Our curriculum for Geography is based on the National Curriculum. It is designed to ensure that children gain the knowledge, skills and understanding they need in the key areas of:

- locational knowledge
- place knowledge
- human and physical geography
- geographical skills and fieldwork

For each unit, a scheme of work supports teachers as they plan, teach and assess children's progress.

Geographical aspects of EYFS curriculum within 'Understanding the World'			
'Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.' Statutory framework for EYFS Early Adopter			
What do our EYFS geographers need to understand?	What do they need to know?	How can they show they are geographers?	What opportunities do we provide at Cavalry?
That positional language and directions can tell us where to go;	That directions can be followed and lead to different places That directions can be verbal, pictorial or written	Follow simple directions (up, down, left, right, forwards, backwards) Follow directions with a small toy Direct a friend from point A to B using positional language	Children use simple language for directions as they develop their pre-writing skills for example using chalk or water on paint brushes outside, the children are asked to create lines going up, down, left and right and circles go forward clockwise or backwards anticlockwise' Through our topic on robots, one child gives directions to a child 'robot' wearing a costume and the child 'robot' responds following directions.

			Ongoing throughout the year is our use of obstacle courses, children and adults use directions when deciding where to travel and how. Through our topic on firefighters, directions are given to the 'firefighters' to put out the 'flames' in the playground. In P.E the children are given directions to follow when using the large equipment in the hall and when learning new skills including ball skills for kicking, dribbling and passing e.g. 'left foot, right foot'.
That where they live is unique to them (and their family)	That every house has its own address Know that more than one house is in a village or town	Comment and ask questions about aspects of their familiar environment such as the place where they live or the natural world Talk about where they live	The children draw their house, they talk about who lives in their house. We use Google Earth to look at the different houses the children live in, to compare their different homes using appropriate language to describe them. We use photographs of familiar buildings in March including the town hall and high street to be able to talk about how the town has been here for a long time but show changes to the town. We use maps of the town to show where the houses are in relation to the school and the shops.
That there are key words and vocabulary associated with human and physical geography;	Know simple vocabulary to label visible features of the area around them. Explore the local area for both the built and natural	Talk about the area they are in, describing what they can see. Express their opinions on natural and built environments.	In Nature explorers, children tune in to talking about and describing the features of the environment around them. They develop language to describe the natural environment including the habitats of other animals. The children use tools such as maps, Google Earth

	environment.		and street view to compare and talk about built environments in their local area. The Reception trip to Sandringham allowed the children to discover a contrasting natural environment to their own, including large wooded areas and hills.
That the world is made up of different countries;	The four countries of the United Kingdom The country they live in That not all countries in the world are the same	Talk about different countries of the UK Be able to comment on the country they live in Able to compare and say what is the same/different about a countries physical or human geography.	When learning about home and houses, compare their own houses to others around the world, for example looking at how Yurts are used to allow people to move their home easily in Mongolia or how some people live on house boats in places such as Lake Kariba, Zimbabwe. Use maps when finding out about their local area to show not only where their school is within the town, but also where March is in England. Use globes to locate the United Kingdom, knowing whereabouts March is on the globe. When learning about hot and cold countries, children use maps, atlases and Google earth to be able to locate hot countries and cold countries and can name some. Children use Google earth to allow them to do a 'deep dive' into countries with contrasting climates to their own, such as using street view for Coober Pedy, Australia where the inhabitants live underground due to extreme heat and Shirakawa-go, Japan where inhabitants live in huts designed to withstand extreme snowfall. Compare the features of different countries including the flat land of the fens with the Highlands of Scotland, the canals of Venice and the densely populated city of Manila, Philippines.

			When sharing their 'special places' children often decide that their special place is somewhere they have been on holiday. Use the photographs sent in by parents/carers to further explore what these places and countries are like and use the globe, maps and Google earth to help locate these in comparison to their locality.
We need to change what we do / wear in response to the climate;	That weather changes according to the seasons and where we are in the world That we need to dress accordingly to keep ourselves safe and comfortable.	Comment on how what we wear changes with the seasons and where we are Choose the correct clothes for certain activities such as play in the woods	As part of nature explorers, children understand how the changes in the seasons are linked to changes in the weather and the different clothing they wear to keep safe and comfortable. They know that they wear wellies when it is wet, hats and gloves when it is cold and sun hats and lighter clothing when it is warm. Children will understand the need for sun hats and sun cream to protect them from the sun on hot days and will choose appropriate clothing to keep them safe in the sun and will choose to stay in the shade when it gets too hot. As part of our learning about Autumn and Winter children will test materials to decide which materials help to maintain heat and which are waterproof, linking this to our own clothing. The children will use appropriate vocabulary to describe their clothing and why they need this item of clothing.
Use a range of sources such as simple maps, photographs, magnifiers	What a map looks like That a map is a place That signs and symbols usually represent an object that does not move (although	Draw and create their own maps using real objects, and/or pictures and symbols Be able to talk about a range of real maps, electronic globes and maps, maps of the	Children draw their own maps during the week of 'Pirates'. They learn about features of a map and symbols. Children use maps of March to locate important places such as the police station, the doctors surgery, churches and school.

	in story maps this is interpreted differently e.g. the hay stack in Rosie's walk)	classroom/school, town, park and story maps Be able to find land and sea on a map Follow a simple map of a familiar place	The children are able to explore google earth street view to follow their route from school back home or a familiar route in town such as to the park. The children use maps of the school and aerial views to explore where the different areas are including their classrooms, the field, the pond and outdoor classroom used for Nature Explorers. When learning about robots, the children create floor maps, obstacle courses and routes for their friends to follow given instructions. These can be given in the form of a simple map.

PROGRESSION IN GEOGRAPHY

LOCATIONAL KNOWLEDGE

National Curriculum aim:

- ***All pupils develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes***

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
* Begin to identify the locations of their home and school and other familiar places. *Begin to describe locations using simple locational and directional language. *Begin to ask and answer simple geographical questions linked to location e.g. Where is…? *Begin to understand that some countries are hot and some are cold	* Name and locate the four countries of the UK and their capital cities. * Name and locate the seas surrounding the UK. * Identify geographical characteristics of the four countries and capital cities of the UK * Name and locate the seven continents and five oceans of the world. * Locate the world's countries – Indonesia, Colombia, Japan, Saudi Arabia, Germany, Korea, Turkey, Taiwan, Switzerland, Korea, Mexico * Identify and locate the North and South Poles and the Northern and Southern Hemispheres * Identify and locate continents that have significant hot or cold areas and link to Poles/Equator	* Describe some geographical similarities and differences between the continents of the world based on their locations – focus on Europe. * Locate the world's countries – France, Lithuania, Italy, Poland, Australia *Identify and locate the Equator, Arctic Circle and Antarctic Circle as lines of latitude *Identify and locate places studied (Struay) on a range of maps.	*Understand the location of March/ Fenland/ Cambridgeshire as within the East Anglia region. *Describe the locations of the geographical regions of the UK, our nearby counties and major UK cities. * Identify the locations of some of the key human and physical features of the UK. *Understand that land use patterns in the UK have changed over time. *Locate the countries of Europe (including Russia) and use maps to identify Europe's major regions, cities and human and physical characteristics. * Identify the position and significance of the Equator, Arctic/Antarctic Circle *Locate the position of the Tropics of Cancer and Capricorn as lines of latitude. * Name and locate the world's climate zones using a world map. *Name and locate the world's major biomes and vegetation belts using a world map.	*Locate and compare the major rivers of the world, the UK and our locality. *Identify and locate the Scandinavian countries using maps and compare to the location of our region. *Locate world countries and key physical characteristics of them e.g. rivers, earthquakes, volcanoes, mountains *Locate and compare major mountain ranges of the world and the UK. *Investigate and compare the locations of major earthquakes and volcanoes around the world and understand how these link to the location of the world's tectonic plates.	*Locate the world's countries, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. *Identify and locate Egypt using maps and compare to the location of our region. *Identify and locate major coastal towns in the UK and in our locality. *Identify lines of longitude on a world map, including the Prime Meridian	* Locate the village of Wimblington on a range of maps of various scales and perspectives. * Describe, compare and evaluate the land use in Northern France over time. * Locate the countries of North and South America and use maps to identify major regions, cities and human and physical characteristics of the Americas. *Identify lines of longitude on a world map, including the Prime Meridian *Locate position of time zones within the Americas. *Identify and locate Rio de Janeiro using maps and compare to the location of other regions studied (our region, Northern France, Egypt)

