

Geography Progression of Knowledge



National Curriculum

Pupils should be taught in EYFS:

Understanding the world

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

Pupils should be taught in KS1:

Locational knowledge

- name and locate the world's seven continents and five oceans
- name, locate and identify characteristics of the four 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

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

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.

Pupils should be taught in 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 within 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 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 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.

Found in 2022/23	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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Geographical skills and fieldwork		<p>Start to use world maps, atlases and globes – Autumn 2</p> <p>Begin to use simple compass directions and locational language – Once upon a time</p> <p>Use aerial photos and plans to recognise landmarks</p> <p>Draw simple maps eg of school grounds – Once upon a time</p>	<p>Use world maps, atlases and globes – Autumn 2</p> <p>Use simple compass directions and locational language to describe the location of features and routes on a – Once upon a time</p> <p>Use aerial photos and plans to identify features, human and physical</p> <p>Devise simple maps and create a key using symbols – Arctic Adventures/Once upon a time</p>	Confidently use world maps, atlases and globes and begin to use digital mapping - Volcanoes	<p>Securely use world maps, atlases and globes and use digital mapping – Volcanoes</p> <p>Use compass directions – Magical Worlds</p> <p>Begin to observe, record and present human/physical features of local area using maps, sketches, plans, graphs, digital technology – Autumn 2</p>	<p>Explain geographical similarities and differences (regions of UK, European country and N/S America) and communicate geographically - Rainforests</p> <p>Observe, record and present human/physical features of local area using maps, sketches, plans, graphs, digital technology eg numerical, quantitative and writing at length – Extreme Explorers/ Rivers</p> <p>Use 8-point compass, grid references and Ordnance Survey maps – Michael Morpurgo/extreme explorers</p>	<p>In a variety of ways, observe, record, measure and present human/physical features of local area using sketches, plans, graphs and digital technology eg numerical, quantitative and writing at length – Extreme Explorers/ Rivers</p> <p>Use digital mapping, 8-point compasses, 4- and 6- digit grid references and Ordnance Survey maps – Michael Morpurgo/ extreme explorers</p>
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Human and Physical geography	Talk about the features of their own immediate environment and how environments may vary – Arctic Adventures	<p>Begin to use basic geographical vocabulary eg town, city, beach, forest, sea, mountain</p> <p>Talk about daily weather and seasonal weather patterns in the UK - Science</p> <p>Find hot and cold areas in world using atlases – Spring 1</p>	<p>Develop geographical vocab eg rural, urban, vegetation, season</p> <p>Identify daily weather and seasonal weather patterns in the UK - Science</p> <p>Locate and name hot and cold areas in world in relation to Equator and the North / South Poles – Arctic adventures</p>	<p>Begin to describe some key aspects of physical geography (climate zones, biomes, rivers, mountains, earthquakes, volcanoes, water cycle) – Mountains and Rivers/Volcanoes</p> <p>Begin to describe some key aspects of human geography (settlement/land use and distribution of natural resources) – Magical worlds</p>	<p>Describe and understand aspects of physical geography (climate zones, biomes, rivers, mountains, earthquakes, volcanoes, water cycle) – Mountains and rivers/Volcanoes</p> <p>Describe and understand aspects of human geography (settlement/land use, economic activity and distribution of natural resources) – Magical worlds</p>	<p>Explain key aspects of physical geography (climate zones, biomes, vegetation