



Pyrford C of E School Geography Progression Map

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Progression of Knowledge								
Locational Knowledge	<p>To locate things within the nursery indoor and outdoor environment.</p> <p>To understand that the world is represented in maps and globes through play resources.</p>	<p>Autumn 1</p> <p>To locate the UK on a world map.</p> <p>To locate Africa on a world map.</p> <p>Spring 1</p> <p>To locate India on a world map.</p>	<p>Autumn 2 The North and South Poles and The Equator</p> <p>To locate the Equator and the hot places and cold places of the world.</p> <p>To locate the North and South poles.</p> <p>To locate the Arctic and Antarctica.</p> <p>Spring 1 A comparative study of the Human and Physical geography of the UK and Africa</p> <p>To locate Africa with a focus on Kenya and the Masai Mara.</p> <p>To locate Nairobi and Mombasa.</p> <p>Spring 1</p> <p>To locate the King's palaces: Windsor, Sandringham, Northern Ireland, Scotland, Wales, England and London.</p>	<p>Autumn 1 What a Wonderful World – Continents and Oceans</p> <p>To locate each continent: Asia, Africa, North America, South America, Antarctica, Europe and Australia.</p> <p>Summer 2 Discover the UK – Human and Physical Geography</p> <p>To learn the 4 countries of the UK.</p> <p>To locate the capital cities of the UK.</p> <p>To locate the surrounding seas of the UK.</p> <p>A comparative study of the Human and Physical geography of the UK and Bali</p> <p>To locate Bali and the Indian ocean.</p>	<p>Spring 2 A comparative study of the Human and Physical geography of Barcelona and Woking</p> <p>To locate Spain and Barcelona.</p> <p>Autumn 2 The Human and Physical characteristics of the UK</p> <p>To locate Surrey.</p> <p>To locate counties in UK with a focus on Lancashire, Staffordshire, East Anglia, Devon, Cornwall.</p> <p>Spring 1 Climate Zones around the World</p> <p>To locate the Equator.</p> <p>To locate the 6 climate zones of the world.</p>	<p>Spring 1 Discovering Biomes</p> <p>To locate biome zones of the world.</p> <p>To locate the Alps and the countries within the mountain range: France, Switzerland, Monaco, Italy, Liechtenstein, Austria, Germany, and Slovenia.</p> <p>To locate the deserts of the world.</p> <p>To locate the deciduous forests of the world.</p> <p>To locate the Tropics of Cancer and Capricorn.</p> <p>To locate the grasslands of the world.</p> <p>Spring 2 Land Use across the UK</p> <p>To locate the places in the UK known for agricultural land use.</p> <p>To locate the places in the UK known for fishing land use.</p> <p>To locate the places in the UK known for urban land use.</p> <p>Summer 1 What is the most significant threat to the Rainforests?</p> <p>To locate the rainforests of the world with a focus on the Amazon rainforest.</p>	<p>Autumn 1 What a Wonderful World</p> <p>To locate the Equator and the countries near it.</p> <p>To locate the Northern and Southern hemispheres and their countries.</p> <p>To locate the Arctic and Antarctic circles.</p> <p>To identify lines of longitude and latitude.</p> <p>To locate the time zones of the world and some of the countries within the zones.</p> <p>Spring 1 Cities of Europe</p> <p>To locate the countries within Europe.</p> <p>To locate European cities: Reykjavik, Dublin, London, Lisbon, Madrid, Paris, Brussels, Amsterdam, Rome, Berlin, Stockholm, Warsaw.</p> <p>Autumn 2 Earth and Space</p> <p>To locate The Ring of Fire in the Pacific Ocean and understand its importance in earthquakes and volcanic eruptions.</p> <p>To locate Mount St Helens in Washington and Sunset Crater in Arizona.</p>	<p>Summer 2 A comparative study of the Human and Physical geography of the UK and North and South America</p> <p>To locate North and South America.</p> <p>To locate the American Cordillera.</p> <p>To locate the states within the USA.</p> <p>To name the oceans surrounding North and South America.</p> <p>To locate Mexico, Costa Rica, USA, Canada and Honduras.</p> <p>To locate Uruguay, Colombia, Ecuador, Venezuela and Bolivia.</p> <p>To locate the time zones and the countries within them in North and South America.</p> <p>To locate Alaska and Brazil.</p> <p>To locate New York.</p> <p>Autumn 1 What are the main features of a river?</p> <p>To locate the major rivers of the world.</p> <p>To locate the major rivers of the UK.</p> <p>To locate the Aswan</p>