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EYFS	FIRE AND ICE	MY WORLD	OURSELVES	THE ROMANS	VICTORIANS	MY BODY/THE MAYANS
Intent: Children will begin to ask and answer simple geographical questions linked to location e.g. Where is…? **Future learning:** Y1 'Toys' Children will name and locate the world's seven continents, five oceans, and Northern and Southern Hemispheres on a globe and on a world map.	**What is it like to live in hot and cold places?** **Builds upon:** EYFS identifying the location of cold places on a world map **Intent:** Children locate hot and cold areas within continents using globes and maps. They can also identify the locations of the North and South Poles and the Equator, Arctic Circle and Antarctic Circle as lines of latitude. **Future learning:** Y2 'My World' – Identifying the location of countries within the continent of Europe and Australia **TOYS** **What is life like for children around the world?** **Builds upon:** EYFS Children have been introduced to the world map and have located some cold and hot places **Intent:** Children name and locate the world's seven continents, five oceans, and Northern and Southern Hemispheres on a globe and on a world map. **Future learning:** Y2 'My World' and 'Home Sweet Home' Identifying and describing locations of a wider range of hot and cold places linked to the knowledge of continents, using globes and maps	**What do we know about our European neighbours?** **Builds upon:** Y1 Toys – Children have a developing understanding of the seven continents of the world and know about some of the hot and cold places in the world. **Intent:** Children locate a range of countries, regions and cities in Europe as well as examples of human and physical characteristics. **Future learning:** Y3 – 'Our Colourful World' Children will locate the countries of Europe (including Greece and Russia) and use maps to identify Europe's major regions, cities and human and physical characteristics. **HOME SWEET HOME** **How does living on the Island of Struay (Coll) compare to living in March?** **Builds upon:** Y1 'Toys' and Y1 'Fire and Ice' Children are familiar with the location of the seven continents, including Africa. **Intent:** Children identify the location of 'Struay' on different maps of the UK. They can make comparisons between the island and March. **Future learning:** Y3 'Our Colourful World' Children compare what it is like living in March to living in Greece and another town in the UK.	**How does climate affect life on Earth?** **Builds upon:** Y1 Fire and Ice – Children continue to develop their understanding of hot and cold areas, but now in relation to their location on the globe and by using climate zones and Tropic of Cancer/Capricorn **Intent:** Children locate the world's climate zones, biomes and vegetation belts. They can also explain the significance and location of the Tropic of Cancer and Tropic of Capricorn. **Future learning:** Y4 'The Park' Children will learn about the different climates on mountains **WHERE WE LIVE** **What is it like to live in March today?** **Builds upon:** Y2 'Splash' – Children compare March with other familiar places in their local area (Chatteris, Wisbech , Peterborough, King's Lynn) **Intent:** Children identify and describe the location of our town and nearest cities and know that it can be located within the East Anglia region/Northern Hemisphere **Future learning:** Y4 'Water, ships and seafarers' Children will identify and locate the Scandinavian countries using maps and compare to the location of our region.	**What are the key physical characteristics of the places we have studied?** **Builds upon:** Y3 'Where we live' Children will know the names of local rivers (River Nene, Riven Cam) and Y3 'Our Colourful World' where children learnt about how drainage ditches were dug in Fenland. **Intent:** Children will locate and compare the major rivers of the world, the UK and our locality. **Future learning:** Y5 'Egypt' The children will study the River Nile. Year 6 'My Body' The children will study the Amazon river. **SAXONS AND VIKINGS** **How do we make use of our natural resources?** **Builds upon:** Y3 'Where we live' Children identify and describe familiar places in their locality, including River Nene **Intent:** Children will locate and compare the major rivers of the world, the UK and our locality. **Future learning:** Y5 'Egypt' Children will locate and study how the River Nile impacts on Egyptian people **OUR NATURAL WORLD/ HOW SCHOOLS HAVE CHANGED** **Why did settlers come to East Anglia?** **Builds upon:** Y3 'Where we live' Children will be able to identify and describe the	**What impact did the Victorians have on UK and world geography?** **Builds upon:** Y4 'Water, ships and seafarers' Children will identify and locate the Scandinavian countries using maps and compare to the location of our region. **Intent:** Children will locate the world's countries, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. **Future learning:** Y6 'The Tudors' Children will locate the village of Wimblington on a range of maps of various scales and perspectives. **JOURNEYS/CASTLES** **How does March compare with Llangollen?** **Builds upon:** Y4 'Saxons and Vikings.' Children will identify and locate the Scandinavian countries using maps and compare to the location of our region. **Intent:** Children will locate the world's countries, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. **Future learning:** Y6 'My Body' Children will identify and locate Rio de Janeiro using maps and compare to the location of other regions (our region, Northern France, Egypt)	**From Rio to the Rainforest: What do we know about life in Brazil?** **Builds upon:** Y5 'Journeys' Children will locate the world's countries, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. **Intent:** Children will identify and locate Rio de Janeiro using maps and compare to the location of other regions (our region, Northern France, Egypt) **THE EARTH/THE TUDORS** **How can we compare the UK with Northern France?** **Builds upon:** Y3 'Our Colourful World' Children will understand that land use patterns in Fenland and the UK have changed over time. **Intent:** Children will describe, compare and evaluate the land use in Northern France over time. **THE BLITZ/ LIFE ON THE HOMEFRONT** **How has land use changed over time in Fenland?** **Builds upon:** Y3 'Where we live' Children identify and describe the location of our town and nearest cities and know that it can be located within the East Anglia region/Northern Hemisphere **Intent:** Children will locate the village of Wimblington on

	DOWN ON THE FARM **What is farming?** **Builds upon:** EYFS – Children identify the locations of their home and school and other familiar places **Intent:** Children to learn about the geographical characteristics of their own locality, in particular about the importance of farming and industry in Fenland and East Anglia **Future learning:** Y3 'Where We Live' Children learn about how farming has changed/adapted in Fenland/East Anglia since the Fens were drained between 1630-1820.	**SPLASH** **What is it like to live in our local area?** **Builds upon:** Y1 'Down on the Farm' Children build upon their knowledge of living in the Fens. **Intent:** Children can identify the location of March on a range of maps and begin to compare it with the location of other familiar places. **Future learning:** Y3 'Where we live' Children learn about their location on a wider scale - e.g. location to major cities, in the Northern Hemisphere and climate zones.	**OUR COLOURFUL WORLD** **How do we use the environment around us?** **Builds upon:** Y1 'Down on the Farm' Children know the geographical characteristics of their local area and how important it is to local industry **Intent:** Children will understand that land use patterns in Fenland and the UK have changed over time. **Future learning:** Y6 'The Earth' Children will describe, compare and evaluate the land use in Northern France over time.	location of our town within East Anglia **Intent:** Children will identify and locate the Scandinavian countries using maps and compare to the location of our region. **Future learning:** Y5 'Egypt' Children will locate the world's countries, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.	**ANCIENT EGYPT/ THE RIVER NILE** **How does the River Nile affect the lives of people who live in Egypt?** **Builds upon:** Y4 'Romans' The children will have located and compared the major rivers of the world **Intent:** Children will locate the world's countries, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. **Future learning:** Y6 'My Body' Children will identify the key human and physical characteristics of Brazil in South America.	a range of maps of various scales and perspectives.