belts, rivers, mountains, earthquakes, volcanoes, water cycle) – Rivers, rainforests & Michael Morpurgo</p> <p>Explain key aspects of human geography (settlement/land use, economic activity and distribution of natural resources) - Rainforests</p> <p>Understand the interaction between physical and human processes and features - Rivers</p>	<p>Examine and explain key aspects of physical geography (climate zones, biomes, vegetation belts, rivers, mountains, earthquakes, volcanoes, water cycle) – Rivers, rainforests & Michael Morpurgo</p> <p>Examine and explain key aspects of human geography (settlement/land use, economic activity and distribution of natural resources) - Rainforests</p> <p>Understand the interaction between physical and human processes and features and how these change over time - Rivers</p>
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Locational knowledge		<p>Know names of 7 continents and 5 oceans – Autumn 2</p> <p>Name four countries of the UK and their capital cities – Autumn 2</p>	<p>Name and locate the 7 continents and 5 oceans– Autumn 2</p> <p>Name, locate and identify the four countries of the UK, their capital cities and the surrounding seas – Autumn 2</p>	<p>Locate some countries of Europe and N/S America using maps and identify some environmental regions, key physical/human features, cities – Stars and Stripes/Magical worlds</p> <p>Begin to identify position of latitude, longitude, N/S Hemispheres and the Equator – Spring 2</p> <p>Begin to identify position of Tropics of Cancer/Capricorn, Arctic and Antarctic – Spring 2</p> <p>Begin to identify position of Prime/Greenwich Meridian and time zones– Spring 2</p>	<p>Locate more countries of Europe and N/S America using maps and identify environmental regions, key physical/human features, cities – Stars and Stripes/Magical worlds</p> <p>Name and locate countries and cities of the UK, describing geographical regions and topographical features – Stars and Stripes</p> <p>Describe and understand aspects of human geography (settlement/land use, economic activity and distribution of natural resources) – Magical worlds</p>	<p>Locate majority of world's countries & cities using maps (focus on Europe and N/S America) and identify environmental regions, key physical/human features – Fitness and Football</p> <p>Identify position of latitude, longitude and N/S Hemispheres - Rainforests</p> <p>Identify position of Tropics of Cancer/Capricorn, Arctic and Antarctic - Rainforests</p> <p>Identify position of Prime/Greenwich Meridian and time zones – Michael Morpurgo</p>	<p>Locate world's countries & cities using maps (focus on Europe and N/S America) and explain environmental regions, key physical/human features– Fitness and Football</p> <p>Name and locate countries, cities and regions of the UK – Extreme explorers</p> <p>Secure understanding of how and why the UK's human/physical features, geographical regions, topographical features and land-use patterns have changed over time</p> <p>Apply understanding of positional language eg longitude, latitude to explain geographical characteristics eg topography - Rainforests</p>
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Place knowledge	Know about similarities and differences in relation to places, objects, materials and living things – Arctic Adventures	Talk about similarities and differences between area of UK and non-European area – Autumn 1 & Summer 2	Identify similarities/differences in physical/human geography between an area of the UK and a non-European area – Autumn 1 & Summer 2	Begin to explain geographical similarities and differences (region of UK, European country and N/S America) – Stars and Stripes	Explain geographical similarities and differences (regions of UK, European country and N/S America) and communicate geographically – Stars and Stripes	Examine geographical similarities and differences (regions of UK, European country and N/S America) and communicate geographically - Jungles	Analyse geographical similarities and differences (regions of UK, European country and N/S America) and communicate geographical concepts in a wide variety of ways - Jungles
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Topics Overview

