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# **GEOGRAPHY PROGRESSION OF SKILLS AND KNOWLEDGE**

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Sunnyside Academy



2024 - 2025

## Level Expected at the End of EYFS

These are the Early Learning Goals that link most closely to the Geography National Curriculum.

### Understanding the World (People, Culture and Communities)

Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. 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.

#### Key Stage 1 National Curriculum Expectations

Pupils should be taught about:

##### 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

### Understanding the World (The Natural World)

Explore the natural world around them, making observations and drawing pictures of animals and plants. 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. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

#### Key Stage 2 National Curriculum Expectations

Pupils should be taught about:

##### 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.

grounds and the key human and physical features of its surrounding environment.

## Intent

At Sunnyside Academy, we aim to build a Geography curriculum which will develop learning and enable the children to acquire a sense of curiosity and fascination of the world and its people. Geography is an investigative subject and we aim to promote the children's interest and understanding of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

Five Fundamental Characteristics:

- To develop a deep knowledge, understanding and appreciation of their local area and its place within the wider geographical context;
- To use enquiry-based learning to identify and locate places using maps, aerial photographs, the internet and other sources of information;
- To develop an ability to formulate appropriate questions, develop research skills and evaluate material to inform opinions.
- To develop an understanding of key vocabulary and understand their meaning in a practical/real life context through the promotion of a language-rich Geography curriculum.
- To develop a commitment to sustainable development and an appreciation of what 'global citizenship' means.

Children will know more, remember more and understand more.

## Implementation

Our whole curriculum is shaped by our school vision which aims to enable all children, regardless of background, ability, additional needs, to flourish to become the very best version of themselves they can possibly be and this is no different in the subject of Geography. The planning of learning is supported by a clear skills and knowledge progression, lessons will focus on developing geographical skills, ensuring that those taught skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children.

Increase cultural capital for our children through real life experiences, learning about geography in an active and creative way (Trips, visiting experts, utilising local heritage will enhance the learning experience).

Opportunities for children to learn as geographers by: comparing locations; investigating; researching different sources; writing and talking about places; asking and answering questions.

Subject specific vocabulary – identified throughout teaching and learning, reinforced through display areas, class assemblies and knowledge quizzes.

Links to Geography and other subject areas will continue to be explored.

Through this implementation, we intend to inspire pupils and practitioners to develop a love of geography and understand the world they live in.

## Impact\*

By the time the children at Sunnyside Academy leave our school they should have developed:

- A curiosity to discover more about the world;
- A knowledge of the location of the world's continents, countries, cities, seas and oceans;
- The skills of interpreting a range of sources of geographical information, including maps, diagrams, globes and aerial photographs;
- An understanding of how the human and physical features of a place shape its location and can change over time;
- An understanding of their potential role and impact they might have in caring for and improving their immediate environment and the world they live in.

\*Impact can also be measured through key questioning skills built into lessons, child-led assessment such as success criteria grids, celebration of work and summative assessments aimed at targeting next steps in learning.

## Progression of Knowledge and Skills in Geography 2024-2025

| Year Group | Autumn 1  | Autumn 2  | Spring 1  | Spring 2  | Summer 1  | Summer 2   |
|------------|---|---|---|---|---|--|
| N          | <b>All around us/What can you see?</b><br>Explore familiar world<br>(home, Nursery) |   |   | <b>Where Are You?</b><br>Natural environment and<br>comparing locations | <b>Minibeasts</b><br>Natural environment<br>and all living things |  |
| R          | <b>Ourselves</b><br>Describe immediate environment<br>(home, school)                | <b>People who help us</b><br>Locating workplaces within<br>local area | <b>Food</b><br>Similarities and<br>differences<br>(contrasting country)                             |   |   | <b>Farm/Seaside</b><br>Similarities and differences<br>(contrasting place) |
| Y1         | <b>Where we live</b><br>Coulby Newham   |   | <b>Where we live</b><br>Middlesbrough   |   | <b>United Kingdom and the Surrounding Seas</b>                    |  |
| Y2         |   |   | <b>Continents and Oceans</b>  |   | <b>England Vs. Africa</b>   |  |
| Y3         | <b>Europe - Italy</b>   |   | <b>Volcanoes and Earthquakes</b>  |   |   |  |
| Y4         | <b>The UK</b><br>(Foci – Mapping, regions and major cities)                         |   | <b>Rivers</b><br>(revisit of continents and Physical Geography of rivers)                           |   | <b>Rainforests</b>  |  |
| Y5         | <b>Mountains</b>  |   | <b>Climate Zones and Biomes</b>   |   |   |  |
| Y6         | <b>World War II</b><br>Geography and History link                                   |   | <b>Local Study</b><br>Geography and History link<br>(field work e.g. map comparisons to modern day) |   | <b>Mexico</b>   |  |

