Present data in bar graphs on products which contain palm oil. • Investigate and ask questions such as “How can we be more supportive of rainforest sustainability at home and at school?” • Visit the local woodland to study the trees, plants and animals, as an ecosystem, recording selected geographical information on a map or large-scale plan, using colour or symbols and a key using sampling techniques to gather data.
<p>Support: In order to access the above...</p>	<p>Children will know that rivers are physical geographical features and that they can be identified on different types of maps. Children will know that many important towns are built on rivers and that rivers are useful to humans.</p>	<p>Children will know that the Equator is an imaginary line around the middle of a planet and that it divides the planet into a Northern Hemisphere and a Southern Hemisphere. The location of countries in relation to the equator affects their climate.</p>	<p>Children will understand that the Amazon River is important to the area and to the towns and habitats along it. Children will understand that the Amazon Rainforest climate is different to the rest of South America.</p>

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<p>Extend: As well as the above...</p>	<p>Children will understand the risks of living near rivers and be able to explain some of the causes of flooding. They will be able to relate this to physical features on a map e.g. Plains.</p>	<p>Children can explain how vegetation and climate are connected and use the word Biome. Children can explain how some animals are adapted to the climate.</p>	<p>Children can compare human and physical features, differences and similarities between two differing locations. Children will be able to describe the location of a place using a nested hierarchy.</p>
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Lower Key Stage 2 (Year 3/4)			
<i>*NB The Local area study in Yr3/4 is undertaken as part of the History unit on the local Roman area.</i>			
B	Climate Zones	North America	Rio & South East Brazil
Topic Summary	Explore the difference between weather and climate, the definition of latitude and how it affects climate. Explore the significance of the Northern and Southern Hemispheres and how the Earth's tilt affects seasons and identify the different climate zones. Compare temperate and tropical climates by looking at precipitation levels and temperature. Compares the climate in Seville and Santiago, analysing data and graphs.	Locate North America and some of its key features on a world map and use lines of latitude and longitude to locate continents and oceans around the world. Locate some of the countries of North America, before being introduced to the United States of America, using maps and aerial views of the USA, to locate selected states. locate the Rockies and investigate some of the principal peaks and National Parks, using the index and map references in a world atlas. Use evidence from film footage to consider the past, present and future of the area around Mount St Helens.	Locate South America and some of its key features on a world map. Use maps to locate and identify countries in South America and their capital cities then use a time zones map to calculate the time differences between some of these places and other locations around the world. Compare key information about Brazil with England and explore how facts and images about Brazil are similar to or different from the facts and images of the area where they live. Compare the climate in London and in Manaus, Brazil.
National Curriculum Links: KS2	<ul style="list-style-type: none"> Identify the position and significance of longitude & latitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn and Arctic and Antarctic Circle. Describe and understand key aspects of: physical geography, including: climate zones. 	<ul style="list-style-type: none"> Locate the world's countries, using maps to focus on North America, concentrating on its environmental regions, key physical and human characteristics, countries, and major cities Identify the position and significance of latitude, longitude, and time zones (including day and night). Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. 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. 	<ul style="list-style-type: none"> Locate the world's countries, using maps to focus on South America, concentrating on its environmental regions, key physical and human characteristics, countries and cities. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - identify the position and significance of the Equator. Identify the position and significance of the Prime/Greenwich Meridian and time zones (including day and night). Understand geographical similarities and differences through the study of the human and physical geography of a region of the UK and a region within South America.

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<p>Map Skills</p>	<ul style="list-style-type: none"> • Use a wide range of maps: Digimap, atlases, globes and Google Maps / Google Earth to locate continents and time zones. • Use OS maps to study the local area and suggest physical features of a temperate climate. • Recognise some simple OS symbols. • Use a scale bar to calculate some distances. • Recognise that larger map scales cover less area. • Make and use simple route maps. • Link features on maps to photos and aerial views. 	<ul style="list-style-type: none"> • Begin to recognise patterns on maps and begin to explain what they show. • Draw freehand maps showing land use in an area visited. • Label maps to show their purpose. • Link features on maps to photos and aerial views. • Use maps and diagrams from a range of publications including holiday brochures, leaflets and town plans. 	<ul style="list-style-type: none"> • Use the index page of an atlas. • Create maps of small areas with features in the correct place. • Use plan views. • Use 2 and 4 figure coordinates to locate features on maps using OS maps and small-scale maps of the local area. • Recognise that contours show slope and height.
<p>Fieldwork Skills</p>	<ul style="list-style-type: none"> • Investigate and record different weather phenomena through observation and by using standard measurement devices (e.g. thermometers, rain gauges and anemometers) and link these findings to trends in the country's climate. • Study the microclimate of the school grounds and present weather data. • Undertake an energy audit of the school and suggest areas where energy consumption can be reduced. 	<ul style="list-style-type: none"> • Carry out an investigation into the variety of jobs people do in the local area following a land use survey. • Use OS maps to identify where people might work in the local area – identify some OS symbols. • Write letters to companies to request a workplace visit and create a local workplace database.. 	<ul style="list-style-type: none"> • Create a soundscape of the local area in two contrasting locations. • Use photographs and large-scale plan of the school grounds to locate features and mark on a plan view. • Design a themed trail of the village / school grounds for the other classes, recording selected geographical information on a map or large-scale plan, using colour or symbols and a key.
<p>Support: In order to access the above...</p>	<p>Children will understand that weather and climate are different things and be able to make some simple links between them from observations of the weather outside.</p>	<p>Children will know that North America and South America are different continents and that the climatic zones of the two continents are quite different.</p>	<p>Children will be aware that the different time zones don't divide up along simple, vertical and that there is a large tropical rainforest in South America called The Amazon Rainforest and be able to locate it on a topographical map.</p>
<p>Extend: As well as the above...</p>	<p>Children will link learning about the climate of the tropical and temperate rainforests to weather data in those areas. Children will be able to explain how trends in weather data link to different climate zones.</p>	<p>Children will be able to discuss the differences in physical features between South America and North America and link some of these differences to the climate of each continent.</p>	<p>Children will recognise that the climate of Manaus is not typical of the whole of Brazil and be able to suggest reasons why.</p>