PLACE KNOWLEDGE

National Curriculum aim:

- ***All pupils develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes***

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
*Discuss and begin to describe own significant places such as home and school. *Begin to identify the main geographical features of their immediate environment *Understand that places can have similarities and differences. *Develop a basic, personal understanding of the term 'place', linked to own homes, own classrooms and areas they use regularly, showing an awareness of where things belong and of the people within the school and at home	*Begin to understand that places can be significant for many reasons - location, buildings, landscape, community, culture or history. *Know that places be can be compared in many ways e.g. size, amenities, transport, location or weather. *Observe and describe some geographical similarities and differences between familiar places e.g. their street, school grounds, Cavalry area. *Recognise the difference between physical and human features. *Begin to understand that geographical features can change over time.	*Identify reasons why the places studied are significant and the people or groups who they are significant for. *Understand and explain the meaning of the term 'non-European country'. *Observe and describe some geographical similarities and differences between locations studied e.g. March and Struay *Explain the similarities and differences in the lives of children in the locations studied. *Explain the difference between human and physical geographical features.	*Understand the location of March/ Fenland/ Cambridgeshire as within the East Anglia region. *Describe the locations of the geographical regions of the UK, our nearby counties and major UK cities. * Identify the locations of some of the key human and physical features of the UK. *Understand that land use patterns in the UK have changed over time. *Locate the countries of Europe (including Russia) and use maps to identify Europe's major regions, cities and human and physical characteristics. * Identify the position and significance of the Equator, Arctic/Antarctic Circle *Locate the position of the Tropics of Cancer and Capricorn as lines of latitude. * Name and locate the world's climate zones using a world map. *Name and locate the world's major biomes and vegetation belts using a world map.	*Understand some of the effects of climate on the human and physical geography of places (focus on mountain weather and climate) *Make comparisons between some of the physical and human geographical features of the Scandinavian countries and the UK. *Investigate and describe the human and physical geography of the European region studied (Scandinavia) * Identify geographical similarities and differences between a region in Europe (Scandinavian countries) and a region of the UK (East Anglia) *Understand some of the ways in which rivers (including the Nene, Cam) affect the human and physical geography of places.	*Suggest and evaluate reasons for geographical similarities and differences between locations. * Understand some of the ways in which coastal areas and coastal features are affected by physical processes and human activity. *Explain some of the ways in which rivers (River Nile) affect the human and physical geography of places. * Identify geographical similarities and differences between a country in a different continent (Egypt) and a region of the UK (East Anglia) *Describe some of the effects of economic activity and distribution of natural resources on the people who live along the River Nile * Understand geographical similarities and differences through the study of human and physical geography of a region of the UK.	*Make comparisons between the human and physical geography of the continents of the Americas and Europe. *Describe some of the effects of economic activity and distribution of natural resources on the people who live in the places studied (Amazon rainforest, local village Wimblington) *Compare and contrast a range of the human and physical features of North and South America, identifying similarities and differences. *Investigate and describe the human and physical geographical features of the regions in South America studied (Rio and the Amazon Rainforest) and compare to other regions previously studied.

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EYFS **Intent**: Children will understand that places can have similarities and differences. **Future learning:** Y1 'Down on the Farm' Children begin to understand the differences between human and physical geographical features.	**FIRE AND ICE** **What is it like to live in hot and cold places?** **Builds upon:** EYFS Children develop a basic, personal understanding of the term 'place', linked to own homes, own classrooms and areas they use regularly, showing an awareness of where things belong and of the people within the school and at home **Intent:** Children will know that hot and cold places can be compared in many ways e.g. size, amenities, transport, location or weather. **Future learning:** Y2 'Home Sweet Home' Children will compare Struay with March, based on size, amenities, transport, location and weather **TOYS** **What is life like for children around the world?** **Builds upon:** EYFS Children understand that places can have similarities and differences. **Intent:** Children begin to understand that places can be significant for many reasons - location, buildings, landscape, community, culture or history. **Future learning:** Y2 'My World' Children continue to	**MY WORLD** **What do we know about our European neighbours?** **Builds upon:** Y1 'Toys' Children compare the toys and games children play with in different countries, including our European neighbours **Intent:** Children will explain the similarities and differences in the lives of children in the locations studied. **Future learning:** Y3 'Our Colourful World' Children locate the countries of Europe (Greece) and use maps to identify Europe's major regions, cities and human and physical characteristics. **HOME SWEET HOME** **What is life like on the Island of Struay (Coll)?** **Builds upon:** Y1 'Toys' already have an understanding that not all children live their lives in the same way as us **Intent:** Children will explain the difference between human and physical geographical features between March and Struay (Coll) **Future learning:** Y3 'Where we live' Children look at what it is like to live in March, focusing on human and physical features in the locality **SPLASH**	**OURSELVES** **How does climate affect life on Earth?** **Builds upon:** Y1 'Fire and Ice' where children compare places by their weather. **Intent:** Children will name and locate the world's climate zones using a world map. **Future learning:** Y4 'The Park' Children will understand effects of climate on human and physical geography of places **WHERE WE LIVE** **What is it like to live in March today?** **Builds upon:** Y2 'Splash' Children will have discussed what it is like to live in March, looking at leisure, traffic and landmarks **Intent:** Children will describe how land use has changed over time in the UK locations studied (Fenland and the East Anglia region) **Future learning:** Y4 'Water, ships and seafarers' Children will be able to discuss how places have changed since the times of the invaders **OUR COLOURFUL WORLD** **How do we use the environment around us?** **Builds upon:** Y1 'Down on the Farm' Children will know about the different farming methods and how land is used in the area around us **Intent:** Children will make simple comparisons	**ROMANS** **What are the key physical characteristics of the places we have studied?** **Builds upon:** Y3 'Ourselves' Children will be able to name and locate the world's climate zones using a world map **Intent:** Children will understand some of the effects of climate on the human and physical geography of places (focus on mountain weather and climate) **Future learning:** Y6 'My Body' Children will investigate and describe the human and physical geographical features of the regions in South America studied (Rio and the Amazon Rainforest) and compare to other regions previously studied. **SAXONS AND VIKINGS** **Why did settlers come to East Anglia?** **Builds upon:** Y2 'Home Sweet Home' where children compared the localities of Struay and March. **Intent:** Children will identify geographical similarities and differences between a region in Europe (Scandinavian countries) and a region of the UK (East Anglia) They will use these to identify and explain the reasons why the Vikings settled in our region. **Future learning:** Y5 'Egypt' Children will identify geographical similarities and differences between a	**VICTORIANS** **What impact did the Victorians have on UK and world geography?** **Builds upon:** Y2 'Splash' Children will identify reasons why the places studied are significant and the people or groups who they are significant for (e.g. the seaside at Hunstanton) **Intent:** Children will understand some of the ways in which coastal areas and coastal features are affected by physical processes and human activity (Victorian seaside resorts) **Future learning:** Y6 'The Earth' Children will make comparisons between the human and physical geography of the continents of the Americas and Europe. **JOURNEYS/CASTLES** **How does March compare with Llangollen?** **Builds upon:** Y4 'Saxons and Vikings'. Children will have compared Scandinavian countries with the UK **Intent:** Children will understand geographical similarities and differences through the study of human and physical geography of a region of the UK (North Wales) **Future learning:** Y6 'The Earth' Children will make comparisons between the human and physical geography of the continents of the Americas and Europe.	**MY BODY/THE MAYANS** **From Rio to the Rainforest: What do we know about life in Brazil?** **Builds upon:** Y4 'Romans'.' Children will understand some of the effects of climate on the human and physical geography of places **Intent:** Children will investigate and describe the human and physical geographical features of the regions in South America studied (Rio and the Amazon Rainforest) and compare to other regions previously studied. **THE EARTH/THE TUDORS** **How can we compare the UK with Northern France?** **Builds upon:** Y6 'My Body' Children will use their knowledge of the human and physical geographical features of South America to compare Northern France **Intent:** Children will make comparisons between the human and physical geography of the continents of the Americas and Europe. **THE BLITZ/ LIFE ON THE HOMEFRONT.** **How has land use changed over time in Fenland?** **Builds upon:** Y5 'Egypt' Children will have focused on the River Nile as a distribution of the natural resources to the people who live close by