		Years 1 & 2	Years 3 & 4	Years 5 & 6
Cycle A 2022-2023	This is us Let's celebrate Baa Quack Moo Overground/ Underground	Science- I'm a Survivor History- The lady with the lamp Geography- Arctic adventures History- Life long ago History-Castles Geography- In the Jungle	History – Tomb raider Geography – mountains and rivers Science – light and dark Science – healthy me Geography – stars and stripes History – Divide and conquer	History – Great Greece Geography – Mighty Mayans Science – Space History – Bletchley park Geography- Across the ocean Geography – Exciting explorers
Cycle B 2023 - 2024	To the rescue Oh I do like to be beside the seaside	Science-Marvellous Minibeasts History- Panic on Pudding Lane History- Transport through time Science-Growing up Geography- Sink or swim Geography- Waste not want not	History – Rotten Romans Geography – Volcanoes History – Heads will roll Geography – Seven wonders of the world History – Stone age to iron age Geography – My MK	History – Titanic Geography – Rainforests History – Vile Victorians History – Shakespeare's sagas Geography – Where land meets the sea Science – Fitness or football

Autumn 1

EYFS	Years 1 & 2	Years 3 & 4	Years 5 & 6
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C y c l e A	<p>Locating Human and Physical Geography – local environment.</p> <ul style="list-style-type: none"> ■ Learn and talk about where they live. ■ Learn that they live in Bletchley, Milton Keynes, which is in England. ■ Talk about different places that we can visit e.g locally – the park, further afield – the beach, the farm, and can talk about some of the similarities and differences. 	<p><u>(LTO - Locate human and physical features in the local area. our homes and Bletchley)</u></p> <p>Locating Human and Physical Geography</p> <p><u>Learning intentions:</u></p> <p><u>Ll:</u> To identify human and physical features.</p> <p><u>Ll:</u> To recognise the difference between human and physical features.</p> <p><u>Ll:</u> To identify human and physical features in my local area.</p> <p><u>Ll:</u> To create a postcard about my local area.</p> <p><u>Ll:</u> To identify human and physical features of the United Kingdom.</p> <p><u>Ll:</u> To create a leaflet on the United Kingdom using human and physical features.</p> <p><u>Ll:</u> To share what I have learnt about human and physical features.</p> <p><u>Vocabulary:</u></p> <p>Human features</p> <p>Physical features</p> <p>Local area</p> <p><u>Key knowledge:</u></p>	C y c l e A		C y c l e A	
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		<p>To know human features are made by people, for example roads, houses, buildings. - Big Ben, shopping centres.</p> <p>To know that physical features are natural features, for example hills, mountains, rivers.</p>			
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<p>C y c l e</p> <p>B</p>	<p>Locating Human and Physical Geography – local environment.</p> <ul style="list-style-type: none"> ■ Learn and talk about where they live. ■ Learn that they live in Bletchley, Milton Keynes, which is in England. ■ Talk about different places that we can visit e.g locally – the park, further afield – the beach, the farm, and can talk about some of the similarities and differences. 	<p>C y c l e</p> <p>B</p> <p><u>(LTO - Local area study - geographical skills and fieldwork).</u></p> <p><u>Learning Intentions:</u></p> <p><u>LI:</u> To be able to use simple directional language and identify the 4 points on a compass</p> <p><u>LI:</u> To be able to identify the features that are used on a map</p> <p><u>LI:</u> To be able to create a map of a familiar setting</p> <p><u>LI:</u>To be able to create a map of the school grounds</p> <p><u>LI:</u> To be able to add a key to a map that I have created</p> <p><u>LI:</u> To be able to identify physical and human features in the area surrounding my school</p> <p><u>Vocabulary:</u></p> <p>North East South West Key</p>	<p>C y c l e</p> <p>B</p>	<p>C y c l e</p> <p>B</p>
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		<p><u>Key knowledge:</u></p> <p>To know North, East, South and West on the compass.</p> <p>To use the features compass, key, scale and aerial view on a map.</p> <p>To know a key helps locate places.</p> <p>To know a scale refers to the distance on a map and the corresponding distance on the ground.</p> <p>To know an aerial view shows the land cover of the map from a view above.</p>				
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Autumn 2