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Place Knowledge	<p><u>Autumn 1</u></p> <p>To learn that the nursery is part of Pyrford school.</p> <p>To become familiar with the nursery and school environment.</p> <p>To talk about the community in which they live.</p> <p>To recognise familiar buildings in the local area: the Co op, the Church and the village hall.</p> <p><u>Spring 1</u></p> <p>To learn that there are different habitats and environments in the world.</p> <p><u>Spring 2</u></p> <p>To learn that there are different countries in the world.</p> <p><u>Summer 1</u></p> <p>To learn that there are different animals in different countries around the world.</p>	<p><u>Autumn 1</u></p> <p>To become familiar with the school environment.</p> <p>To know and understand that some places are special to members of their community (Church of the Good Shepherd and the Shah Johan Mosque).</p> <p>To learn about the weather in Africa.</p> <p>To be able to recognise some similarities and differences between life in this country and life in other countries.</p> <p>To learn about music in Africa.</p> <p><u>Autumn 2</u></p> <p>To find out about Christmas celebrations in Norway and in Trafalgar Square, London.</p> <p>To recognise that people have different beliefs and celebrate special</p>	<p><u>Spring 1</u> <u>A comparative study of the Human and Physical geography of the UK and Africa</u></p> <p>To learn about the physical features of the Maasai Mara.</p> <p>To learn about the Maasai Mari tribe and the differences in the way they live compared to life in Pyrford.</p> <p>To make comparisons of the similarities and differences between the human geography of the Maasai Mara and Pyrford.</p> <p>To make comparisons of the similarities and differences between the physical geography of the Maasai Mara and Pyrford.</p> <p>To learn to apply the skills of observing similarities and differences to places as well as people.</p> <p><u>Autumn 2</u> <u>The North and South Poles and The Equator</u></p>	<p><u>Spring 2</u> <u>A comparative study of the Human and Physical geography of the UK and Bali</u></p> <p>To learn about the physical features of Bali.</p> <p>To learn about the people in Bali and the differences in the way they live compared to life in Pyrford.</p> <p>To make comparisons of the similarities and differences between the human geography of Bali and Pyrford.</p> <p>To make comparisons of the similarities and differences between the physical geography of Bali and Pyrford.</p> <p>To learn to apply the skills of observing similarities and differences to places as well as people.</p>	<p><u>Spring 2</u> <u>A comparative study of the Human and Physical geography of Barcelona and Guildford</u></p> <p>To learn about the physical features of Barcelona.</p> <p>To learn about the people in Barcelona and the differences in the way they live compared to life in Guildford</p> <p>To make comparisons of the similarities and differences between the human geography of Barcelona and Guildford.</p> <p>To make comparisons of the similarities and differences between the physical geography of Barcelona and Guildford (Rivers, mountains, seas)</p> <p>To learn to apply the skills of observing similarities and differences to places as well as people.</p>	<p><u>Summer 1</u> <u>What is the most significant threat to the Rainforests?</u></p> <p>To learn about the people in the Brazilian rainforest and the differences in the way they live compared to life in Pyrford.</p>	<p><u>Summer 2</u> <u>A comparative study of the Human and Physical geography of the UK and North and South America</u></p> <p>To learn about the physical features of North and South America.</p> <p>To learn about the people in Alaska and Death Valley and the differences in the way they live compared to life in Surrey.</p> <p>To make comparisons of the similarities and differences between the human geography of North and South America and Pyrford/Woking.</p> <p>To make comparisons of the similarities and differences between the physical geography of North and South America and Pyrford/Woking (climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes.)</p> <p>To learn to apply the skills of observing</p>

