

Progression Framework for Geography

KS2 National Curriculum Expectations

Locational Knowledge

Pupils should be taught to:

- 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

Pupils should be taught to:

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

Pupils should be taught to:

- 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

Pupils should be taught to:

- 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.

Intent

We offer a structure and sequence of lessons to help teachers ensure they have covered the skills required to meet the aims of the national curriculum. The content allows for a broader, deeper understanding of the four areas of geography identified in the curriculum. It will develop contextual knowledge of the location of globally significant places and understanding of the processes that give rise to key physical and human geographical features of the world, along with how they bring about variation and change over time. We intend to develop children's curiosity and a fascination of the world and its people that will remain with them for the rest of their lives. The units offer a range of opportunities for investigating places around the world as well as physical and human processes. The lessons are intended to improve children's geographical vocabulary, map skills and geographical facts and provide opportunities for consolidation, challenge and variety to ensure interest and progress in the subject.

Implementation

In KS2, map skills are developed further using digital maps, more keys and symbols and children begin to use more fieldwork skills. Through revisiting and consolidating skills, our lesson plans and resources help children build on prior knowledge alongside introducing new skills and challenge. All children expand on their skills in local knowledge, place knowledge, human and physical geography, geographical skills and fieldwork. Across KS2, children have a range of opportunities to experience geography through practical engaging tasks beyond the classroom. Key words are also taught at the beginning of each lesson so that they are used by children to deepen their geographical knowledge

Impact

All children will use geographical vocabulary accurately and understand the different strands of geography, with a deep understanding of the Earth's key physical and human processes. Children will begin to make relevant links from geography to other curriculum subjects, such as history and science. They will improve their enquiry skills and inquisitiveness about the world around them, and their impact on the world. All children will realise that they have choices to make in the world, developing a positive commitment to the environment and the future of the planet. Children will become competent in collecting, analysing and communicating a range of data gathered. They will be able to interpret a range of sources of geographical information and they will communicate geographical information in a variety of ways. All children in the school will be able to speak confidently about their geography learning, skills and knowledge.

Curriculum area	LKS2		UKS2	
	Year 3	Year 4	Year 5	Year 6
Geographical Knowledge				
Locational Knowledge	<p>Locate countries in all continents</p> <p>Identify seas and oceans</p> <p>Identify the British Isles and countries</p> <p>Locate cities in Italy</p>	<p>Locate Europe, its countries and capital cities</p> <p>Locate the world's countries in South America</p>	<p>Locate the world's countries in North America. Recognise that there are different states within USA</p>	<p>Identify the position and significance of latitude, longitude, equator, hemisphere, tropics and poles. Understand world time zones.</p>
Understanding places and connections				
Place Knowledge	<p>Compare regions in the UK and Europe including weather, equator, mountain range, Apennine, river Po, topology, volcanoes, climate, weather, Rome</p> <p>Diversity</p> <p>Demographic-age of population</p> <p>Human and physical similarities and differences between a region in UK to a region in Italy.</p>	<p>Human and physical similarities and differences between a region in UK to a region in Spain</p>	<p>Human and physical similarities and differences between a region in UK to a region in USA</p> <p>Describe the impact of the Exxon disaster in Alaska</p>	<p>Human and physical similarities and differences between a region in UK to a region</p> <p>Describe effects of a volcanic eruption in Pompeii</p>

Geographical Understanding				
Human Geography	Describe human features of Italy Compare regions in UK and Italy	Describe human features of Spain Describe a Spanish festival Describe land use and settlements	Describe human features of Alaska Describe urban and rural areas	Describe the distinctive characteristics of settlements Describe the key characteristics of rural areas Describe the main land uses within urban areas and the activities that take place there Describe effects of a volcanic eruption in Pompeii
Physical Geography	Describe physical and human features of Italy including cities, rivers, mountains, landscape, climate Understand what climate is	To describe physical features of Spain including major rivers and mountain ranges	Describe coastlines Understand Alaskan climate Understand topography	Describe and understand volcanoes. Describe and understand key aspects of physical geography including mountains in the UK, rivers in the UK and the water cycle.