|  | Nursery   | Reception   | Y1   | Y2 | Y3  | Y4   | Y5  | Y6   |
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| <p><b>Autumn</b></p> <p>Unit &amp; Knowledge</p> | <p><u>All around us</u></p> <p><b>What can you see?</b><br/><small>Development Matters</small><br/>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Understand position through words alone. For example, “The bag is under the table,” – with no pointing.</p> <p>Describe a familiar route.</p> <p>Discuss routes and locations, using words like ‘in front of’ and ‘behind’.</p> | <p><u>Ourselves</u></p> <p><b>Where do I live?</b><br/><small>Development Matters</small><br/>Talk about members of their immediate family and community</p> <p>Draw information from a simple map.</p> <p>Understand that some places are special to members of their community.</p> <p>Explore the natural world around them.</p> <p>Recognise some environments that are different from the one in which they live.</p> <p><u>People Who Help Us</u></p> <p><b>Where do people work?</b><br/><small>Development Matters</small><br/>Talk about members of their immediate family and community</p> <p>Draw information from a simple map.</p> <p>Understand that some places are special to members of their community.</p> <p>Explore the natural world around them.</p> <p>Recognise some environments that are different from the one in which they live.</p> | <p><u>Where we live</u><br/><u>Coulby Newham</u></p> <p><b>What is beyond Sunnyside’s school gates?</b></p> <p><b>Locational Knowledge</b><br/>Use maps to locate the 4 countries of the United Kingdom.</p> <p><b>Geographical Skills</b><br/>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.</p> <p>Use simple locational and directional language [for example, near and far; left and right], to describe the location of features on a map.</p> |    | <p><u>Europe – Italy</u></p> <p><b>Pizza or Pasta? What makes Italy unique?</b></p> <p><b>Locational Knowledge</b><br/>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.</p> | <p><u>The UK</u></p> <p><b>Where are we?</b></p> <p><b>Locational Knowledge</b><br/>Name and locate major cities of the United Kingdom, geographical regions and human and physical characteristics.</p> <p><b>Place Knowledge</b><br/>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America.</p> | <p><u>Mountains</u></p> <p><b>What makes mountains magnificent?</b></p> <p><b>Human and Physical Geography</b><br/>Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, <b>mountains</b>, <b>volcanoes</b> and <b>earthquakes</b>, and the water cycle.</p> | <p><u>World War II</u></p> <p><b>Why should we remember them?</b></p> <p><b>Geographical Skills</b><br/>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>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.</p> |
| <p>Skills &amp; Vocabulary</p>                   | <p>I can use all my senses in hands-on exploration of natural materials.</p>  | <p>I can find out about the local environment by talking to people, examining</p>   | <p>I can name where I live.<br/>I know my own address.</p>   |    | <p>I can locate and name the continents on a World Map.</p>   | <p>I can locate Middlesbrough on maps, atlases, globes and Google maps.</p>  | <p>Recap work on the 7 continents and 5 oceans from KS1.<br/>I know what a mountain, volcano,</p>   | <p>I can locate countries involved in the war, identifying allies, enemies and invasion routes. – How do</p>   |

