

*Supporting teachers to plan for progression.*

Within the context of each curriculum ‘anchor’, children will develop their ability to **communicate geographically** using **geographical vocabulary**. The use of accurate geographical language should be a feature of all teaching and learning.

<b>ANCHOR</b>	<b>LANDING POINT 1 (YEARS 1 &amp; 2)</b>	<b>LANDING POINT 2 (YEARS 3 &amp; 4)</b>	<b>LANDING POINT 3 (YEARS 5 &amp; 6)</b>
<b>The UK and our local area</b> <i>[Geographical knowledge]</i>	<ul style="list-style-type: none"> <li>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> <li>Develop knowledge of the human and physical geography of a small area of the United Kingdom.</li> </ul>	<ul style="list-style-type: none"> <li>Name and locate counties, cities and geographical regions of the United Kingdom and recognise their identifying human and physical characteristics.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the geographical regions and key topographical features of the United Kingdom (including hills, mountains, coasts and rivers), and land-use patterns; understand how some of these aspects have changed over time.</li> </ul>
<b>The world and continents</b> <i>[Geographical knowledge]</i>	<ul style="list-style-type: none"> <li>Name and locate the world's seven continents and five oceans.</li> </ul>	<ul style="list-style-type: none"> <li>Locate the world's countries, focusing on Europe and North and South America.</li> <li>Identify the position and significance of latitude, longitude, the equator, northern hemisphere, southern hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles, the Prime/Greenwich Meridian and time zones (including day and night).</li> </ul>	<ul style="list-style-type: none"> <li>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</li> <li>Identify the position and significance of latitude, longitude, the equator, the northern hemisphere, the southern hemisphere, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles, the Prime/Greenwich Meridian and time zones (including day and night).</li> </ul>
<b>Physical themes</b> <i>[Geographical understanding]</i>	<ul style="list-style-type: none"> <li>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.</li> <li>Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain,</li> </ul>	<ul style="list-style-type: none"> <li>Describe and understand key aspects of physical geography including climate zones, biomes and vegetation belts.</li> <li>Describe and understand key aspects of physical geography including earthquakes and volcanoes, rivers, mountains and the water cycle.</li> </ul>	<ul style="list-style-type: none"> <li>Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts.</li> <li>Describe and understand key aspects of physical geography, including rivers, mountains, volcanoes and earthquakes, and the water cycle.</li> </ul>

**LET YOUR LIGHT SHINE**

Matthew 5:16

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	sea, ocean, river, soil, valley, vegetation, season and weather.		
<b>Human themes</b> <b>[Geographical understanding]</b>	<ul style="list-style-type: none"> <li>Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</li> </ul>	<ul style="list-style-type: none"> <li>Describe and understand key aspects of human geography, including types of settlement and land use.</li> </ul>	<ul style="list-style-type: none"> <li>Describe and understand key aspects of human geography including economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</li> </ul>
<b>Understanding places and connections</b> <b>[Geographical understanding]</b>	<ul style="list-style-type: none"> <li>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom.</li> <li>Understand geographical similarities and differences through studying the human and physical geography of a small area of a contrasting non-European country.</li> </ul>	<ul style="list-style-type: none"> <li>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.</li> <li>Understand geographical similarities and differences through the study of human and physical geography of a region in a European country and a region within North or South America.</li> <li>Establish an understanding of the interaction between physical and human processes.</li> </ul>	<ul style="list-style-type: none"> <li>Understand geographical similarities and differences and change through the study of human and physical geography of the United Kingdom.</li> <li>Understand geographical similarities and differences through the study of human and physical geography of the United Kingdom, a region in a European country and a region within North or South America.</li> <li>Deepen an understanding of the interaction between physical and human processes.</li> </ul>
<b>Map and atlas work</b> <b>[Geographical skills and enquiry]</b>	<ul style="list-style-type: none"> <li>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.</li> <li>Use simple compass directions (north, south, east and west) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map.</li> </ul>	<ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>Use symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</li> </ul>	<ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>Use the eight points of a compass, four/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.</li> </ul>

<p><b>Fieldwork and investigation</b> <b>[Geographical skills and enquiry]</b></p>	<ul style="list-style-type: none"><li>▪ 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.</li><li>▪ 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.</li></ul>	<ul style="list-style-type: none"><li>▪ Use a range of methods including sketch maps, plans and graphs, and digital technologies.</li><li>▪ Use fieldwork to observe, measure, record and present the human and physical features in the local area.</li></ul>	<ul style="list-style-type: none"><li>▪ Use a range of methods including sketch maps, plans and graphs, and digital technologies.</li><li>▪ Use fieldwork to observe, measure, record and present the human and physical features in the local area.</li></ul>
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