Geographical Skills and Enquiry				
	<p>Know the directions of a compass. To use directional language</p> <p>Use maps, atlases and globes and digital/computer mapping to locate UK and Europe, its countries and regions</p> <p>Use symbols and keys in ordnance survey maps of the UK.</p> <p>Use sketch maps to record human and physical features of the local area</p>	<p>Use an 8-point compass to follow simple directions.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and human features.</p> <p>Use maps, atlases and globes and digital/computer mapping to locate Spain, South America and UK and their features.</p> <p>Use symbols and keys including use of ordnance survey maps of local area</p> <p>Use fieldwork to observe and measure human and physical features in local area using digital technologies.</p>	<p>Use a 4-figure grid reference in ordnance survey maps to build knowledge of UK.</p> <p>Use maps, atlases and globes and digital/computer mapping to locate USA and key features</p> <p>Use fieldwork to observe and measure popular human and physical features in the local area and present findings using digital technologies.</p>	<p>Use a 6-figure grid reference in ordnance survey maps to build knowledge of wider world.</p> <p>Use maps, atlases and globes and digital/computer mapping to locate volcanoes</p> <p>Use fieldwork by creating own enquiry question. Answer a quantitative enquiry question about the River Lea.</p>

Geographical Framework- guidance for meeting expectations				
Lower Key Stage 2				
Curriculum area	Strand	<i>What to look for guidance (Working towards expectations)</i>	<i>What to look for guidance (Meeting expectations)</i>	<i>What to look for guidance (Exceeding expectations)</i>

Geographical Knowledge

The UK and local area

G.2.1.1. Name and locate counties, cities and geographical regions of the United Kingdom and recognise their identifying human and physical characteristics.

G.2.1.2. The child can describe where the UK is located, and name and locate its four countries and some counties; locate where they live in the UK.
The child can relate continent, country, county, city/where you live.
The child can locate the UK's major urban areas; locate some physical environments in the UK. *(E.g. Use a copy of a map of the British Isles and locate and label the main British rivers.)*

G.2.1.3. The child can describe where the UK is located, and name and locate some major urban areas; locate where they live in the UK using locational terminology (north, south, east, west) and the names of nearby counties.
The child can locate and describe some human and physical characteristics of the UK. *(E.g. Use a copy of a map of the British Isles and locate and label the main British rivers. Add the names of settlements at the mouth of the rivers.)*

G.2.1.4. The child can describe where the UK is located, and name and locate a range of cities and counties; locate where they live in the UK using locational terminology (north, south, east, west).
The child can locate and describe several contrasting physical environments. *(E.g. Use a copy of a map of the British Isles and locate and label the main British rivers. Add the names of settlements at the mouth of the rivers. Locate and label the mountains/hills where the source of these rivers is found.)*

<p>The world and continents</p>	<p>G.2.2.1. Locate the world's countries, focusing on Europe and North and South America.</p>	<p>G.2.2.3.a. The child can locate countries in Europe and North and South America on a map or atlas. The child can describe some European and North and South American cities using an atlas. <i>(E.g. Using the words of the song 'Route 66', locate the places mentioned on a map of the USA to show a route across the USA.)</i></p>	<p>G.2.2.4 a. The child can locate some countries in Europe and North and South America on a map or atlas. The child can relate continent, country, state, city. Identify states in North America using a map. <i>(E.g. Using the words of the song 'Route 66', locate the places mentioned on a map of the USA to show a route across the USA. Describe the route.)</i></p>	<p>G.2.2.5.a. The child can locate most countries in Europe and North and South America using an atlas. The child can identify states in the USA using a map. Explain and illustrate, with examples, continent, country, state, city. <i>(E.g. Using the words of the song 'Route 66', locate the places mentioned on a map of the USA to show a route across the USA. Describe the route and what you would expect to see on the way.)</i></p>
	<p>G.2.2.2. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles, the Prime/Greenwich Meridian and time</p>	<p>G.2.2.3.b. The child can use a globe and map to identify the position of the Poles, the Equator, Northern Hemisphere and Southern Hemisphere. Locate the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles. <i>(E.g. In a group, make a locational map quiz or puzzle for their class to test knowledge of key points and lines on the globe.)</i></p>	<p>G.2.2.4 b. The child can identify the position of the Prime/Greenwich Meridian and understand the significance of latitude and longitude. <i>(E.g. In a group or individually, make a locational map game, quiz or puzzle for other children in their class to test knowledge and understanding of latitude and longitude.)</i></p>	<p>G.2.2.5.b. The child can identify the position of the Equator, Northern Hemisphere and Southern Hemisphere and understand the significance of the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles, the Prime/Greenwich Meridian (including day and night). <i>(E.g. Individually or leading a group, create a locational map game, quiz or puzzle for other children in their class or school to test knowledge and understanding of the significance of latitude and longitude.)</i></p>