	compare and contrast their lives and the lives of the children in the locations studied **<u>DOWN ON THE FARM</u>** **What is farming?** **Builds upon:** EYFS Children begin to identify the main geographical features of their immediate environment **Intent:** Children begin to understand the differences between human (e.g. city, town, village, shop) and physical (e.g. hill, sea, river, weather) geographical features. **Future learning:** Y2 'Home Sweet Home' Children will explain the difference between human and physical geographical features between March and Struay (Coll)	**What is it like to live in our local area?** **Builds upon:** Y1 'Down on the Farm' Children will continue to study their local area but will look further afield to include the seaside/Norfolk coast **Intent:** Children will identify reasons why the places studied are significant and the people or groups who they are significant for (e.g. the seaside at Hunstanton) Children will discuss what it is like to live in March, looking at leisure, traffic and landmarks **Future learning:** Y3 'Where we live' Children will continue to study our local area by focusing on how land use has changed over time	between some human and physical geographical features of the UK. **Future learning:** Y4 'Water, ships and seafarers' Children will identify geographical similarities and differences between a region in Europe (Scandinavian countries) and a region of the UK (East Anglia)	country in a different continent (Egypt) and a region of the UK (East Anglia) **<u>MATERIALS</u>** **How do we make use of our natural resources?** **Builds upon:** Y3 'Our Colourful World' Children look at how the area is used around us and how the human/physical geography supports it **Intent:** Children will understand some of the ways in which rivers (including the Nene) affect the human and physical geography of places. **Future learning:** Y5 'Egypt' Children will learn how the Nile affects the lives of the people who live close by	**<u>ANCIENT EGYPT/ THE RIVER NILE</u>** **How does the River Nile affect the lives of people who live in Egypt?** **Builds upon:** Y4 'Saxons and Vikings'.' Children will have compared a region in Europe (Scandinavia) with East Anglia to explain some reasons why the Vikings settled **Intent:** Children will identify geographical similarities and differences between a country in a different continent (Egypt) and a region of the UK (East Anglia) **Future learning:** Y6 'The Earth' Children will compare the geographical features of the two localities in South America and Europe	**Intent:** Describe some of the effects of economic activity and distribution of natural resources on the people who live in the places studied (local village Wimblington)

HUMAN AND PHYSICAL GEOGRAPHY

National Curriculum aim:

- ***All pupils understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time***

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
* Begin naming features/familiar places within the local environment e.g. school, home, house, road, park, river (River Nene) *To know that March is a town * Make observations of the local environment and begin to understand why some things occur and/or change * Identify and begin to describe the daily weather and seasons using basic vocabulary * Identify similarities and differences between familiar places using basic vocabulary * Know that the weather can be different in different places – hot and dry in the African plains, and hot and humid in the rainforest	*Begin to understand the differences between human (e.g. city, town, village, shop) and physical (e.g. hill, sea, river, weather) geographical features. * Identify key human and physical features of familiar places including the school, its grounds and the surrounding environment *Begin to express opinions on the features of the immediate local environment *Use some basic geographical vocabulary (see NC and vocabulary section of this grid) to identify key human and physical features of places studied *Discuss where in the world is hot and cold in relation to the Northern and Southern Hemispheres, Equator, Arctic and Antarctic Circles and North and South Poles. *Recognise that weather can be different, depending on where you are in the world. It can also change in accordance to the seasons.	*Explain the main differences between human and physical geographical features. * Understand and use a range of basic geographical vocabulary (see NC and vocabulary section of this grid) to identify key human and physical features of the places studied *Make simple comparisons between the key human and physical features of places studied (e.g. March and Sydney/Struay) *Express a range of opinions on the features of Struay and suggest improvements that could be made *Identify seasonal and daily weather patterns in the UK and explain how the weather changes with each season	* Begin to understand the terms 'physical geography' (the study of the natural features of the Earth) and 'human geography' (the study of how human activity affects or is influenced by the Earth's surface and environment). *Begin to use a wider geographical vocabulary (see vocabulary section of this grid) to identify, describe and compare the human and physical features of the places studied. *Identify types and sizes of settlement found in the UK and describe the some of the characteristics of different settlements. *Identify and describe land use in the UK and understand how this has changed over time in the locations studied (Fenland and East Anglia region) *Identify some examples of the economic activity of the locations studied. *Identify the key features of the world's climate zones, biomes and vegetation belts *Understand the main processes of the water cycle and describe some of its effects on the climate and	* Explain the differences between the terms 'human geography' and 'physical geography'. *Use a wide geographical vocabulary to identify, describe and compare the human and physical features of the countries and regions studied. * Describe and understand the concept of climate. *Describe the key features and uses of rivers (including the River Nene) and understand how their features and uses have changed over time. *Understand and explain how rivers can impact and change the physical and human geography of the locations studied. *Begin to understand what a volcano is and describe how a volcano can impact the human and physical geography of a place * Understand the key features of and the physical processes involved in the formation of mountains, volcanoes and earthquakes *Describe, compare and evaluate some of the effects/impacts of mountains, volcanoes and earthquakes on the human and physical geography of the locations studied * Identify, explain and compare the economic activity, land use and distribution of natural	* Begin to understand the links between the human and physical geography of the places studied. *Secure and further develop the use of a wide geographic vocabulary to identify, describe and compare the human and physical features of the continents, countries and regions studied. * Identify the physical and human activities associated with the UK and local coastline. * Understand the impacts of trade links and the distribution of natural resources (energy, food, minerals and water) in Egypt and during Victorian era	* Secure understanding of the links between the human and physical geography of the places studied. *Confidently use a wide geographic vocabulary to identify, describe and compare the human and physical features of all of the locations studied. *Identify how the physical and human geographical features of a local village (Wimblington) has an impact on economic activity and suggest ways in which the local economy/services could be improved. * Evaluate the impacts of trade links and the distribution of natural resources (energy, food, minerals and water) around the world * Investigate the future sustainability of the planet in the future and suggest ways in which sustainability could be improved. * Understand the impact of climate zones and biomes on the human and physical geography of the Americas. *Identify and understand the impacts over time of key environmental issues in the locations studied (e.g. deforestation, wildfires)