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|                                 | <p>I can begin to understand the need to respect and care for the natural environment and all living things. I know that there are different countries in the world and talk about the differences I have experienced or seen in photos.</p> <p><i>Vocabulary – bathroom, bedroom, kitchen, living room</i></p> | <p>photographs and simple maps. I understand the importance of looking after my local environment and the living things that inhabit it.</p> <p>I can use a range of sources such as simple maps, photographs, magnifiers and visiting local places.</p> <p>I can draw and create my own maps using real objects and/or pictures and symbols.</p> <p><i>Vocabulary – bedroom, house, street, community, town</i></p> | <p>I know parts of my local community. I can locate Coulby Newham and Middlesbrough. I can describe what it is like from above. I can describe its position in England. I can follow simple directions (Up, down, left/right, forwards/backwards). I can recognise similarities and differences in my immediate environment. I can use basic geographical vocabulary when describing a place.</p> <p><i>Vocabulary – beach, coast, forest, hill, mountain, sea, ocean, river, season and weather</i><br/> <i>key human features: town, house, school, shops, road, street</i></p> |  | <p>I can locate the main countries of Europe inc. Russia. I can identify some capital cities of Europe. I can study the human and physical features of Italy. E.g. climate, key landmarks, population etc.</p> <p>I can use the four points of a compass, symbols and key to build their knowledge of Italy, Europe and the wider world.</p> <p><i>Vocabulary – Europe, North America, South America, Asia, Africa, Australasia, Antarctica, city, country, continent, population, landmark, lake, mountain range, physical features, human features, population, official language, currency and capital city.</i></p> | <p>I can locate the UK and its major cities on maps, atlases, globes and Google maps. I can name and locate the regions of the UK. I can look at the UK in relation to the rest of the world (e.g. how far is it to...?). I can compare the North East region with a region in Europe – Sicily. (Link to Italy unit)</p> <p><i>Vocabulary – map, atlas, globe, capital city, major city, country, aerial view, region, population, landmark, lake, mountain range, physical features, human features, population, official language, currency and capital city.</i></p> | <p>earthquake and tsunami is, where they are found, how they are formed and why they occur. I can explain what their impact is on human features (Study some real-life disasters such as Vesuvius, tsunami 2004) I can name different types of mountains and locate mountain areas in the UK and the wider world.</p> <p><i>Vocabulary – fold, fault-block, dome, volcanic, tectonic plates, faults, crust, magma and lava.</i></p> | <p>enemies know where to conduct air strikes? – How do pilots use latitude / longitude to locate specific areas/targets? – I can use and study aerial maps (including ordnance survey maps) and produce a digital map to show the invasion routes.</p> <p>I can explore country boarders/land-locked countries and islands.</p> <p><i>Vocabulary – Equator, North Hemisphere, Southern Hemisphere, Tropics of Cancer, Tropics of Capricorn, latitude, longitude, ordnance survey, boarder, land-locked, island.</i></p> |
| <p>Progression in Fieldwork</p> | <p>Draw a picture of your favourite area to play in.</p>  | <p>Use small world play or role play to represent a visited place.</p> <p>Taking digital photos</p>  | <p>Litter/pollution enquiry in local area. To make annotated drawings to show variations. E.g. a row of houses, a local street. Draw a freehand map of school grounds.</p>  |  | <p>Mapping a local area using a key and map symbols. (Drawing freehand maps, recording geographical information on a map)</p>   | <p>Design and conduct interviews and using simple sampling techniques appropriately. E.g. traffic survey. Land-use mapping</p>  | <p>Make model or annotated drawing of recorded observations. E.g. volcanic eruption or how a type of mountain is formed.</p>  | <p>Compare aerial photos of same location to study land-use pre and post-war.</p>   |
| <p>Trips/Enrichment</p>         | <p>Walk around school-hall, library, dining hall, office etc.</p> <p>Walk around school grounds, looking at</p>   | <p>Walk around local area or on school grounds.</p> <p>Walk in local area to see where fire</p>  | <p>Use small-world play environment to represent visited places. E.g. A drs surgery, a shop.</p>  |  |   | <p>To investigate local shops and how far and by why method people travel to them.</p>  | <p>Robinwood Roseberry Topping Brimham Rocks</p>  | <p>Eden Camp Dorman’s Museum – visitor into school</p>  |