	zones (including day and night).			
Understanding places and connections				
Place Knowledge	G.2.5.1. Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.	G.2.5.3.a. The child can understand the basic physical and human geography of the UK and its contrasting human and physical environments. The child can recognise that some regions are different from others. <i>(E.g. Research a coastal locality and make a travel agent style presentation to a group of people to promote the human and physical characteristics of the area.)</i>	G.2.5.4.a. The child can understand the physical and human geography of the UK and its contrasting human and physical environments. The child can explain why some regions are different from others. <i>(E.g. Research a coastal locality and make a travel agent style presentation to a group of people to promote the human and physical characteristics of the area and how they combine to form a unique environment.)</i>	G.2.5.5.a. The child can have a good understanding of the physical and human geography of the UK and its contrasting human and physical environments. The child can explain why some regions are different from others and give reasons why some are similar. <i>(E.g. Research a coastal locality and make a travel agent style presentation to a group of people to promote the human and physical characteristics of the area and how they combine to form a unique environment compared to other areas.)</i>

	<p>G.2.5.2. 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.</p>	<p>G.2.5.3.b. The child can recognise that there are physical and human differences within countries and continents. The child can show awareness of the physical and human characteristics of a European region and a region in North or South America. <i>(E.g. Using photos, information sheets and Google Earth, record information about one city in North America and one in South America. Compare these cities, identifying one difference and one similarity.)</i></p>	<p>G.2.5.4.b. The child can describe and compare similarities and differences between some regions in Europe and North or South America. The child can understand how the human and physical characteristics of one region in Europe and North or South America are connected and make it special. <i>(E.g. Using photos, information sheets and Google Earth, record information about one city in North America and one in South America and their surrounding areas. Compare these cities, drawing out human and physical characteristics. Identify differences and similarities.)</i></p>	<p>G.2.5.5.b. The child can offer explanations for the similarities and differences between some regions in Europe and North or South America. The child can describe and compare the physical and human characteristics of some regions in North or South America. The child can understand how the human and physical characteristics are connected for more than one region in Europe and North or South America. <i>(E.g. Using photos, information sheets and Google Earth, record information about several cities in North America and South America and their surrounding areas. Select two cities and their surrounding areas to compare, drawing out human and physical characteristics, differences and similarities.)</i></p>
	<p>G.2.5.10. Establish an understanding of the interaction between physical and human processes.</p>	<p>G.2.5.11. The child can describe how some physical processes can cause hazards to people. The child can recognise that there are advantages and disadvantages of living in certain environments.</p>	<p>G.2.5.12. The child can understand how physical processes can cause hazards to people. The child can describe some advantages and disadvantages of living in hazard-prone areas. <i>(E.g. Investigate the causes and impacts of the 2011</i></p>	<p>G.2.5.13. The child can offer reasons why physical processes can cause hazards to people. The child can offer explanations for the advantages and disadvantages of living in hazard-prone areas. <i>(E.g. Investigate the causes and impacts of the 2011</i></p>

		<i>(E.g. Investigate the impacts of the 2011 Japanese earthquake using images and internet research.)</i>	<i>Japanese earthquake using images and internet research.)</i>	<i>Japanese earthquake using images and internet research, and investigate how people are attempting to minimise the impacts of future earthquakes.)</i>
Geographical Understanding				
Physical Knowledge	G.2.3.1. Describe and understand key aspects of physical geography including: climate zones, biomes and vegetation belts.	G.2.3.3.a. The child can describe the pattern of hot or cold areas of the world and relate this to the position of the Equator and the Poles. <i>(E.g. Prepare a report, using a map and photographs, about an animal they have chosen. This should contain details of the animal, where it lives in terms of climate and what it eats.)</i>	G.2.3.4.a. The child can indicate tropical, temperate and polar climate zones on a globe or map and describe the characteristics of these zones using appropriate vocabulary. <i>(E.g. Prepare a report, using maps and photographs, about an animal they have chosen. This should contain details of the animal, where it lives in terms of climate and biome, and what it eats.)</i>	G.2.3.5.a. The child can indicate tropical, temperate and polar climate zones on a globe or map and describe the characteristics of these zones using appropriate vocabulary. The child can understand the relationship between climate and vegetation. <i>(E.g. Independently prepare a report, using maps and photographs, about an animal they have chosen. This should contain details of the animal, where it lives in relation to climate and biome, and how it is suited to the environment.)</i>
	G.2.3.2. Describe and understand key aspects of physical geography including: rivers and mountains	G.2.3.3.b. The child can recognise different natural features such as a mountain and river and describe them using a range of key vocabulary.	G.2.3.4.b. The child can use simple geographical vocabulary to describe significant physical features and talk about how they change. The child can describe a river and mountain environment	G.2.3.5.b. The child can describe several physical features and describe how they change. The child can describe and name the key landscape features of river and mountain environments in the UK. The child can explain the water cycle in appropriate geographical language.