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EYFS **Intent**: Children will identify and begin to describe the daily weather and seasons using basic vocabulary **Future learning:** Y1 'Fire and Ice' Children will discuss where in the world is hot and cold in relation to the Northern and Southern Hemispheres, Equator, Arctic and Antarctic Circles and North and South Poles.	**FIRE AND ICE** **What is it like to live in hot and cold places?** **Builds upon:** EYFS Children know that the weather can be different in different places – hot and dry in the African plains, and hot and humid in the rainforest **Intent:** Discuss where in the world is hot and cold in relation to the Northern and Southern Hemispheres, Equator, Arctic and Antarctic Circles and North and South Poles. **Future learning:** Y3 'Ourselves' Children will identify the key features of the world's climate zones, biomes and vegetation belts **TOYS** **What is life like for children around the world?** **Builds upon:** Y1 'Fire and Ice' Children will understand that children who live in different countries may have very different lifestyles **Intent:** Children will use some basic geographical vocabulary to identify key human and physical features of places studied **Future learning:** Y3 'My World' and 'Our Colourful World' Children will continue to identify	**MY WORLD** **What do we know about our European neighbours?** **Builds upon:** Y1 'Down on the Farm' Children recognise the difference between physical and human features by talking about familiar places to them (human – city, town, village, shop; and physical – sea, river, weather, field) **Intent**: Children will explain the main differences between human and physical geographical features of a range of European countries. **Future learning:** Y3 'Our Colourful World' Children explore the key aspects of human and physical geography in Greece, including climate, employment, agriculture and religion **HOME SWEET HOME** **What is life like on the Island of Struay (Coll)?** **Builds upon:** Y1 'Fire and Ice' Children will develop their idea that children's lives can be different depending on where they live **Intent:** Children will express a range of opinions on the features of Struay and suggest improvements that could be made **Future learning:** Y2 'Splash' Children use their learning to suggest improvements to their school	physical geography of the Earth. **OURSELVES** **How does climate affect life on Earth?** **Builds upon:** Y1 'Fire and Ice' Children will learn the location of hot and cold places of world in relation to the Equator and the N and S Poles **Intent:** Children will identify the key features of the world's climate zones, biomes and vegetation belts **Future learning:** Y4 'The Park' Children will describe and understand the concept of climate. **WHERE WE LIVE** **What is it like to live in March today?** **Builds upon:** Y2 'Splash' Children make suggestions on how to improve the school and local area **Intent:** Children begin to use a wider geographical vocabulary to identify, describe and compare the human and physical features of our local area **Future learning:** Y4 'Water, ships and seafarers' Children will explain the differences between the terms 'human geography' and 'physical geography'. **OUR COLOURFUL WORLD** **How do we use the environment around us?** **Builds upon:** Y1 'Down on the Farm' which focuses on	resources in the locations studied **THE ROMANS** **What are the key physical characteristics of the places we have studied?** **Builds upon:** Y3 'Ourselves' Children will have identified the key features of the world's climate zones, biomes and vegetation belts **Intent:** Children will describe and understand the concept of climate. **Future learning:** Y6 'My Body' Children will study different climates in South America/ Brazil/ Amazon region **SAXONS AND VIKINGS** **Why did settlers come to East Anglia?** **Builds upon:** Y3 'Where we live' where children identified and explained the human and physical features in our local area **Intent:** Children will explain the differences between the terms 'human geography' and 'physical geography'. **Future learning:** Y5 'Journeys' Children will identify the physical and human activities associated with the UK (in Llangollen) **OUR NATURAL WORLD/ HOW SCHOOLS HAVE CHANGED** **How do we make use of our natural resources?** **Builds upon:** Y3 'Our colourful world' Children are	**VICTORIANS** **What impact did the Victorians have on UK and world geography?** **Builds upon:** Y4 'Materials' Children will identify, explain and compare the economic activity, land use and distribution of natural resources in the locations studied **Intent:** Children will understand the impacts of trade links during Victorian era **Future learning:** Y6 'The Earth' Children will evaluate the impacts of trade links and the distribution of natural resources (energy, food, minerals and water) around the world **JOURNEYS/CASTLES** **How does March compare with Llangollen?** **Builds upon:** Y4 'Water, ships and seafarers' Children will explain the differences between the terms 'human geography' and 'physical geography'. **Intent:** Children will identify the physical and human activities associated with the UK (in Llangollen) **Future learning:** Y6 'The Tudors' Identify how the physical and human geographical features of a local village (Wimblington) **ANCIENT EGYPT/ THE RIVER NILE**	**MY BODY/THE MAYANS** **From Rio to the Rainforest: What do we know about life in Brazil?** **Builds upon:** Y5 'Egypt' Children will understand the impacts of trade links and the distribution of natural resources (energy, food, minerals and water) in Egypt **Intent:** Children investigate the future sustainability of the planet in the future and suggest ways in which sustainability could be improved. Focus on the sustainable use of and threats to the Amazon rainforest **THE EARTH/ THE TUDORS** **How can we compare the UK with Northern France?** **Builds upon:** Y5 'The Victorians' Children will understand the impacts of trade links during Victorian era **Intent:** Children will evaluate the impacts of trade links and the distribution of natural resources (energy, food, minerals and water) around the world **THE BLITZ/LIFE ON THE HOMEFRONT** **How has land use changed over time in Fenland?** **Builds upon:** Y5 'Journeys' Children will identify the physical and human activities associated with the UK (in Llangollen)

	differences in human and physical features when studying European countries **DOWN ON THE FARM** **What is farming?** **Builds upon:** EYFS Children begin naming features/ familiar places within the local environment e.g. school, home, house, road, park, river (River Nene) **Intent:** Children will use some basic geographical vocabulary to identify key human and physical features of places studied, focusing on local farming and familiar places **Future learning:** Y2 'Splash' Children will compare human and physical features and comment on changes	**SPLASH** **What is it like to live in our local area?** **Builds upon:** Y2 'Home Sweet Home' Children use their knowledge of making suggestions on how to improve Struay. **Intent:** Children will express a range of opinions on the features of our school and suggest improvements that could be made **Future learning:** Y3 'Where we live' Children begin to use a wider geographical vocabulary to identify, describe and compare the human and physical features of our local area, including what changes have taken place (drainage of the Fens) and changes about to take place.	the dominant farming landscape in Fenland and the different types of farms **Intent:** Identify and describe land use in the UK and understand how this has changed over time in the locations studied (Fenland and East Anglia region) Children are also introduced to renewable and non-renewable energy forms. **Future learning:** Y4 'Materials' Children will identify, explain and compare the economic activity, land use and distribution of natural resources in the locations studied	introduced to renewable and non-renewable energy forms **Intent:** Children will identify, explain and compare the economic activity, land use and distribution of natural resources in the locations studied **Future learning:** Y5 'Egypt' Children will understand the impacts of trade links and the distribution of natural resources (energy, food, minerals and water) in Egypt	**How does the River Nile affect the lives of people who live in Egypt?** **Builds upon:** Y4 'Materials' Children will identify, explain and compare the economic activity, land use and distribution of natural resources in the locations studied **Intent:** Children will understand the impacts of trade links and the distribution of natural resources (energy, food, minerals and water) in Egypt **Future learning:** Y6 'My Body' Children investigate the future sustainability of the planet in the future and suggest ways in which sustainability could be improved. Focus on the sustainable use of and threats to the Amazon rainforest	**Intent:** Identify how the physical and human geographical features of a local village (Wimblington) has an impact on economic activity and suggest ways in which the local economy/services could be improved

GEOGRAPHICAL SKILLS AND FIELDWORK

National Curriculum aim:

- ***All pupils are competent in the geographical skills needed to:***
  - ***Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes***
  - ***Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)***
  - ***Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length***