Geography: Progression in learning Long Term Plan

EYFS – Year 6

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Upper Key Stage 2 (Year 5/6)			
A	European Region	United Kingdom	Local Area study
Topic summary	Having located the European continent, children research and note key information about one European country. Locate countries using map references (longitude and latitude). Consider tourism in the Mediterranean region and study the climate of this area. Consider the environmental impact of tourism, both positive and negative. Explore the migrant crisis in the Mediterranean and contrast this view with the tourist view, exploring what we mean by “refugee”. Investigate contrasting aspects of the landscape of Greece and the principal features of Athens.	Compare and contrast the different countries of the UK. Identify where I live in the UK and locate the UK’s major cities. Identify physical characteristics of the United Kingdom & how people have affected the United Kingdom’s landscape. Describe and explain the sorts of industries in which people in the United Kingdom work. Understand the different types of energy sources used in the United Kingdom. Evaluate the advantages and disadvantages of wind energy.	Explore the area’s location and its links to the wider world, using road maps to investigate key features within a fifty-mile radius of the school. Use maps and fieldwork data to investigate how this place meets people’s needs. Present findings in the form of a pull-put feature from a newspaper, incorporating an annotated Ordnance Survey map. Examine local links by investigating the labels in their clothes or on food products from the supermarket and asking questions such as, “Where was this made?” “Where did the ingredients come from?” Using atlases and globes, work out how far the materials have had to travel.
National Curriculum Links: KS2	<ul style="list-style-type: none"> • Locate Europe’s countries, their environmental regions, key physical and human characteristics, countries, and major cities. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. • Describe and understand key aspects of: 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. • Understand geographical similarities and differences through the study of human and physical geography of a region in a European country. 	<ul style="list-style-type: none"> • 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 • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. • Describe and understand key aspects of: 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. 	<ul style="list-style-type: none"> • Locate the region and local area in relation to other places. • Use an aerial image to describe the key physical and human features of the region and local area. Understand local, regional, national and international links to the local area. • Use scale on a map to measure approximate distances. • Use distance and compass points to identify the approximate location of a place. • Identify key human needs and processes.

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<p>Map skills</p>	<ul style="list-style-type: none"> • Use a wide range of maps, atlases, globes and digital maps to locate countries and features. • Understand the differences between types of maps. • Understand that purpose, scale, symbols and style are related. • Identify relief features on OS maps. • Use models and maps to discuss land shape ie contours and slopes. • Choose the most appropriate map for a purpose. 	<ul style="list-style-type: none"> • Use latitude and longitude on a globe and atlas. • Create sketch maps using symbols and a key. • Follow routes on maps, describing what can be seen. • Use a range of maps: town planning maps, architects’ plans, flood maps, environmental maps etc... 	<ul style="list-style-type: none"> • Relate different maps to each other and to aerial photos. • Interpret and use thematic maps. • Use 6 figure co-ordinates. • Use a wide range of OS symbols and know that different scale OS maps use some different symbols. • Use the scale bar on maps. • Read and compare map scales. • Draw measured plans using modelled examples.
<p>Fieldwork skills</p>	<ul style="list-style-type: none"> • Explore issues of sustainability in everyday life, including how everyday goods (e.g. food or clothing) are produced and traded, as well as consumption, waste and recycling. • Design and use a questionnaire to collect qualitative data: find out and compare pupils’ views on plastic waste. • Collect, analyse and interpret quantitative data in charts and graphs. 	<ul style="list-style-type: none"> • Investigate local buildings, land use, and local facilities. • Design and conduct fieldwork interviews – Co Op land development of DA green land. • Use a simplified Likert Scale to record their judgements of environmental quality. • Collect, analyse and present quantitative data in charts and graphs: Changing land use. • Conduct a transect to observe changes in buildings and land use. 	<ul style="list-style-type: none"> • Gather evidence through urban fieldwork of how a region is meeting people’s needs. • Investigate the range and location of primary, secondary and tertiary businesses in the local area. • Relate large-scale plans to the fieldwork site, identifying relevant features. • Take digital photos and annotate them with labels or captions. Upload to Digimap to create own map.
<p>Support: In order to access the above...</p>	<p>Children will be introduced to latitude and longitude and understand the significance of the equator.</p>	<p>Children will understand how a sketch map can show key features in an environment.</p>	<p>Children will use co-ordinates as a way of locating specific features on an OS map.</p>
<p>Extend: As well as the above...</p>	<p>Children will compare the physical features of Europe to other places in the world, recognising that tectonic plate activity has shaped landscapes in some places more than others.</p>	<p>Children will relate the use of different energy sources to the UK’s landscape, comparing the energy use of other countries with different physical features.</p>	<p>Children will use contour lines on local OS maps to describe physical features and suggest why people use the land as they do.</p>