		<p>times in different ways.</p> <p><u>Spring 1</u></p> <p>To learn about India through Indian traditional tales.</p> <p>To learn about China through Chinese New Year celebrations.</p>	<p>To learn about the physical features of the Arctic and Antarctica.</p> <p>To learn about the human features of the Arctic and Antarctica.</p> <p>To consider the similarities and differences between the North and South Poles and the UK.</p>					<p>similarities and differences to places as well as people.</p> <p>To complete a comparison study comparing Alaska, Death Valley and Surrey.</p>
<p>Human and Physical Geography</p>	<p><u>Autumn 1</u></p> <p>To learn about Autumn and the changes within the school environment.</p> <p>To show an interest in the lives of people who are familiar to them.</p> <p>To become familiar with the nursery and school environment.</p> <p><u>Autumn 2</u></p> <p>To learn about Winter and the changes within the school environment.</p> <p>To comment and ask questions about aspects of their familiar world.</p> <p><u>Spring 1</u></p> <p>To learn about the settings of Traditional Tales.</p> <p>To learn about Spring and the changes within the school environment.</p> <p><u>Summer 1</u></p> <p>To learn that there are</p>	<p><u>Autumn 1</u></p> <p>To learn about Africa and compare the culture and lifestyle with our own.</p> <p><u>Autumn 2</u></p> <p>To learn about the seasons.</p> <p>To learn about the changes in the seasons.</p> <p><u>Spring 1</u></p> <p>To learn about India and compare the culture and lifestyle with our own.</p> <p><u>Summer 1</u></p> <p>To learn about where food comes from.</p> <p><u>Summer 2</u></p> <p>To explore the world around them with a focus on minibests.</p>	<p><u>Autumn 1</u></p> <p><u>Seasons and Weather – the UK</u></p> <p>To learn about the daily weather patterns in the UK.</p> <p>To name the 4 seasons and which months they occur in.</p> <p>To identify the key features of Autumn and the changes to the weather in the UK.</p> <p>To identify the key features of Winter and the changes to the weather in the UK.</p> <p>To identify the key features of Spring and the changes to the weather in the UK.</p> <p>To identify the key features of Summer and the changes to the weather in the UK.</p> <p>To use basic geographical vocabulary to refer to the weather and seasons.</p> <p><u>Autumn 2</u></p>	<p><u>Summer 2</u></p> <p><u>Discover the UK – Human and Physical Geography</u></p> <p>To learn the 4 countries of the UK and their main physical and human features.</p> <p>To learn the capital cities of the UK and their main physical and human features.</p> <p>To complete a local area study looking at the human and physical features of the locality.</p>	<p><u>Autumn 2</u></p> <p><u>The Human and Physical characteristics of the UK</u></p> <p>To identify the major rivers of the UK.</p> <p>To identify the major mountains of the UK.</p> <p><u>Spring 1</u></p> <p><u>Climate Zones around the World</u></p> <p>To learn what a climate zone is.</p> <p>To identify climate zones on a world map.</p> <p>To identify the key features of a Polar climate.</p> <p>To identify the key features of a Tropical climate.</p> <p>To identify the key features of a Temperate climate.</p> <p>To develop a stronger understanding of the difference between human and physical geography.</p>	<p><u>Spring 1</u></p> <p><u>Discovering Biomes</u></p> <p>To learn about the different biomes of the world and their location on a world map.</p> <p>To identify the key features of the Alpine Biome.</p> <p>To identify the key features of the Desert Biome.</p> <p>To identify the key features of the Deciduous forest Biome.</p> <p>To identify the key features of the Grasslands Biome.</p> <p>To identify the key features of the Ocean Biome.</p> <p>To develop a stronger understanding of the difference between human and physical geography.</p> <p>To use key vocabulary to demonstrate knowledge and understanding in</p>	<p><u>Autumn 2</u></p> <p><u>Earth and Space</u></p> <p>To learn about the different layers of the Earth.</p> <p>To learn the main features of an Earthquake and the locations in the world most prone to experiencing them.</p> <p>To learn the main features of a volcano and the locations in the world most prone to experiencing them.