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Graphicacy skills: *Identify a map. *Begin to make attempts at drawing a map *Make attempts to draw and label features of familiar environments and imaginary places *On maps, to know that land is often represented in green and water is blue *Begin to use secondary sources (e.g. photographs, sketches or films) to find out about places **Fieldwork enquiry and practical skills:** *Make basic observations of familiar environments, including identifying some similarities and differences between places. *Use everyday language to talk about distance and relative positions (behind, next to) in the local environment. **Academic skills:** * Begin to ask and answer simple	**Graphicacy skills:** *Use a globe and world map and locate continents and oceans and a UK map to identify countries, capitals and surrounding seas. *Begin to follow routes on prepared maps *Use basic symbols in a key *Draw own maps and plans by drawing around shapes/using own symbols *Use tallies and simple tables (*from Maths NC)* *Begin to use aerial/satellite photos and plan perspectives to recognise familiar features **Fieldwork enquiry and practical skills** *Engage in simple, teacher-led fieldwork enquiries * Begin to use first-hand observation, including using the senses, to identify features/patterns including similarities and differences. *Begin to use simple locational (e.g. near/far) and compass directions/directional language (e.g. NSEW) to describe features and routes.	**Graphicacy skills:** *Use a globe and world map and locate continents and oceans and a UK map to identify countries, capitals and surrounding seas. *Use world maps, globes and atlases to identify locations studied *Devise a simple map of a place in the local area *Use and construct basic symbols in a key *Begin to recognise and identify basic OS symbols *Use simple grid references (e.g. A1, D7) to locate squares on a map * Zoom in/out and begin to highlight/annotate digital maps *Use pictograms, tally charts, and simple tables *(from Maths NC)* *Use aerial/satellite photos and plan perspectives to locate and identify local landmarks and features **Fieldwork enquiry and practical skills** *Engage in teacher-led/guided enquiries *Use first-hand observation to comment on features/patterns/ similarities and begin to measure using standard units	**Graphicacy skills:** *Begin to use a wider range of maps (including OS maps) as well as atlases, globes and digital mapping to locate countries and describe features studied. *Create a simple sketch map e.g. of a short route followed, with symbols and a key (journey to school) *Begin to understand more complex keys (e.g. wider range of OS symbols, size of symbol for quantity) *Know that four-figure grid references can be used to identify locations and begin to use them. *Work out simple distances on maps and digital maps (e.g. aerial distance or along a straight road) *Begin to understand the use of scale on maps (*link to positive integer scaling and simple correspondence from Maths NC*) * On digital maps, begin to identify scale and annotate with text and labels *Use bar charts and more complex tables (from Maths NC) *Begin to understand the purpose/reliability of different image types **Fieldwork enquiry and practical skills:**	**Graphicacy skills:** *Use a wider range of maps (including OS maps at varying scales) as well as atlases, globes and digital mapping to locate countries and describe features studied *Use the contents/index of an atlas *Draw a map (including symbols and key)from a description and compare to other maps *Use complex keys (e.g. making estimates based on size of symbols) *Understand the purpose of contour lines on maps. *Begin to draw to scale and understand and use scale-bars (*link to integer correspondence from Maths NC*) * Use scales to estimate distances e.g. along a road/river *Use four-figure grid references to identify and describe locations. *Use bar charts, time graphs and discrete and continuous data (from Maths NC) **Fieldwork enquiry and practical skills:** *Engage in guided enquiries and suggest own questions for enquiry *Evaluate own observations and compare them with others *Use the eight points of a compass to follow and	**Graphicacy skills:** *Use a wide range of maps (including OS maps at varying scales and thematic maps) as well as atlases, globes and digital mapping to locate countries and describe features studied * Explain ideas using a thematic map for reference * Use scales to estimate distances e.g. along a road/river *Draw to scale from given measurements/using observations and compare to other maps *Compare and evaluate maps with different scales *Begin to create own complex keys using mathematical concepts (e.g. size of symbol for quantity) * Begin to use six-figure grid references to identify and describe locations *Complete and interpret tables (including timetables where appropriate) and line graphs (from Maths NC) **Fieldwork enquiry and practical skills:** *Begin to complete enquiries based on own suggested questions *Evaluate own observations, compare them with others and begin to draw conclusions *Apply age-appropriate Maths knowledge to understanding of geography (e.g. length,	**Graphicacy skills:** *Use a wide range of maps (including OS maps at varying scales and distribution/thematic maps) as well as atlases, globes and digital mapping to locate countries and describe features studied *Confidently use distribution/thematic maps to illustrate an idea or discussion *Create scale-bars on maps and draw to scale for maps/sketches, comparing own drawing to other maps and evaluating accuracy *Create own complex keys using mathematical concepts (e.g. size of symbol for quantity, using metric/imperial equivalents) *Use six figure grid references to identify and describe locations * Be able to use maps to calculate distances *Interpret and construct pie charts and line graphs based on data and calculate and interpret the mean as an average (from Maths NC) *Compare and then carefully select images for a purpose (e.g. as evidence or to show reliability) **Fieldwork enquiry and practical skills:** *Complete enquiries based on own suggested questions and

questions about what has been observed.	*Understand what a compass is and begin to use one for simple navigation. **Academic skills:** * Ask and answer simple questions when prompted about what has been observed. *Understand that we can find out about the world from a range of sources (link to History NC) *Present information using age-related tables, graphs and charts, maps and plans, drawings and perspectives, posters and diagrams (link to Maths NC)	*Use a compass (four compass points) to follow and describe routes *Use simple locational and directional language and compass directions to describe features and routes (e.g. left/right from own perspective, NSEW). **Academic skills:** *Confidently ask and answer questions about what has been observed *Start to make selections from or within sources of information. *Identify ways in which Geography is presented and represented (e.g. fiction, images, maps) *Present information using age-related tables, graphs and charts, maps and plans, drawings and perspectives, posters and diagrams and digital presentations.	*Engage in guided enquiries and begin to suggest own questions for enquiry *Begin to evaluate own observations and compare them with others *Understand the eight compass points and begin to use them to follow routes *Apply age –appropriate Maths knowledge to understanding of geography (e.g. length, distance, volume, angles, area and scales) *Secure use of left/right from any perspective (e.g. with an upside-down map) and use eight compass points to describe routes **Academic skills** *Begin to frame questions and answers in geographically valid ways (e.g. linked to similarities and differences or change over time) *Select information according to relevance (e.g. identifying only 'main' landmarks or features) *Begin to understand the difference between primary and secondary data (link to History NC) *Present information using age-related tables, graphs and charts, maps and plans, drawings and perspectives, posters and diagrams and digital presentations.	describe routes and identify locations *Apply age-appropriate Maths knowledge to understanding of geography (e.g. length, distance, mass, capacity/volume, angles, area and scales) **Academic skills:** *Ask and answer geographically valid questions (e.g. about cause and effect, reliability, change and difference) *Identify connections, contrasts and trends in observations or information selected *Present information using age-related tables, graphs and charts, maps and plans, drawings and perspectives, posters and diagrams and digital presentations.	distance, mass, capacity/volume, angles, area scales, negative numbers for temperature, equivalences between metric and imperial measures) **Academic skills:** *Ask and answer geographically valid questions (e.g. about significance, reliability, relevance and perspective) *Explain the usefulness, reliability and relevance of information *Begin to understand how geographical 'facts' are often interpreted to support opinions *Present information using age-related tables, graphs and charts, maps and plans, drawings and perspectives, posters and diagrams and digital presentations.	offer suggestions for future enquiries based on results *Evaluate own observations, compare them with others and draw conclusions *Apply age-appropriate Maths knowledge to understanding of Geography (e.g. length, distance, mass, capacity, area, scales, negative numbers for temperature, converting between metric and imperial measures, calculating volume) **Academic skills:** *Regularly ask and answer perceptive questions in geographically valid ways *Thoughtfully organise information by relevance and begin to critique information provided by a range of sources *Explain how geographical 'facts' are used and interpreted to support opinions and begin to understand the idea of 'tertiary' sources/data. *Present information using age-related tables, graphs and charts, maps and plans, drawings and perspectives, posters and diagrams and digital presentations.