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|   | where Nursery is in relation to other places  | station, police station, doctor's surgery etc is.  | Visit local library/shop to interview worker.  |   |  |  |   |   |
| <h1>Spring</h1> <h2>Unit &amp; Knowledge</h2> | <p><u>Where Are You?</u></p> <p><b>Where do the animals live?</b></p> <p><small>Development Matters</small></p> <p>Talk about what they see, using a wide vocabulary</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> | <p><u>Food</u></p> <p><b>Where does my food come from?</b></p> <p><small>Development Matters</small></p> <p>Draw information from a simple map.</p> <p>Explore the natural world around them.</p> <p>Recognise some environments that are different from the one in which they live.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Understand the effect of changing seasons on the natural world around them.</p> | <p><u>Where we live Middlesbrough</u></p> <p><b>What is exciting about our town?</b></p> <p><b>Geographical Skills and Fieldwork</b></p> <p>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.</p> <p>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.</p> | <p><u>Continents and Oceans</u></p> <p><b>Continent or country?</b></p> <p><b>Locational Knowledge</b></p> <p>Name and locate the world's 7 continents and 5 oceans.</p> <p>Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas.</p> | <p><u>Volcanoes and Earthquakes</u></p> <p><b>Just how powerful is our world?</b></p> <p><b>Human and Physical Geography</b></p> <p>Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts, rivers, <b>mountains, volcanoes and earthquakes</b>, and the water cycle.</p> | <p><u>Rivers</u></p> <p><b>Where does our water come from?</b></p> <p><b>Human and Physical Geography</b></p> <p>Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, <b>rivers, mountains, volcanoes and earthquakes</b>, and the <b>water cycle</b>.</p> | <p><u>Climate Zones and Biomes</u></p> <p><b>Can we save our biomes?</b></p> <p><b>Human and Physical Geography</b></p> <p>Describe and understand key aspects of: physical geography, including: <b>climate zones, biomes and vegetation belts</b>, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p><b>Geographical Skills</b></p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p> <p><b>Locational Knowledge</b></p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern</p> | <p><u>The UK</u></p> <p><b>Can you carry out a study of the UK in terms of locating major cities, counties and regions, identify weather patterns and topographical and human features?</b></p> <p><b>Locational Knowledge</b></p> <p>Name and locate counties and cities in the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers and land-use patterns.</p> <p><b>Geographical Skills and Fieldwork</b></p> <p>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><b>Geographical Skills</b></p> <p>Use the eight points of a compass, six figure grid references, symbols and key (including the use of ordnance</p> |

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|                                       |   |   |   |   |   |  | <p>Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</p>   | <p>survey maps) to build their knowledge of the UK and the wider world.</p>  |
| <p><b>Skills &amp; Vocabulary</b></p> | <p>I can talk about what I see in pictures.</p> <p>I understand that animals live in different environments to where I live.</p> <p>I can say how countries might be different to where I live.</p> | <p>I can look at a globe and see that there are different countries.</p> <p>I can talk about how far away those countries are in relation to us.</p> <p>I can discuss whether a country is hot or cold.</p> <p>I can locate where food is grown.</p> <p>I can understand that the weather can be different around the world.</p> <p><i>Vocabulary – cold, hot, sunny, windy, rain, country, globe, map, weather and distance.</i></p> | <p>I can study maps of the local area and school.</p> <p>I can use books as well as internet sources such as Google Maps.</p> <p>I can look at the use of symbols and learn some of the most common such as “church” and “hospital”.</p> <p>I can look at satellite and street views.</p> <p>I can create maps and plans of the school, plotting human and physical features such as the field, yard and buildings. I can create keys and use symbols. I can plot routes from school to home.</p> <p>I can learn compass points.</p> <p>I can compare a city/town with the countryside.</p> <p><i>Vocabulary – beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</i></p> <p><i>key human features: city, town, village, factory, farm, house, office, port, harbour and shop</i></p> | <p>I can understand that a map and a globe show the same thing.</p> <p>I can use a globe and an infant atlas to locate and name the continents of the world.</p> <p>I can locate and label the five oceans.</p> <p><i>Vocabulary – Earth, continent, ocean, map, atlas and globe, capital city, country, aerial view, landmark and equator.</i></p> | <p>I can describe and understand key aspects of: Physical geography including volcanoes and earthquakes, looking at plate tectonics and the ring of fire.</p> <p>I can locate places in the world where volcanoes occur.</p> <p>I understand the cause of volcanoes and the process that occurs before a volcano erupts.</p> <p>I can draw diagrams, produce writing and use the correct vocabulary for each stage of the process of volcanic eruption.</p> <p>I can ask and answer questions about the effects of volcanoes and discuss how volcanoes affect human life.</p> <p><i>Vocabulary – ash, magma, lava, eruption, dormant, extinct, active</i></p> | <p>I can explain how a river is different to a sea/ocean.</p> <p>I can locate rivers on a map (including the River Tees and its estuary).</p> <p>I know where the source of a river is (locate on a map).</p> <p>I can locate estuary and meanders.</p> <p>I can understand the water cycle.</p> <p>I can compare the River Nile to the River Tees, focusing on settlements around the river and land usage including physical differences between the two. (Link with Ancient Egypt Unit in 5/6)</p> <p>I can plot settlements and land usage on a map using a key.</p> <p><i>Vocabulary – river, stream, canal, reservoir, lake, sea, source, channel, mouth, tributary, meander, estuary and confluence, settlement, demographic, village, town, city, similarities, differences.</i></p> | <p>I know what biomes are and where the main biomes are in the world.</p> <p>I know what physical aspects of geography are.</p> <p>I can explain how climate zones, biomes and vegetation belts affect the physical and human features of a place in the world.</p> <p>I can identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn.</p> <p><i>Vocabulary – Equator, North Hemisphere, Southern Hemisphere, Tropics of Cancer, Tropics of Capricorn. Climate zones, biomes (alpine, chaparral, savannah, tundra) and vegetation belts, latitude, longitude, equator</i></p> | <p>I know how to use fieldwork to observe, measure, record and present the human and physical features in the local area.</p> <p>I can use a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>I know the names of and can locate counties, cities and geographical regions in the UK.</p> <p>I can use the eight points of a compass, six figure grid references, symbols and key to build their knowledge of the UK and the wider world.</p> <p><i>Vocabulary – Ordinance Survey, human and physical features, coasts, topographical features, symbols, region, cities, counties</i></p> |