EYFS	Years 1 & 2	Years 3 & 4	Years 5 & 6
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C y c l e A		C y c l e A		<p><u>Topic: Mountains and rivers</u></p> <p><u>(LTO: Place knowledge Mountains and rivers).</u></p> <p><u>Learning intentions:</u></p> <p><u>L1:</u> To be able to recognise the difference between different water bodies (Ocean, Lake, Canal, River).</p> <p><u>L1:</u> To be able to locate the most significant rivers in the world.</p> <p><u>L1:</u> To be able to identify significant rivers on a map.</p> <p><u>L1:</u> To be able to identify 3 stages of a river and the process that occurs.</p> <p><u>L1:</u> To be able to identify the features of a mountain and how they are formed.</p> <p><u>L1:</u> To be able to locate significant mountains in the world.</p> <p><u>L1:</u> To be able to understand the climate of a mountain environment.</p> <p><u>Vocabulary:</u></p> <p>Course</p> <p>Channel</p> <p>Landlocked</p> <p>Upper course</p> <p>Middle course</p> <p>Lower course</p> <p>Waterway</p>	<p><u>Topic: Mighty Mayans</u></p> <p><u>(LTO: Human geography - types of settlement and land use, physical geography/ fair trade (South America)</u></p> <p><u>Learning intentions:</u></p> <p><u>L1:</u> To know who the Mayans were and what they were skilled in.</p> <p><u>L1:</u> To be able to use atlases, globes and digital maps to identify where the Mayans lived.</p> <p><u>L1:</u> To be able to identify why farming was important to the Mayans.</p> <p><u>L1:</u> To know what the physical and human features were in the Maya civilisation.</p> <p><u>L1:</u> To know how the Mayans used human and physical features on their land.</p> <p><u>L1:</u> To know what trade was in the Maya civilisation.</p> <p><u>L1:</u> To be able to explain why trade was important in the Maya civilisation.</p> <p><u>Vocabulary:</u></p> <p>Mayans</p> <p>Physical features</p> <p>Human features</p> <p>pre-classic</p> <p>classic</p>
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				<p>Ascend Base Tectonic plates</p> <p><u>Key knowledge:</u> To know a Oceans are the biggest bodies of water on earth. To know that lakes are the next largest after seas and are always landlocked. To know a canal is a waterway built for drainage. To know a river is a natural flowing water source. Using an Atlas to locate famous rivers - The Amazon, The Volga, The Mississippi river, The River Thames, The Murray River, The Ganges, The River Nile, The Yangtze. To know the three stages of a river are upper course, middle course and lower course.</p> <p>To know that mountains rise more than 600 metres from surrounding land. To know the highest point of a mountain is called a summit or a peak. The tallest mountain in the world is Mount Everest. The climate on a mountain gets colder as you get higher because of the change in altitude.</p>	<p>post-classic glyphs trade</p> <p><u>Key knowledge:</u> To know that the Maya civilisation was in southeastern Mexico and northern central America. The history of the Mayans was developed into three periods, Pre-classic, classic and post-classic periods. To know that the Mayans were skilled for building pyramids, city construction and the scribing (glyphs) on stone monuments.</p>
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C y c l e B		C y c l e B		<p align="center"><u>Topic: Volcanoes</u></p> <p align="center"><u>(LTO: Pompeii, Volcanoes and earthquakes).</u></p> <p><u>Learning intentions:</u></p> <p><u>LI:</u> To be able to describe some key aspects of physical geography.</p> <p><u>LI:</u> To be able to describe how volcanoes are formed.</p> <p><u>LI:</u> To be able to describe a volcanic eruption.</p> <p><u>LI:</u> To be able to describe what causes an earthquake.</p> <p><u>LI:</u> To be able to describe how earthquakes and volcanoes are caused by tectonic plates.</p> <p><u>LI:</u> To be able to research and describe how Pompeii was destroyed.</p> <p><u>LI:</u> To be able to write a fact file about Pompeii.</p> <p><u>Vocabulary:</u></p> <p>Volcano.</p> <p>lava.</p> <p>Magna.</p> <p>Earthquake.</p> <p>Pompeii.</p> <p>Epi-centre.</p> <p>Earth's crusts.</p> <p>Eruption.</p> <p>Tectonic plates.</p>	<p align="center"><u>Topic: Rainforests</u></p> <p align="center"><u>(LTO: Place knowledge, geographical skills and field work (Brazil)).</u></p> <p><u>Learning intentions:</u></p> <p><u>LI:</u> To be able to describe what a rainforest is.</p> <p><u>LI:</u> To be able to describe the importance of the four layers of a rainforest.</p> <p><u>LI:</u> To be able to explore and locate rainforests on a world map.</p> <p><u>LI:</u> To be able to research information about the Brazilian rainforest.</p> <p><u>LI:</u> To be able to identify animals of the Brazilian rainforest.</p> <p><u>LI:</u> To be able to compare similarities and differences between the Brazilian rainforest and other rainforests across the world.</p> <p><u>LI:</u> To be able to write a fact file on the Brazil rainforest.</p> <p align="center">(Rainforests , Place knowledge , Geographical skills,Fieldwork - Brazil)</p> <p><u>Vocabulary:</u></p>
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				<p><u>Key knowledge:</u> To know physical geography means natural features. To know that volcanoes erupt because of nearby tectonic earthquakes. To know a volcano erupts from built up magma that reaches the surface. Pompeii was destroyed when a nearby volcano Mount Vesuvius erupted and destroyed Pompeii.</p>	<p>Rainforests Tropical Brazil Emergent layer Canopy Understorey Forest floor</p> <p><u>Key knowledge:</u> To know that a rainforest is an area with tall trees and a high amount of rainfall. To know that rainforests consist of four layers - emergent, canopy, understory and forest floor. Identifying rainforests on the world map. To know the Amazon rainforest covers 60% of Brazil.</p>
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Spring 1