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EYFS **Intent**: On maps, children will know that land is often represented in green and water is blue **Future learning:** Y1 'Toys' Children will use a globe and world map and locate continents and oceans and a UK map to identify countries, capitals and surrounding seas.	**FIRE AND ICE** **What is it like to live in hot and cold places?** **Builds upon:** EYFS Identify a map, begin to make attempts at drawing a map and to know that land is often represented in green and water is blue **Intent:** Children will make use of a globe and atlases to identify hot and cold countries, continents and oceans studied **Future learning:** Y2 'Home Sweet Home' Children will use a globe and world map and locate continents and oceans and a UK map to identify countries, capitals and surrounding seas. **TOYS** **What is life like for children around the world?** **Builds upon:** EYFS Children begin to use secondary sources (e.g. photographs, sketches or films) to find out about places **Intent:** Children will use a globe and world map and locate continents and oceans and a UK map to identify countries, capitals and surrounding seas. **Future learning:** Y2 'My World' Children explore what it is like for children who live in different European countries, plus Australia	**MY WORLD** **What do we know about our European neighbours?** **Builds upon:** Y1 'Fire and Ice' Children used a globe and world map and locate continents and oceans and a UK map to identify countries and surrounding seas when looking at hot and cold places **Intent:** Children will use world maps, globes and atlases to identify locations studied **Future learning:** Y3 'Our Colourful World' Children begin to use a wider range of maps (including OS maps) as well as atlases, globes and digital mapping to locate countries and describe features of European countries, including Greece and Russia **HOME SWEET HOME** **What is life like on the Island of Struay (Coll)?** **Builds upon:** Y1 'Down on the Farm' Children drew a simple map based on the book, 'Rosie's Walk' **Intent:** Children will devise a simple map of a place in the local area (Struay) **Future learning:** Y3 'Where We Live' Children will create a map of their journey on a local trail, using OS symbols and a key **SPLASH** **What is it like to live in our local area?**	**OURSELVES** **How does climate affect life on Earth?** **Builds upon:** Y1 'Fire and Ice' Children will ask and answer simple questions when prompted about what has been observed when studying hot and cold places **Intent:** Children will engage in guided enquiries and begin to suggest own questions for enquiry whilst investigating and measuring microclimates around the school grounds **Future learning:** Y4 'Materials' Children will ask and answer geographically valid questions (e.g. about cause and effect, reliability, change and difference) when discussing possibility of a new quarry outside March **WHERE WE LIVE** **What is it like to live in March today?** **Builds upon:** Y2 'Home Sweet Home' Children will use skills of devising a simple map of Struay **Intent:** Create a simple sketch map e.g. of a short route followed, with OS symbols and a key (journey to school and on a local trail) **Future learning:** Y4 'The Park' Children will draw a map (including symbols and key) from a description of a river and compare to other maps.	**THE ROMANS** **What are the key physical characteristics of the places we have studied?** **Builds upon: Y3** Children will know that four-figure grid references can be used to identify locations and begin to use them. **Intent:** Use four-figure grid references to identify and describe the location **Future learning:** Y5 'Journeys' Children will begin to use six-figure grid references **SAXONS AND VIKINGS** **Why did they come to East Anglia?** **Builds upon:** Y3 'Where we live' Children will have used digital maps and OS maps to locate where they live **Intent:** Children will use a wider range of maps (including OS maps at varying scales) as well as atlases, globes and digital mapping to locate countries and describe features studied **Future learning:** Y5 'Journeys' Children will extend their knowledge of OS maps to use six-figure grid references to identify and describe locations **OUR NATURAL WORLD/ HOW SCHOOLS HAVE CHANGED** **How do we make use of our natural resources?**	**VICTORIANS** **What impact did the Victorians have on UK and world geography?** **Builds upon:** Y3 'Our Colourful world' Children will have presented information on their school environment, including age-related charts, maps and diagrams **Intent:** Children will present information using age-related tables, graphs and charts, maps and plans, drawings and perspectives, posters and diagrams and digital presentations. **Future learning:** Y6 'The Earth' Children complete enquiries based on own suggested questions and offer suggestions for future enquiries based on results for example, when discussing the tunnel link between France and England, and the location of Disneyland Paris **JOURNEYS/CASTLES** **How does March compare with Llangollen?** **Builds upon:** Y4 'The Park' Children will have used four-figure grid references **Intent:** Children will begin to use six-figure grid references to identify and describe locations **Future learning:** Y6 Children will continue to use six-figure grid references **ANCIENT EGYPT/ RIVER NILE**	**MY BODY/THE MAYANS** **From Rio to the Rainforest: What do we know about life in Brazil?** **Builds upon:** Y4 'Water, ships and seafarers' Children will use a wider range of maps (including OS maps at varying scales) as well as atlases, globes and digital mapping to locate countries and describe features studied **Intent:** Children will use a wide range of maps (including OS maps at varying scales and distribution/thematic maps) as well as atlases, globes and digital mapping to locate countries and describe features studied **THE EARTH/THE TUDORS** **How can we compare the UK with Northern France?** **Builds upon:** Y4 'Materials' Children will ask and answer geographically valid questions (e.g. about cause and effect, reliability, change and difference) when discussing possibility of a new quarry outside March **Intent:** Children complete enquiries based on own suggested questions and offer suggestions for future enquiries based on results for example, when discussing the tunnel link between France and England, and the location of Disneyland Paris

	DOWN ON THE FARM **What is farming?** **Builds upon:** EYFS Use everyday language to talk about distance and relative positions (behind, next to) in the local environment **Intent:** Children will use basic symbols in a key and draw own maps and plans by drawing around shapes/using own symbols ('Rosie's Walk) **Future learning:** Y2 'Home Sweet Home' Children will devise a map of Stray based on what they have read in the book.	**Builds upon:** Y1 'Fire and Ice' Children used simple locational language to describe how near/far away a place was. **Intent:** Children will use simple compass directions (N, S, E, W) and locational and directional language to describe the location of features and routes on a map to help Barnaby Bear locate the classroom **Future learning:** Y3 'Where we live' Children will Understand the eight compass points and begin to use them to follow routes	**OUR COLOURFUL WORLD** **How do we use the environment around us?** **Builds upon:** Y2 'Splash' Children created questionnaires about their school environment and then used tables/ charts and tallies to present information **Intent:** When investigating the local school environment, children will present information collected using age-related tables, graphs and charts, maps and plans, drawings and perspectives, posters and diagrams and digital presentations. **Future learning:** Y4 'Materials' Children will ask and answer geographically valid questions about a possible new quarry site outside March	**Builds upon:** Y3 'Our Colourful world' Children investigated their school environment and presented information in different ways **Intent:** Children will ask and answer geographically valid questions (e.g. about cause and effect, reliability, change and difference) when discussing possibility of a new quarry outside March **Future learning:** Y6 'The Earth' Children complete enquiries based on own suggested questions and offer suggestions for future enquiries based on results for example, when discussing the tunnel link between France and England, and the location of Disneyland Paris	**How does the River Nile affect the lives of people who live in Egypt?** **Builds upon:** Y4 'Water, ships and seafarers' Children will use a wider range of maps (including OS maps at varying scales) as well as atlases, globes and digital mapping to locate countries and describe features studied **Intent:** Children will explain ideas using a thematic map for reference (when discussing Egypt's climate, average temperatures, rainfall etc) **Future learning:** Y6 My Body' Children will continue to use and be able to interpret thematic maps when looking at rainfall, average temperatures in Brazil	**THE BLITZ/ LIFE ON THE HOMEFRONT** **How has land use changed over time in Fenland?** **Builds upon:** Y5 'Journeys' Children will have used maps to estimate distances from March to Llangollen **Intent:** The children will be able to use maps to calculate distances