</p> <p>To learn the main features of a mountain and the locations in the world where the highest mountains are found.</p> <p>To explain how physical features have formed, why they are significant and how they can change.</p> <p>To use key vocabulary to demonstrate knowledge and understanding of physical geography: mantle, outer core, inner core, magma,</p>	<p><u>Autumn 2</u></p> <p><u>What are the main features of a river?</u></p> <p>To name and locate the main rivers in the UK.</p> <p>To name and locate the main rivers in the world.</p> <p>To identify the features of a river.</p> <p>To learn about erosion and deposition and the effects they have on a river over time.</p> <p>To consider how rivers have been used in the past and how they are used today.</p> <p>To learn about dams and how they are used to prevent flooding.</p> <p>To explore human geography and the impact humans have on the world.</p> <p>To explain how physical features have formed, why they are significant and how they can change.</p>

<p>different animals in different countries around the world.</p> <p><u>Summer 2</u></p> <p>To learn about Summer and the changes within the school environment.</p> <p>To show an interest in different occupations and ways of life with a focus on people who help us.</p>			<p><u>The North and South Poles and The Equator</u></p> <p>To locate the Equator and the hot places and cold places of the world.</p> <p>To locate the North and South poles.</p> <p>To locate the Arctic and Antarctica.</p> <p>To use basic geographical vocabulary to refer to the North and South poles and the Equator.</p>		<p>To use key vocabulary to demonstrate knowledge and understanding in this strand: climate, tropics.</p> <p>To use more precise vocabulary, explaining the processes of physical and human geography and their significance.</p> <p>To learn more about extreme weather, the processes involved in the causes and effects of extreme weather, as well as beginning to understand the impact of humans on the earth.</p> <p>To explain the impact of humans on the earth through discussions on climate change.</p>	<p>this strand: biomes, vegetation belts, deforestation.</p> <p>To use more precise vocabulary, explaining the processes of physical and human geography and their significance.</p> <p><u>Spring 2</u> <u>Land Use across the UK</u></p> <p>To learn about the main types of land use in the UK.</p> <p>To learn about agricultural land use and the main places in the UK where the land is used for agriculture.</p> <p>To learn about urban land use and the most urban areas of the UK.</p> <p>To identify the human features found in most urban areas.</p> <p>To develop a stronger understanding of the difference between human and physical geography.</p> <p>To use key vocabulary to demonstrate knowledge and understanding in this strand.</p> <p><u>Summer 1</u> <u>What is the most significant threat to the Rainforests?</u></p> <p>To learn what a rainforest/ vegetation belt is.</p> <p>To locate the world's rainforests on a world map.</p> <p>To learn about the different layers of the rainforest.</p>	<p>volcano, active, dormant, extinct, earthquake, epicentre, shock wave, magnitude.</p> <p>To use key vocabulary to demonstrate knowledge and understanding of human geography: environmental disaster, peak, plateau, fold mountain, fault-block mountain, dome mountain, volcanic mountain, plateau mountain.</p> <p>To deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.</p> <p><u>Spring 1</u> <u>Cities of Europe</u></p> <p>To identify the major rivers of Europe.</p> <p>To identify the major mountains of Europe.</p>	<p>To deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.</p> <p>To use key vocabulary to demonstrate knowledge and understanding of human geography: environmental disaster, settlement, services, import, export, trade, economic, social, environmental etc.</p> <p>To use key vocabulary to demonstrate knowledge and understanding of physical geography: pollution, settlement, settler, site, need, shelter, food etc.</p> <p><u>Spring 2</u> <u>The distribution of natural resources in the UK and the World</u></p> <p>To learn about the different types of settlement.</p> <p>To learn about different sources of energy.</p> <p>To consider the need for renewable sources of energy for the future of the world.</p> <p>To investigate where our food comes from and the environmental impact food transportation has on the planet.</p> <p>To learn what trade links are and how the world sells and distributes goods.</p> <p>To identify where</p>