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Upper Key Stage 2 (Year 5/6)		
B	Mountains	Volcanoes and Earthquakes
Topic Summary	Use a range of maps to locate the world's Seven Summits and define what a mountain is. Study the different types of mountains and how they are formed and explore mountain climates. Explore the mountain ranges in the United Kingdom and the highest peaks in each UK country. Consider the environmental impact of the Three Peaks Challenge. Study the mountainous region of the Himalayas. looking at what life is like for people who live there and what there is to see and do	Explore the structure of the Earth, considering how the Earth beneath the ocean floor is different from beneath the land. Explore the Earth's plates using maps and boundary lines. Study the key features of a volcano and look at different types and how they are formed. Look at different famous earthquakes and volcanic eruptions around the world and consider their location in relation to tectonic plate activity. Consider the long term and short-term effect of earthquakes on the land and on people and explore the items people would need to prepare when living in an earthquake-prone area, as well as the aid an area would receive once hit. Explain some links and interactions between people, places and environments.
KS2 National Curriculum links	<ul style="list-style-type: none"> Describe and understand key aspects of physical geography, including: mountains. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals. name and locate key topographical features of the UK (including mountains). Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Use geographical language to identify and explain key aspects of human and physical features and patterns as well as links and 	<ul style="list-style-type: none"> Describe and understand key aspects of physical geography, including: volcanoes and earthquakes. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Demonstrate understanding of how and why some features or places are similar or different and how and why they change. 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).

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	interactions between people, places and environments.		
Map skills	<ul style="list-style-type: none"> • Use a wide range of maps, atlases, globes and digital maps to locate countries and features. • Understand the differences between types of maps. • Understand that purpose, scale, symbols and style are related. • Identify relief features on OS maps. • Use models and maps to discuss land shape ie contours and slopes. • Interpret and use thematic maps. • Use 6 figure co-ordinates. • Use a wide range of OS symbols and know that different scale OS maps use some different symbols. • Use the scale bar on maps. • Read and compare map scales. • Draw measured plans using modelled examples. 	<ul style="list-style-type: none"> • Use latitude and longitude on a globe and atlas. • Create sketch maps using symbols and a key. • Relate different maps to each other and to aerial photos. • Use models and maps to discuss land shape ie contours and slopes. • Choose the most appropriate map for a purpose. 	
Fieldwork skills	<ul style="list-style-type: none"> • Visit a local stream or river to investigate its physical features (e.g. meanders, sites of erosion and deposition) and its use by people now and in the past. • Make models, annotated drawings and field sketches to record observations. • Relate large-scale plans to the fieldwork site, identifying relevant features. • Collect, analyse and present quantitative data in charts and graphs. 	<ul style="list-style-type: none"> • Use the school and its grounds as a site for studying aspects of physical and human geography by investigating questions such as 'How can we make our school grounds more bee friendly?' • Explore biodiversity in the local area. • Use standard field sampling techniques appropriately. • Record selected geographical data on a map or large-scale plan, using colour or symbols and a key. 	<p>Trip to Slimbridge Wetland Centre:</p> <ul style="list-style-type: none"> • Collect data on wildfowl migration. • Analyse and use information from large data sets to develop graphs. • Consider how plastic pollution affects wetlands and what can we do about it?
Support: In order to access the above...	Children will be introduced to latitude and longitude and be able to use these to locate countries on a globe or atlas. Children can	Children will be able to identify different natural features on maps such as a mountain and river and describe them using a range of key vocabulary. Children will describe some key physical processes and the resulting landscape features.	

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	locate and describe some physical environments in the UK, e.g. coastal environments, the UK's significant rivers and mountains.	
Extend: As well as the above...	Children will understand that people affect and are affected by landscapes. Children can locate and describe a range of contrasting physical environments in the UK, e.g. coastal, river, hill and mountain environments, and how they change.	Children will independently make a working model of a volcano, label it with the features of a volcano and describe how, and offer reasons why, it erupts, and relate this to one or more examples of volcanoes around the world. Children will relate the short and long term effects of earth processes to the migration of people over time.