EYFS	Years 1 & 2	Years 3 & 4	Years 5 & 6
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C y c l e A		C y c l e A <p><u>Topic: Arctic Adventures</u></p> <p><u>(LTO: Map skills - identify hot/cold places, conditions in different places).</u></p> <p><u>Learning intentions:</u></p> <p><u>L1:</u> To be able to explore the different seasons in the United Kingdom.</p> <p><u>L1:</u> To be able to identify the seven continents recognising hot and cold countries using a map.</p> <p><u>L1:</u> To be able to explore the weather in the North and South Pole and countries on the Equator.</p> <p><u>L1:</u> To be able to explore the Arctic and the climate temperatures.</p> <p><u>L1:</u> To be able to research hot and cold countries across the world.</p> <p><u>L1:</u> To be able to compare the United Kingdom and the Arctic.</p> <p><u>Vocabulary:</u></p> <p>Equator</p> <p>Continents</p>	C y c l e A		C y c l e A	
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		<p>Asia Africa Antarctica Europe North and South America Winter Summer Autumn Spring</p> <p><u>Key knowledge:</u> To identify features of a map using Atlases. Exploring hot and cold countries using an Atlas. Countries that are closer to the equator are hotter. To know that the United Kingdom has four seasons, winter, summer, autumn and spring. To know that the United Kingdom can be as cold as the Arctic in the winter but as hot as a warmer country in the summer (for example America).</p>				
C y c l e B		C y c l e B		C y c l e B		C y c l e B

Spring 2

EYFS	Years 1 & 2	Years 3 & 4	Years 5 & 6

C y c l e A		C y c l e A		<p><u>(LTO: Climate zones, natural distribution of natural resources including food).</u></p> <p><u>Learning intentions:</u> <u>LI:</u> To know that our food comes from around the world. <u>LI:</u> To know there are different climate zones in the world. <u>LI:</u> To know how land is used in tropical climates. <u>LI:</u> To be able to explore how land use has changed over time. <u>LI:</u> To know how land is used in Mediterranean climates (Italy). <u>LI:</u> To recall information I have learnt on climate zones, natural distribution of natural resources.</p> <p><u>Vocabulary:</u> Climate zones land land use tropical natural distribution natural resources Biomes</p> <p><u>Key knowledge:</u> To know that different countries grow different foods. To know climate zones means areas with distinct climates.</p>	C y c l e A	
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				<p>To know that tropical land is in the middle of the globe.</p> <p>To know that the tropics also include Australia, North and South America, Asia and Africa.</p> <p>To know the tropics between the latitude lines of the Tropic of the cancer and the Tropic of the Capricorn.</p> <p>To know that Biomes means similar areas with climates, landscapes, animals and plants.</p>		
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C y c l e B		C y c l e B		<p><u>Topic: Seven wonders of the world</u></p> <p><u>(LTO: comparing natural geography locational knowledge).</u></p> <p><u>Learning intentions:</u></p> <p><u>LI:</u> To be able to locate the world's countries.</p> <p><u>LI:</u> To be able to locate the seven wonders of the world using an Atlas, globe and a digital map.</p> <p><u>LI:</u> To be able to identify human and physical characteristics of European countries (cities - focusing on the Seven Wonders of the World).</p> <p><u>LI:</u> To be able to explore the natural wonders of the world.</p> <p><u>LI:</u> To be able to compare the human and physical wonders of the world.</p> <p><u>LI:</u> To be able to identify the position of latitude, longitude, N/S hemispheres and the equator.</p> <p><u>LI:</u> To be able to compare two European countries.</p> <p><u>Vocabulary:</u></p> <p>Europe</p> <p>Continents</p> <p>physical features</p>	C y c l e B	
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				<p>human features characteristics Seven wonders of the world: Taj Mahal Christ the Redeemer Statue The Great Wall of China The Roman Colosseum Machu Picchu Chichen Itza Petra</p> <p><u>Key knowledge:</u></p> <p>To locate the world's countries - focusing on Europe. This includes locating Russia and North and South America on the world map.</p> <p>Using the map to locate the capital cities of these countries. Looking and locating the seven wonders of the world - Taj Mahal, Christ the Redeemer Statue, The Great Wall of China, The Roman Colosseum, Machu Picchu, Chichen Itza and Petra.</p> <p>Identifying key physical features of European countries. (Locating mountains, hills, oceans, ranges, rivers) - look again at the seven wonders of the world.</p>		
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				<p>Identifying human characteristics of European countries looking at North America (houses, roads, bridges, factories). Seven wonders of the world.</p> <p>Explore the natural wonders of the world:</p> <p>The Northern lights, Grand Canyon, Paricutin, Victoria Falls, Mount Everest, Great the Reef, Guanabara Bay.</p> <p>Comparing two wonders of the world from human and physical features. For example, the Northern Lights and The Great Wall of China.</p>		
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Summer 1