		<p>The child can describe the water cycle using simple vocabulary, and name some of the processes associated with rivers and mountains.</p> <p><i>(E.g. With support, make a working model of a volcano. Label it with the features of a volcano and describe an eruption.)</i></p>	<p>in the UK, using appropriate geographical vocabulary. The child can describe the water cycle in sequence, using appropriate vocabulary, and name some of the processes associated with rivers and mountains.</p> <p><i>(E.g. Make a working model of a volcano. Label it with the features of a volcano and explain what happens when it erupts.)</i></p>	<p>The child can describe some of the processes associated rivers and mountains.</p> <p><i>(E.g. Independently make a working model of a volcano. Label it with the features of a volcano and describe how, and offer reasons why, it erupts. Relate this to one or more examples of volcanoes around the world.)</i></p>
<p>Human Knowledge</p>	<p>G.2.4.1. Describe and understand key aspects of human geography, including: types of settlement and land use.</p>	<p>G.2.4.2. The child can identify and sequence different human environments, such as the local area and contrasting settlements such as a village and a city.</p> <p>The child can recognise features and some activities that occur in different settlements using a range of key vocabulary.</p> <p>The child can recognise the main land uses within urban areas and the key characteristics of rural areas.</p>	<p>G.2.4.3. The child can identify and sequence a range of settlement sizes from a village to a city.</p> <p>The child can describe the characteristics of settlements with different functions, e.g. coastal towns.</p> <p>The child can use appropriate vocabulary to describe the main land uses within urban areas and identify the key characteristics of rural areas.</p> <p><i>(E.g. Using Google Earth, atlases and images, research several major cities in North and South America and</i></p>	<p>G.2.4.4. The child can describe the distinctive characteristics of settlements with different functions and of different sizes, e.g. coastal towns.</p> <p>The child can describe the main land uses within urban areas and the activities that take place there. The child can describe the key characteristics of rural areas.</p> <p><i>(E.g. Using Google Earth, atlases and images, independently research several major cities in North and South America and suggest reasons why they are different and similar.)</i></p>

		<i>(E.g. Using Google Earth, atlases and images with support, research some major cities in North and South America and identify how they are different.)</i>	<i>identify how they are different and similar.)</i>	
Geographical Skills and Enquiry				
Maps and Atlas work	G.2.6.1. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	G.2.6.3.a. The child can use a map to identify countries in Europe and/or North and South America. The child can use an atlas to describe where the UK is located, and name and locate its four countries and some counties; locate where they live in the UK. The child can use an atlas to locate where they live in the UK and the UK's major urban areas. <i>(E.g. Use an atlas to locate places in an atlas using the contents page.)</i>	G.2.6.4.a. The child can use a map or atlas to locate some countries and cities in Europe or North and South America. The child can use a map to locate some states of the USA. The child can use an atlas to locate the UK and locate some major urban areas; locate where they live in the UK. <i>(E.g. Use an atlas to locate places using latitude and longitude and be able to describe the location of the place using a nested hierarchy.)</i>	G.2.6.5.a. The child can use an atlas to locate many countries, cities and key features in Europe or North and South America. The child can use a map to locate the states of the USA. The child can use an atlas to name and locate a range of cities and counties in the UK. <i>(E.g. Use an atlas with confidence to locate places using latitude and longitude, be able to describe the location of the place using a nested hierarchy and describe where the place is in relation to others.)</i>
	G.2.6.2. Use symbols and key (including the use of Ordnance	G.2.6.3.b. The child can use a simple letter and number grid.	G.2.6.4.b. The child can use four-figure grid references. The	G.2.6.5.b. The child can know that six-figure grid references can help you find a place more accurately