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| <p><b>Progression in Fieldwork</b></p>    | <p>Use small world or role play to represent a visited (or studied) place.</p>  | <p>Making drawings.<br/>Drawing a map<br/><br/>Taking digital photos<br/><br/>Sequencing photos to recall features seen on visit or short walk</p>  | <p>Add details to a teacher-prepared drawing. E.g. doors, windows and other features to the outline of a house.<br/>Use a simple recording technique E.g. emojis to express their feelings about a specific place and explain why they like or dislike some of its feature.<br/>Collect quantitative data to create a pictogram to show how pupils travel to school.</p>    |  | <p>Make models and annotated drawings to record observations – volcano eruption.</p> | <p>Draw and annotate a sketch.<br/>Measure the speed to compare the other sites along the course.<br/>Take pictures of any signs or “human interaction” with the river in question.</p>  | <p>Record selected geographical data on a map or large-scale plan, using colour or symbols and a key.<br/>Go out into local area E.g. Fairy Dell and record all the sounds you can hear. Make digital audio recording e.g. soundscape. Use of iMovie linked to Computing.<br/>Emotional mapping of a local biome.<br/>Take digital photos and annotate them with labels or captions to explain soundscape.</p> | <p>Draw links between land use and the environmental quality. Make links with land use in Mexico.<br/>Collect and analyse data based on questionnaire to compare views of pupils and adults and the land use of the local area.</p>  |
| <p><b>Trips/Enrichment</b></p>            | <p>Visit the woods (Hardwick Park)</p>  | <p>Visit a fruit and vegetable shop<br/>Visit a garden centre to look at fruit trees/vegetable plants (Andy’s Landscapes)</p>   | <p>Visit different streets within Coulby Newham to show variation of houses.</p>  |  |  | <p>To visit a local stream or river to investigate its physical features – such as meanders.<br/>Preston Park<br/>High Force</p>   | <p>Butterfly World - Tropical<br/>Saltburn – Beach and Woodland<br/>Saltholme – Wetlands<br/>Middlesbrough Town Centre - Urban</p>   | <p>Middlesbrough App – Use the app and scan different QR codes around Middlesbrough.<br/>Land of Iron<br/>Teesmouth<br/>Stewart Park (Marton Hall)– Fairy Dell ((Gunnergate Hall)</p>  |
| <p><b>Summer Unit &amp; Knowledge</b></p> | <p><u><a href="#">Minibeasts</a></u><br/><br/><b>Where do they live?</b><br/><small>Development Matters</small><br/><br/>Understand position through words alone. For example, “The bag is under the table,” – with no pointing.<br/><br/>Use all their senses in hands-on exploration of natural materials.<br/><br/>Begin to understand the need to respect and care for the natural environment and all living things.</p> | <p><u><a href="#">Farm &amp; Seaside</a></u><br/><br/><b>How is a farm and the seaside different?</b><br/><small>Development Matters</small><br/><br/>Draw information from a simple map.<br/><br/>Explore the natural world around them.<br/><br/>Recognise some environments that are different from the one in which they live.<br/><br/>Recognise some similarities and differences between life in this country and life in other countries.</p> | <p><u><a href="#">England Vs. Africa</a></u><br/><br/><b>Is it ever cold in Africa?</b><br/><br/><b>Place Knowledge</b><br/>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.<br/><br/><b>Human and Physical</b></p> | <p><u><a href="#">United Kingdom and the Surrounding Seas</a></u><br/><br/><b>Would you like to have explored with Captain Cook?</b><br/><br/><b>Locational Knowledge</b><br/>Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas.<br/><br/><b>Human and Physical Geography</b><br/>Identify seasonal and daily weather</p> |  | <p><u><a href="#">Rainforests</a></u><br/><br/><b>Are rainforests really important?</b><br/><br/><b>Human and Physical Geography</b><br/>Describe and understand key aspects of: physical geography, including: <b>climate zones, biomes and vegetation belts</b>, rivers, mountains, volcanoes and earthquakes, and the water cycle.<br/><br/><b>Locational Knowledge</b></p> |  | <p><u><a href="#">Mexico</a></u><br/><br/><b>What is Mexico like in comparison to UK? Is all trade fair?</b><br/><br/><b>Human and Physical Geography</b><br/>Describe and understand 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.</p> |