YEAR GROUP VOCABULARY BY STRAND

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	(REVISE AND SECURE VOCABULARY INTRODUCED IN PREVIOUS YEAR GROUPS)						
Locational Knowledge	Cavalry Primary School March *North Pole* *South Pole* *(Introduce – will be developed in KS1)*	Cavalry Primary School Cavalry Drive March United Kingdom + four countries of UK and capital cities Republic of Ireland British Isles Great Britain North Sea Irish Sea English Channel Europe Africa Asia Australia North America South America Antarctica North Pole South Pole Arctic Circle Antarctic Circle Pacific Ocean Atlantic Ocean Indian Ocean Arctic Ocean	Cavalry Park High Street St Peter's Road River Nene Fenland East Anglia Norfolk coast North and South Atlantic Ocean *Equator* *Northern Hemisphere* *Southern Hemisphere* *(Introduce – will be developed in KS2)*	Cambridgeshire March Chatteris Wisbech <u>UK Regions:</u> North East, North West Yorkshire and the Humber West Midlands, East Midlands East Anglia, (Greater) London South East, South West <u>Local counties/ authorities</u> Cambridge Peterborough Huntingdon Norfolk + other significant UK counties by population/area district authority council borough <u>Major UK cities</u> (by population)	River Nene Sixteen Foot Drain Forty Foot Drain The Wash <u>Other local rivers</u> River Cam River Great Ouse <u>Other UK rivers</u> Severn, Thames, Trent Wye <u>World rivers</u> Nile, Amazon, Yangtze, Mississippi, Yenisei, Yellow, Volga, Ganges <u>Mountains</u> <u>Highest peaks on each continent:</u> Mount Everest, Aconcagua, Denali, Kilimanjaro, Vinson, Mont Blanc, Elbrus, Puncak Jaya, Mount Kosciuszko <u>Mexico/ Volcanoes and Earthquakes</u> Mexico City + other major cities (by population), rivers, mountains (including volcanoes) and location of major earthquakes,	<u>Local coastal locations</u> Hunstanton, Wells-next-to-the-sea, Great Yarmouth, Skegness, Cromer, Lowestoft <u>UK coastal locations</u> Aberystwyth , Bangor, Blackpool, Bournemouth, Bridlington, Brighton, Great Yarmouth, Llandudno, Morecambe, Newquay, Skegness, Whitley Bay Countries/cities in continents not covered that are of interest to the children/in the news	<u>UK National Parks</u> <u>England</u>: Broads, Dartmoor, Exmoor, Lake District, New Forest, Northumberland, North York Moors, Peak District, Yorkshire Dales, and South Downs. <u>Wales</u>: Brecon Beacons, Pembrokeshire Coast, and Snowdonia. <u>Scotland</u>: Cairngorms and Loch Lomond & the Trossachs. <u>Northern France</u> Paris, Normandy, River Seine, Calais, <u>North and South America</u> Countries + major capital cities + other major cities (by population) + major rivers and mountains Atacama Desert <u>Brazil</u> Brasilia Rio De Janeiro Sao Paolo + other major cities (by population), regions, rivers and mountains

		Southern Ocean		Europe Countries + major capital cities (by population/area) including Paris + major rivers/mountains (by length/height) European Union	Eyjafjallajökull in Iceland (erupted April 2010) Ring of Fire + other volcanoes/earthquakes in each continent N & S Hemispheres Lines of latitude including the Equator and the Tropics of Cancer & Capricorn		Lines of longitude including the Prime/ Greenwich Meridian
Place Knowledge	place feature same different	country continent location local national area point building landscape community *physical/human* *similarity/difference* *(introduce)*	significant global international locality European/non-Europ ean physical (feature) human (feature) similarity difference	region rural urban *effect/impact* *compare* *contrast* *pattern* *physical geography* *human geography* *(introduce)*	compare contrast pattern effect impact physical geography human geography	locale trend representation physical process human process/ activity	bias subjective/subjectivity interconnection interaction
Human and Physical Geography	school playground home/house road/street park shop field hill beach river land sea hot/cold *weather +* *weather vocab* *season* *(Introduce – will*	(capital) city town village farm office factory forest mountain ocean weather (+ weather vocab) temperature season/seasonal + (names of seasons) journey abroad	landmark terrace/detached/ semi-detached/flat airport university mine dam border port/harbour coast beach cliff *poles* *Equator (Introduce – will be developed in KS2)* desert valley	county borough suburb settlement land use retail industry/industrial leisure tourism business motorway employment land border *million (introduce for population – Y5 Maths NC)* characteristic	environment/ environmental atmosphere climate (climate change) climate zones (polar, temperate tropical and desert, mountain and Mediterranean) biomes: rainforest, forest (deciduous and coniferous), grassland (savannah and temperate), desert (hot and polar), Mediterranean and tundra (Arctic and alpine) vegetation belt volcano lava magma peninsula strait body of water	coastal erosion erosion landform depositional landform longshore drift weathering cave/arch/stack/column/ stump tide/tidal coastal management sea defences sea wall breakwater tidal barrier groynes gabions revetments economic activity culture trade finance	production/distribution/ consumption of natural resources import/export sustainability climate change demographic *sphere of influence* *(Introduce)* infrastructure renewable/non-renewable energy desertification globalisation rainforest forest floor/understory canopy/emergent layer deforestation wildfire plains canyon

	be developed in KS1)	object (from Sci NC)	vegetation island national park habitat life cycle food chain/web (from Sci NC)	mountain range lake *summit* *source* *mouth* *river bank* *river bed* *sea level (Introduce – will be developed in Year 4)* *natural resources*	tributary upper/middle/lower course erosion deposition water cycle source mouth river bank river bed channel meander delta sedimentary/igneous/ metamorphic rock alpine types of mountain: fold, dome and fault-block crust mantle core plate tectonic vent crater dormant extinct geothermal earthquake fault line epicentre landslide avalanche Richter Scale tsunami aftershock tremor	arable/pastoral/mixed farming waste pollution	population distribution population density fair/ethical trading energy production favela economy
Geographical Skills and Fieldwork	map place behind/in front of next to above below inside outside along around *up* *down* *left* *right*	globe world map atlas aerial photo route plan *symbol* *key (Introduce – will be developed in Year 2)* senses (from Sci NC) direction near/far/further left/right	symbol key grid grid reference digital map satellite photo zoom in/out highlight/label measure pictograms (from Maths NC) beyond	Ordnance Survey (map) size quantity *scale (Introduce - will be developed throughout KS2)* bar charts angle (from Maths NC) *four-figure grid references* *coordinates* *eight compass points*	contents/index (of atlas) contour lines scale-bars linear/non-linear purpose reliability acute/obtuse angles time graphs discrete and continuous data (from Maths NC) four-figure grid references	thematic maps timetables line graphs acute/obtuse/reflex angles (from Maths NC) six-figure grid references easting/northing azimuth bearings (e.g. NE = 45˚) perspective purpose	distribution/thematic maps prejudice metric/imperial equivalents pie charts mean radius diameter circumference (from Maths NC) perception bias

	(*Introduce – will be developed in KS1)* Where/ Where is…?	high/higher compass *compass direction/point North/South /East/West (Introduce – will be developed in Year 2)*	compass direction/point North/South /East/West (consolidate – will be developed in Year 3) source patterns similarity/difference	*North-East/South-East /North-West/South-West (Introduce – will be developed in Year 4)* distance *primary and secondary data* *perspective* *purpose* *reliability* *evaluate (Introduce – will be developed throughout KS2)*	coordinates *easting/northing* eight compass points North-East/ South-East/ North-West/ South-West evaluate cause and effect connection contrast trend *(Introduce – will be developed in Years 5 and 6)*	significance reliability relevance conclusions trend	*tertiary source/data (Introduce – will be developed in KS3)*