	<p>Survey maps) to build their knowledge of the United Kingdom and the wider world.</p>	<p>The child can give direction instructions up to four compass points. The child can use large-scale maps outside. <i>(E.g. Follow a local river downstream on an OS map. Identify some features of the river.)</i></p>	<p>child can give direction instructions up to eight compass points. The child can adeptly use large-scale maps outside. <i>(E.g. Follow a local river downstream on an OS map. Identify human and physical features along the river's course and record these with grid references.)</i></p>	<p>than four-figure grid references. The child can use the scale bar or 1 km grid to estimate distance. The child can recognise patterns on maps and begin to explain what they show. <i>(E.g. Independently follow a stretch of river downstream on an OS map. Identify human and physical features along the river's course and record these with grid references. Write a description of the river's course using this information.)</i></p>
<p>Fieldwork and investigation</p>	<p>G.2.7.1. Use a range of methods including sketch maps, plans and graphs, and digital technologies.</p>	<p>G.2.6.3.a. The child can use a map to identify countries in Europe and/or North and South America. The child can use an atlas to describe where the UK is located, and name and locate its four countries and some counties; locate where they live in the UK. The child can use an atlas to locate where they live in the UK and the UK's major urban areas. <i>(E.g. Use an atlas to locate places in an atlas using the contents page.)</i></p>	<p>G.2.6.4.a. The child can use a map or atlas to locate some countries and cities in Europe or North and South America. The child can use a map to locate some states of the USA. The child can use an atlas to locate the UK and locate some major urban areas; locate where they live in the UK. <i>(E.g. Use an atlas to locate places using latitude and longitude and be able to describe the location of the place using a nested hierarchy.)</i></p>	<p>G.2.6.5.a. The child can use an atlas to locate many countries, cities and key features in Europe or North and South America. The child can use a map to locate the states of the USA. The child can use an atlas to name and locate a range of cities and counties in the UK. <i>(E.g. Use an atlas with confidence to locate places using latitude and longitude, be able to describe the location of the place using a nested hierarchy and describe where the place is in relation to others.)</i></p>

	G.2.7.2 Use fieldwork to observe, measure, record and present the human and physical features in the local area.	G.2.7.3.b. The child can, in a group, carry out fieldwork in the local area using appropriate techniques suggested. <i>(E.g. Participate with a group to create a river in the playground using natural materials. Use a watering can to form the river. Observe and record what happens to the water over different materials. Take photographs and label with key river features.)</i>	G.2.7.4.b. The child can, in a group, carry out fieldwork in the local area selecting appropriate techniques. <i>(E.g. Create a river in the playground using natural materials. Use a watering can to form the river. Observe and record what happens to the water over different materials. Take photographs and label with key river features and processes.)</i>	G.2.7.5.b. The child can plan a fieldwork investigation in the local area selecting appropriate techniques. <i>(E.g. Take a lead in planning and creating a river in the playground and select a range of natural materials to use. Use a watering can to form the river. Observe and record what happens to the water over different materials. Take photographs and annotate with key river features and processes.)</i>
	Upper Key Stage 2			
Curriculum area	Strand	<i>What to look for guidance (Working towards expectations)</i>	<i>What to look for guidance (Meeting expectations)</i>	<i>What to look for guidance (Exceeding expectations)</i>
Geographical Knowledge				