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|                                       | <p>Know that there are different countries in the work and talk about the differences they have experienced or seen in photos.</p>   | <p>Understand the effect of changing seasons on the natural world around them.</p> <p>ELGs</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>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.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> | <p><b>Geography</b></p> <p>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.</p>  | <p>patterns in the United Kingdom.</p>  |  | <p>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).</p> <p><b>Geographical Skills</b></p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> |  | <p><b>Geographical Skills</b></p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p> <p><b>Place Knowledge</b></p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America.</p> |
| <p><b>Skills &amp; Vocabulary</b></p> | <p>I have an awareness of features of the environments in the setting and immediate local area. E.g. make visits to shops and parks. I know some similarities and differences between the natural world around me and contrasting environments, drawing on my experiences and what has been read in class.</p> | <p>I can identify human and physical features found at a beach or on a farm.</p> <p>I can name some local beaches.</p> <p>I can explain how seasons and weather patterns may affect a farm.</p> <p><i>Vocabulary – farm, farmer, seaside, sea, sand, rockpool, Seaton Carew, Saltburn, Redcar, Whitby, Spring, Summer, Autumn and Winter.</i></p>  | <p>I can locate hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>I can compare England with a contrasting country in the world. (Link could be made with England and contrasting country in Africa)</p> <p>I can discuss weather around the world. E.g. identify where in the world is cold and in relation to the equator and</p> | <p>I can name and locate the four countries that makes up the British Isles, with their capital cities.</p> <p>I can name the surrounding seas of the United Kingdom</p> <p>I can use a globe and an infant atlas to locate and label Europe and the Atlantic Ocean.</p> <p>I can discuss the weather in the UK and identify patterns.</p> <p>I can ask questions about the weather</p> |  | <p>I can conduct a study of the rainforests of South America: including plotting land areas on a map, grass land, rivers, rainforests and levels of precipitation. I can understand that a rainforest biome contains layers, habitats, species, adaptation etc. I can explain how climate zones, biomes and vegetation belts affect the physical and human features</p>  |  | <p>I can describe and understand trade between UK and Europe and ROW I can recognise and discuss fair/unfair distribution of resources (Fairtrade).</p> <p>I can compare a region in UK with a region in N. or S. America with significant differences and similarities.</p> <p>I can understand some of the reasons for similarities and differences.</p>   |