EYFS	Years 1 & 2	Years 3 & 4	Years 5 & 6
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C y c l e A		C y c l e A		<p><u>Topic: Stars and stripes</u></p> <p><u>(LTO: Place knowledge Human and Physical and locational geography).</u></p> <p><u>Learning intentions:</u></p> <p><u>Ll:</u> To be able to locate the world's countries, including Russia, North and South America.</p> <p><u>Ll:</u> To be able to recall human and physical knowledge of the United Kingdom.</p> <p><u>Ll:</u> To be able to explore how human and physical characteristics have changed over time.</p> <p><u>Ll:</u> To be able to identify the position of latitude, longitude, N/S hemispheres and the equator.</p> <p><u>Ll:</u> To be able to identify the position of prime/Greenwich Meridian and time zones.</p> <p><u>Vocabulary:</u> environmental regions human features physical features</p> <p><u>Key knowledge:</u> To know the countries major cities, To locate the world's countries on a map - begin to use digital mapping.</p>	<p><u>Topic: Across the ocean</u></p> <p><u>(LTO: locational/ physical knowledge and geography (compare similarities and differences between 4 different places)).</u></p> <p><u>Learning intentions:</u></p> <p><u>Ll:</u> To be able to locate countries and cities using maps recalling human and physical features.</p> <p><u>Ll:</u> To be able to research regions of the United Kingdom human and physical features.</p> <p><u>Ll:</u> To be able to research human and physical features of a region in a European country.</p> <p><u>Ll:</u> To be able to research human and physical features of a second region in a European country.</p> <p><u>Ll:</u> To be able to research human and physical features in North and South America.</p>
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					<p>To locate countries within Europe and outside of Europe.</p>	<p><u>Ll:</u> To be able to compare similarities and differences of locational and physical knowledge in 4 different places.</p> <p><u>Vocabulary:</u></p> <p>human features physical features regions</p> <p><u>Key Knowledge:</u></p> <p>To know human features means human made.</p> <p>To know physical features means naturally made.</p>
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C y c l e B		C y c l e B <p><u>Topic: Sink or swim</u></p> <p><u>(LTO: contrasting locations - locational knowledge geographical skills compass points).</u></p> <p><u>Learning intentions:</u></p> <p><u>Ll:</u> To know what a compass is and what compass points are.</p> <p><u>Ll:</u> To use directional language when using a compass.</p> <p><u>Ll:</u> To be able to locate destinations in the United Kingdom using directional language.</p> <p><u>Ll:</u> To be able to locate areas on a map of my local area.</p> <p><u>Ll:</u> To be able to use directional language to create a map of the school grounds.</p> <p><u>Ll:</u> To be able to use my map of the school ground to reach a destination using a compass.</p> <p><u>Vocabulary:</u></p> <p>North</p> <p>East</p> <p>South</p> <p>West</p>		C y c l e B <p><u>Topic: Where Land Meets the sea</u></p> <p><u>(LTO: locational and physical knowledge, topographical knowledge, digital and computer mapping).</u></p> <p><u>Ll:</u> To be able to identify what a coast is.</p> <p><u>Ll:</u> To know the features of a coastline.</p> <p><u>Ll:</u> To know the process that forms a coastline.</p> <p><u>Ll:</u> To be able to use a topographical and digital map to locate coastlines in the United Kingdom.</p> <p><u>Ll:</u> To be able to explore differences between UK coastlines.</p> <p><u>Ll:</u> To be able to use a digital map to locate coasts around the world.</p> <p><u>Vocabulary:</u></p> <p>coasts</p> <p>erosion</p> <p>beach</p> <p>coastal defences</p> <p>Groyne</p> <p>sediment</p> <p>deposition</p> <p>beaches</p>
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		<p>Near Far Left Right</p> <p><u>Key knowledge:</u> To know that North is forwards. To know that East is right. To know that the South is down. To know that West is left. To know that N is for North, E is for East, S is for South and W is for west. To know the NE is for North/East, SW means South/West, W/N means West/North. To know Scotland is North of the United Kingdom. To know English is south of the United Kingdom. To know Wales west of the United Kingdom.</p>			<p>cliffs caves islands mudflats emergent submergent concordant discordant</p> <p><u>Key knowledge:</u> To know a coast is the land along the sea. (Where land meets water). To know a coastal defence are measures that are put into place to stop the effects of erosion on the environment. To know how a coast is formed by waves, tides and currents. To know the features of a coastline are beaches, cliffs, caves, islands and mudflats. To know that a topographical map shows coastlines - this can be a paper version map or a digital map. To know that the United Kingdom has 19,491 miles of coastline. There are four major types of coastlines which make them different - emergent, submergent, concordant and discordant.</p>
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						<p>The coastlines are made navigable by the lighthouses. To know that a digital map is a map controlled through a computer screen.</p>
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Summer 2