<p>The UK and Local area</p>	<p>G.2.1.5. Identify the geographical regions and key topographical features of the United Kingdom (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p>	<p>G.2.1.6. The child can locate and describe some physical environments in the UK, e.g. coastal environments, the UK's significant rivers and mountains. The child can locate the UK's regions and major cities. <i>(E.g. Use a blank map to create a 'Highest, longest, biggest' challenge – locate the longest river and highest point of each country of the UK.)</i></p>	<p>G.2.1.7. The child can locate and describe several physical environments in the UK, e.g. coastal and mountain environments, and how they change. The child can locate the UK's major urban areas, knowing some of their distinct characteristics and how some of these have changed over time. The child can recognise broad land-use patterns of the UK. <i>(E.g. Use a blank map to create a 'Highest, longest, biggest' challenge – locate the longest river and highest point of each country of the UK, as well as other categories the children develop on their own, e.g. waterfall, lake, city population.)</i></p>	<p>G.2.1.8. The child can locate and describe a range of contrasting physical environments in the UK, e.g. coastal, river, hill and mountain environments, and how they change. Locate, with accuracy, the UK's major urban areas, knowing their distinct characteristics and how they have changed over time. The child can identify broad land-use patterns of the UK. <i>(E.g. Create a 'Top Trumps' game for other groups in the class for rivers, mountains in the UK, as well as other categories the children develop on their own, e.g. waterfall, lake, city population.)</i></p>
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<p>The world and continents</p>	<p>G.2.2.6.a. 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>G.2.2.7.a. The child can locate some major cities and countries of Europe and North and South America on physical and political maps. The child can describe some key physical and human characteristics of Europe and North and South America. <i>(E.g. Use physical and political maps of Europe to create a junk model of the Alps. Label the key countries, cities and mountains.)</i></p>	<p>G.2.2.8.a. The child can locate cities, countries and regions of Europe and North and South America on physical and political maps. The child can describe key physical and human characteristics and environmental regions of Europe and North and South America. <i>(E.g. Use physical and political maps of Europe to create a junk model of the Alps. Draw the borders of the countries, and label main cities and mountains.)</i></p>	<p>G.2.2.9.a. The child can locate places and regions of Europe and North and South America, and can identify the distinct characteristics of some regions. The child can describe, compare and contrast key physical and human characteristics, and environmental regions of Europe and North and South America. <i>(E.g. Independently use physical and political maps of Europe to create a junk model of the Alps. Draw the borders of the countries, and label main cities and mountains. Add annotations to identify the main physical, human and cultural characteristics of the region of the Alps.)</i></p>
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	G.2.2.6.b. Identify the position and significance of latitude, longitude, 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).	G.2.2.7.b. The child can locate places studied in relation to the Equator, Tropics of Cancer and Capricorn, and their latitude and longitude . (E.g. Produce a world fruit map based around a world map locating the origin of some fruits and relate this to latitude, longitude, the Equator, the Tropics of Cancer and Capricorn, and climate.)	G.2.2.8.b. The child can locate places studied in relation to the Equator, the Tropics of Cancer and Capricorn, latitude and longitude , and relate this to their time zone, climate, seasons and vegetation. (E.g. Produce a world fruit map based around a world map locating the origin of several fruits and relate this to latitude, longitude, the Equator, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles and climate zone.)	G.2.2.9.b. The child can locate places studied in relation to the Equator, latitude and longitude , and relate this to their time zone, climate, seasons and vegetation. (E.g. Produce a world fruit map based around a world map locating the origin of several fruits and relate this to latitude, longitude, the Equator, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles and climate zone. Consider how these fruits could be grown nearer to home.)
Understanding places and connections				
Place Knowledge	G.2.5.6.a. Understand geographical similarities and differences and change through the study of human and	G.2.5.7.a. The child can understand how a region has changed. (E.g. Produce a presentation showing how the site of the 2012 London Olympic and Paralympic Games has changed.)	G.2.5.8.a. The child can understand how a region has changed and how it is different from another region of the UK. (E.g. Produce a presentation showing how the site of the	G.2.5.9.a. The child can understand how and why their region and other regions have changed, and how the regions of the UK are distinctive. (E.g. Produce a presentation showing how the site of the 2012 London Olympic and Paralympic Games has

	physical geography of the United Kingdom.		<i>2012 London Olympic and Paralympic Games has changed, including the views of local people.)</i>	<i>changed, including the views of local people and the future impact of the development of the Queen Elizabeth Park.)</i>
	G.2.5.6.b. 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.	G.2.5.7.b. The child can know and share information about a European region and a region in North or South America, and understand that a region such as the Alps is unique. <i>(E.g. Design an app/webpage/leaflet for tourists to the Alps selecting some information.)</i>	G.2.5.8.b. The child can know information about a region of Europe and North or South America, its physical environment and climate, and economic activity. <i>(E.g. Design an app/webpage/leaflet for tourists to the Alps, selecting a range of information about the physical and human environment.)</i>	G.2.5.9.b. The child can understand the importance of a region in Europe and in North or South America, its human and physical environment, and how they are Connected <i>(E.g. Design an app/webpage/leaflet for tourists to the Alps, selecting a range of information about the physical and human environment. Refine the item based on feedback.)</i>
	G.2.5.14. Deepen an understanding of the interaction between physical and human processes.	G.2.5.15. The child can explain some ways a volcanic region/coastal environment (including the oceans) is valuable and under threat from human activity. The child can understand how human activity is influenced by climate and weather.	G.2.5.16. The child can explain some ways volcanic region/coastal environment (including the oceans) are valuable, why they are under threat and how they can be protected. The child can understand how human activity is influenced by climate and weather.	G.2.5.17. The child can explain some ways volcanic region/coastal environment (including the oceans) are valuable, why they are under threat and a range of ways they could be protected for the future. The child can understand how human activity is influenced by climate and weather.