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|  | <p>I can understand some important processes and changes in the natural world around me, including the seasons.</p> <p>I can explore minibeasts from different parts of the world.</p> <p><i>Vocabulary – Spring, Summer, Autumn, Winter</i></p> |   | <p>North/South Poles. (Links to global warming)</p> <p><i>Vocabulary – weather, temperature, season, forecast, North Pole, South Pole, humid, vegetation, human feature and physical feature.</i></p>   | <p><b>and seasons.</b></p> <p>I can name the four seasons and explain how they change.</p> <p><i>Vocabulary - Spring, Summer, Autumn, Winter, hot, warm, sunny, cold, frosty, wet, windy, cloudy, rain, capital city, river, sea and island.</i></p> |   | <p>of a place in the world.</p> <p>I can identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn.</p> <p><i>Vocabulary - Equator, North Hemisphere, Southern Hemisphere, Tropics of Cancer, Tropics of Capricorn. climate zones, biomes, latitude and longitude.</i></p> |   | <p><i>Vocabulary - settlement, demographic, village, town, city, similarities, differences, perceptions, occupation, elevation, climate, biomes, economy and key buildings.</i></p>  |
| <p><b>Progression in Fieldwork</b></p> | <p>Use small world or role play to represent a visited (or studied) place.</p> <p>Taking digital photos</p> <p>Counting</p>  | <p>Use small world or role play to represent a visited (or studied) place.</p> <p>Taking digital photos</p> <p>Sequencing photos to recall features seen on visit or short walk</p> | <p>Record and collect data using colours or symbols or a key.</p> <p>To investigate and record different weather through observation and by using simple measuring devices. E.g. thermometers, rain gauges.</p>   | <p>Take digital photos. E.g. of buildings in the locality or things seen on the bus ride to the beach.</p> <p>Using a simple recording technique to express feelings about a specific place.</p>   |   | <p>Use a rain gauge to collect data regarding rainfall and comparing to data in a rainforest – collect and analyse data</p>   |   |  |
| <p><b>Trips/Enrichment</b></p>         | <p>Visit in school from minibeast company</p>  | <p>Visit to farm</p>  | <p>Use internet to look at weather in Africa and go outside to record weather in local area.</p> <p><a href="#">Yorkshire Wildlife Park Doncaster</a></p> <p><a href="#">Zoo with a range of different animals including African animals.</a></p> <p><a href="#">Workshops are available.</a></p> | <p>Stewart Park – Captain Cook’s birth place.</p>  |   | <p>To visit a woodland to study the trees, plants and animals as an Eco-system</p>  |   | <p>Design and conduct fieldwork interviews. E.g. establish the range of views local people hold about a proposed development. Visit from a Fairtrade School Foundation and the children prepare interview questions in preparation. Children interview market stall within Parkway Centre.</p> |
| <p><b>End Goal</b></p>                 | <p>Pupils can use their senses and first-hand observation to enhance their locational awareness.</p>   | <p>Pupils can communicate simple geographical information about aspects of their familiar world. Pupils can</p>   | <p>Pupils can use maps to navigate on a local and global scale. Pupils can understand the similarities and</p>  | <p>Pupils can locate relevant places and understand the relationship between</p>   | <p>Pupils can use maps to have an understanding of their place within the wider world. Pupils can show an understanding</p> | <p>Pupils can conduct a study of a country using their knowledge of physical geography.</p>   | <p>Pupils can understand that weather changes depending on where they are in the world.</p> | <p>Pupils can understand how human influence has affected aspects of Geography, both past and present.</p>   |

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|  |  | compare and contrast different environments with their own. | differences between their own lives and lives of people in contrasting environments. | them, according to scale. | of natural disasters and their impact upon humans. |  |  |  |
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**Geography Journey**

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| <b>UK</b>              |  |
| <b>Rivers and Seas</b> |  |
| <b>Map Skills</b>      |  |
| <b>Compass Points</b>  |  |
| <b>Weather</b>         |  |
| <b>Middlesbrough</b>   |  |