EYFS	Years 1 & 2	Years 3 & 4	Years 5 & 6
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C y c l e A	<p>Environment and human impact</p> <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. 	C y c l e A	<p><u>Topic: In the Jungle</u></p> <p><u>(LTO: geographical similarities and differences - comparing an area of the UK).</u></p> <p><u>Learning intentions:</u></p> <p><u>LI:</u> To know information about where I live and to find where I live on the map.</p> <p><u>LI:</u> To be able to recall information I have learnt about Ecuador.</p> <p><u>LI:</u> To be able to explore information about the Ecuador Amazon Jungle.</p> <p><u>LI:</u> To be able to explore the animals within the Amazon rainforest.</p> <p><u>LI:</u> To compare houses in the UK to houses in Ecuador considering human geographical features.</p> <p><u>LI:</u> To be able to compare UK forests to forests in Ecuador considering natural geographical features.</p> <p><u>LI:</u> To be able to create a visual record of my knowledge of Ecuador.</p>	C y c l e A		C y c l e A	<p><u>Topic: Exciting Explorers</u> <u>(LTO: locational knowledge, latitude, geographical skills and fieldwork, contrast locality).</u></p> <p><u>Learning intentions:</u></p> <p><u>LI:</u> To be able to explore and use map symbols and keys. (Use four and six-figure grid references and compass directions).</p> <p><u>LI:</u> To be able to use a compass and grid references, compass directions and symbols to locate places on a map).</p> <p><u>LI:</u> To be able to explain the difference between human and physical geography.</p> <p><u>LI:</u> To be able to research data on local land use.</p> <p><u>LI:</u> To be able to use atlases and digital maps to find specific features and places in the UK.</p> <p><u>LI:</u> To be able to use atlases and digital maps to find specific features and places.</p> <p><u>Vocabulary:</u> compass six-figure grid reference symbols features</p>
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			<p><u>Vocabulary:</u> vegetation Amazon jungle rainforest tropical climate temperatures</p> <p><u>Key knowledge:</u> Comparing two countries (UK and a non-european country). To know the Amazon rainforest is in Ecuador. To know that natural foods can be found in the rainforests. To know that different animals live in the rainforests. To know the different temperatures between the UK and the Amazon rainforest. To know that vegetation means plants considered collectively in their habitat.</p>			<p>North East South West</p> <p><u>Key knowledge:</u></p> <p>To know that a grid reference helps map readers to find a specific location. N- North E- East S- South W- West NW - North West SW - South West Human geographical - human made. Physical geography - naturally made. Digital map - map online.</p>
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C y c l e B	<p>■ Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>▪ Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p>	C y c l e B	<p><u>Topic: Waste not want</u></p> <p><u>(LTO: Human and physical - human features, farms and land use).</u></p> <p><u>Learning intentions:</u> <u>LI:</u> To know the features of my local area. <u>LI:</u> To identify geographical features of the United Kingdom. <u>LI:</u> To know why we have farms. <u>LI:</u> To be able to identify why land for farming is important. <u>LI:</u> To be able to compare farms and land use to other physical and human features. <u>LI:</u> To be able to explain why land use is important. <u>Vocabulary:</u> rural urban</p> <p><u>Key knowledge:</u> To know physical features means naturally made.