		<p>The child can understand hazards from physical environments such as avalanches in mountain regions. The child can identify an important environmental issue. <i>(E.g. Make an animation to show why the Amazon rainforest is valuable and why it should be protected.)</i></p>	<p>The child can understand hazards from physical environments and their management, such as avalanches in mountain regions. The child can explain several threats to wildlife/habitats. <i>(E.g. Make an animation to show why the Amazon rainforest is valuable and under threat, and why it should be protected.)</i></p>	<p>The child can understand the causes of hazards from physical environments and their management, such as avalanches in mountain regions. The child can understand that no one type of energy production will provide all our energy needs. <i>(E.g. Make an animation to show why the Amazon rainforest is valuable and how it should be protected.)</i></p>
Geographical Understanding				
<p>Physical Knowledge</p>	<p>G.2.3.6.a. Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts.</p>	<p>G.2.3.7.a. The child can understand that climate and vegetation are connected in an example of a biome, e.g. the tropical rainforest. The child can understand that animals and plants are adapted to the climate. The child can understand our food is grown in many different countries because of their climate. <i>(E.g. Create a fruit map poster based around a world map using several fruits and labelling their countries of origin.)</i></p>	<p>G.2.3.8.a. The child can understand how climate and vegetation are connected in biomes, e.g. the tropical rainforest and the desert. The child can describe what the climate of a region is like and how plants and animals are adapted to it. The child can understand how food production is influenced by climate. <i>(E.g. Produce a world fruit map showing where the fruit we eat is grown and the key aspects of the climate in these locations.)</i></p>	<p>G.2.3.9.a. The child can understand how climate and vegetation are connected in a range of biomes, e.g. the tropical rainforest, a hot desert, the Arctic.) The child can explain climate patterns of a region, describe the characteristics of a biome, what its climate is like and how plants and animals are adapted to it. The child can relate climate to food production. <i>(E.g. Produce a world fruit map based around a world map using several fruits and identifying the climate zones where they grow.)</i></p>

	<p>G.2.3.6.b. Describe and understand key aspects of physical geography, including: rivers, mountains, coastlines volcanoes and earthquakes, and the water cycle.</p>	<p>G.2.3.7.b. The child can describe some key physical processes and the resulting landscape features, e.g. understand the characteristics of a mountain region and how it was formed. <i>(E.g. Make a playdough model to show the formation of fold mountains of the Alps in Europe and talk about what it shows.)</i></p>	<p>G.2.3.8.b. The child can describe and understand a range of key physical processes and the resulting landscape features. The child can understand how a mountain region was formed. <i>(E.g. Make a playdough model to show the formation of fold mountains of the Alps in Europe and annotate it with simple explanations of what it shows.)</i></p>	<p>G.2.3.9.b. The child can describe and understand some key physical processes and the resulting landscape features. The child can understand how fold mountain regions are formed. <i>(E.g. Make playdough models at stages in the formation of fold mountains of the Alps in Europe and write a commentary to show how the mountains are formed.)</i></p>
Human Knowledge	<p>G.2.4.5. 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.</p>	<p>G.2.4.6. The child can know and understand what life is like in cities and in villages. The child can know the journey of how one product gets into their home in detail. The child can describe some renewable and non-renewable energy sources. The child can describe different types of industry currently in the local area.</p>	<p>G.2.4.7. The child can know and understand what life is like in cities and in villages and in a range of settlement sizes. The child can understand that products we use are imported as well as locally produced. The child can explain how the types of industry in the area have changed over time.</p>	<p>G.2.4.8. The child can know and understand what life is like in cities and in villages and in a range of settlement sizes in different parts of the world. The child can understand that our shopping choices have an effect on the lives of others. The child can explain how, and offer reasons why, the types of industry in the area have changed over time. The child can understand where our energy and natural resources come from, and the impacts of their use.</p>