</p>	C y c l e B	<p><u>Topic: My MK</u></p> <p><u>(LTO: Milton Keynes - local area study, what makes MK special, physical and human geography).</u></p> <p><u>Learning intentions:</u> <u>LI:</u> To be able to explore how Milton Keynes has changed over time. <u>LI:</u> To know the physical and human features of my local area. <u>LI:</u> To be able to identify Milton Keynes on the map and create a sketch map of Milton Keynes. <u>LI:</u> To know the land use and distribution of Milton Keynes. <u>LI:</u> To be able to explore the similarities and differences between my local area and other places in the UK. <u>LI:</u> To create a leaflet on what makes Milton Keynes special.</p> <p><u>Vocabulary:</u> Human features Physical features maps digital maps land use land distribution</p> <p><u>Key knowledge:</u> To confidently locate Milton Keynes on a map in an Atlas and on digital mapping. To know Milton Keynes has grown a wider population and has developed more human features over time.</p>	C y c l e B	<p><u>(LTO: climate and location of different countries).</u></p> <p><u>Learning intentions:</u></p> <p><u>Vocabulary:</u> <u>LI:</u> To be able to explore different time zones across the world. <u>LI:</u> To be able to identify the position of Prime/ Greenwich Meridian time zones. <u>LI:</u> To be able to explore different climates across the world and the effects it can have. <u>LI:</u> To know why climates around the world are different. <u>LI:</u> To be able to use a topographic map to explain why climates are different using positional language. <u>LI:</u> To be able to explain why climates and time zones are different across the world using positional language.</p> <p><u>Vocabulary:</u> Biomes Climate zones</p>
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			<p>To know human features means human made.</p> <p>To know that urban means town/city.</p> <p>To know that rural means not in a town, for example land, countryside.</p> <p>Farms are important as they provide us food/ drink.</p> <p>Farmers have over 71% of land in the UK.</p>		<p>To know that MK has 5,000 acres of parkland, lakes, rivers and woodland.</p> <p>To know that Milton Keynes is special because of its human and physical features - concrete cows, roundabouts, redways and lakes.</p> <p>To know the human features of Milton Keynes are the Xscape, restaurants, museums, stadium MK, churches, cinemas and the shopping centre.</p> <p>To know the physical features are Willen Lake, Caldecotte lake, Furzton lake, Ouse Valley park and canals.</p>	<p>equator</p> <p>polar</p> <p>temperate</p> <p>tropical</p> <p>Seasons</p> <p>longitude</p> <p>latitude</p> <p><u>Key knowledge:</u></p> <p>To know that weather found in a certain place for a long period of time means climate.</p> <p>To know there are three main climate zones, polar, temperate and tropical.</p> <p>The distance from the equator affects the climate.</p> <p>To know that climate is higher in urban areas compared to rural areas due to human activity. (e.g greenhouse gases).</p> <p>Longitude is are the vertical lines that measure the distance east or west of the equator.</p> <p>Latitude is the horizontal lines that measure the distance north or south of the equator.</p> <p>To know that earth is split into two parts - north and southern hemisphere by the equator.</p>
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							To understand extreme weather conditions, such as flooding, heatwaves and droughts.
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