		The child can know where some of our main natural resources come from. <i>(E.g. Take part in a decision-making exercise selecting an energy source to generate power for nearby houses.)</i>	The child can understand where our energy and natural resources come from. <i>(E.g. Prepare a presentation for a decision-making exercise selecting an energy source to generate power for nearby houses.)</i>	<i>(E.g. Take a lead in a presentation in a decision-making exercise selecting an energy source to generate power for nearby houses.)</i>
Geographical Skills and Enquiry				
Maps and Atlas work	G.2.6.6.a. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	G.2.6.7.a. The child can use physical and political maps, atlases, and computer mapping to describe some key physical and human characteristics of Europe or North and South America. The child can use globes and atlases to locate places studied in relation to the Equator, Tropics of Cancer and Capricorn, and their latitude and longitude . <i>(E.g. Use physical and political maps to identify the Alps and the countries this region spreads across.)</i>	G.2.6.8.a. The child can use physical and political maps to describe key physical and human characteristics of regions of Europe or North and South America. The child can use globes and atlases to locate places studied in relation to the Equator, latitude and longitude and time zones. The child can use thematic maps for specific purposes. <i>(E.g. Use physical and political maps to identify the Alps, its countries, cities and topography.)</i>	G.2.6.9.a. The child can use atlases to identify the distinct characteristics of some regions of Europe or North and South America. The child can use globes and atlases to accurately locate places by their latitude and longitude . <i>(E.g. Use physical and political maps to identify the Alps, its countries, cities and topography, and factors that make this region distinct.)</i>
	G.2.6.6.b. Use the eight points of a compass, four and	G.2.6.7.b. The child can use four-figure grid references.	G.2.6.8.b. The child can use four-figure, and find six figures, grid references.	G.2.6.9.b. The child can use four- and six-figure grid references with ease and accuracy.

	<p>six-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>The child can use OS map symbols and atlas symbols. The child can use maps at different scales. The child can recognise that contours show height. <i>(E.g. Contribute to a class display of a large-scale OS map of the local area to label with photographs and information about a local issue.)</i></p>	<p>The child can describe height and slope from a map. The child can read and compare map scales. <i>(E.g. Use a large-scale OS map of the local area to annotate with photographs and information about a local issue.)</i></p>	<p>The child can describe the shape of the land from contour patterns. The child can work confidently with a range of maps from large-scale street maps to 1:50,000 maps. <i>(E.g. Use a large-scale OS map of the local area to annotate with photographs and information about a local issue linking these to a range of features on the map.)</i></p>
<p>Fieldwork and investigation</p>	<p>G.2.7.6.a. Use a range of methods including sketch maps, plans and graphs, and digital technologies.</p>	<p>G.2.7.7.a. The child can make a sketch map with symbols. The child can use digital maps to identify human and physical features. The child can present information gathered in fieldwork using simple graphs. <i>(E.g. Research into how the local area is changing, using a selection of digital sources.)</i></p>	<p>G.2.7.8.a. The child can make sketch maps of areas using symbols, a key and a scale. The child can use digital maps to investigate features of an area. The child can present information gathered in fieldwork using a range of graphs. <i>(E.g. Research into how the local area is changing, using a range of digital sources including historical maps, images and newspapers.)</i></p>	<p>G.2.7.9.a. The child can use digital maps to research factual information about features. The child can present information gathered in fieldwork using a range of graphs and other data presentation techniques. <i>(E.g. Plan an investigation to find out how the local area is changing using a range of digital sources.)</i></p>

	<p>G.2.7.6.b. Use fieldwork to observe, measure, record and present the human and physical features in the local area.</p>	<p>G.2.7.7.b. The child can carry out fieldwork in an urban area and/or a rural area using appropriate techniques. <i>(E.g. Carry out an enquiry to investigate how sustainable one aspect of the school's work is. Collect evidence as suggested from surveys, photographs and interviews, and present findings to the head teacher and school council.)</i></p>	<p>G.2.7.8.b. The child can plan and carry out a fieldwork investigation in an urban area and/or a rural area using appropriate techniques. <i>(E.g. Plan and carry out an enquiry to investigate how sustainable one aspect of the school's work is. Collect evidence from surveys, photographs and interviews, and present findings to the head teacher and school council.)</i></p>	<p>G.2.7.9.b. The child can design, plan and carry out a fieldwork investigation in an urban area and/or a rural area using appropriate techniques. <i>(E.g. Design, plan and carry out an enquiry to investigate how sustainable one aspect of the school's work is. Collect evidence from surveys, photographs and interviews, and present findings to the school's governing body.)</i></p>
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