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Geographical Skills Progression

<p>Geographical Skills and Fieldwork</p> <p>Map work</p>	<p>To follow simple maps.</p> <p>To draw and create their own maps using real objects, and/or pictures and symbols.</p> <p>To use a simple map with symbols to spot features in the school grounds or in the local community.</p>	<p>To follow simple maps.</p> <p>To draw and create their own maps using real objects, and/or pictures and symbols.</p> <p>To use a simple map with symbols to spot features in the school grounds or in the local community.</p> <p>To look at signs and symbols on different types of maps for example in school, and</p>	<p>To use a simple picture map to move around the school.</p> <p>To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p> <p>To devise a simple map; and use and construct basic symbols in a key.</p> <p>To follow directions Up, down, left/right, forwards/backwards</p>	<p>To devise a simple map; and use and construct basic symbols in a key.</p> <p>To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p> <p>To use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at</p>	<p>To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>To locate places on large scale maps, (e.g. Find UK or India on globe).</p> <p>To make a map of a short route experienced, with features in correct order.</p>	<p>To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>To locate places on large scale maps, (e.g. Find UK or India on globe).</p> <p>To use letter/no. coordinates to locate features on a map confidently.</p> <p>To follow a route on a large-scale map.</p>	<p>To locate places on a world map.</p> <p>To use atlases to find out about other features of places. (e.g. mountain regions, weather patterns).</p> <p>To confidently use an atlas.</p> <p>To recognise world map as a flattened globe.</p> <p>To interpret a wider range of geographical information and maps including scale, projections, thematic,</p>	<p>To locate places on a world map.</p> <p>To use atlases to find out about other features of places. (e.g. mountain regions, weather patterns).</p> <p>To confidently use an atlas.</p> <p>To recognise world map as a flattened globe.</p> <p>To begin to draw plans of increasing complexity.</p>
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		<p>the local community.</p> <p>To use a variety of maps, electronic globes and maps, maps of the classroom/school, local town, park, zoo, museum etc, story maps.</p> <p>To use a range of sources such as simple maps, photographs, magnifiers and visiting local places.</p> <p>Spring 1 To map journeys.</p>	<p>To find land/sea on globe.</p> <p>To use teacher drawn base maps.</p> <p>To use an infant atlas.</p> <p>To draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph).</p>	<p>this key stage.</p> <p>To use a plan view.</p> <p>To use simple compass directions (NSEW) as well as locational and directional language when describing features and routes.</p>		<p>To make a simple scale drawing.</p> <p>To identify features on aerial photographs.</p> <p>To recognise Ordnance Survey symbols on maps and locate features using four-figure grid references.</p>		<p>and digital maps.</p> <p>To draw a variety of thematic maps based on their own data.</p>
<p>Geographical Skills and Fieldwork</p> <p>Skills - Compasses, grid references, symbols and keys</p>	<p>To use locational and directional language [for example, next to to/ underneath/above to describe the location of features on a map.</p>	<p>To use locational and directional language [for example, next to to/ underneath/above to describe the location of features on a map.</p>	<p>To use locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.</p> <p>To begin to understand the need for a key.</p>	<p>To use simple compass directions (North, South, East and West) to describe the location of features and routes on a map.</p> <p>To use class agreed symbols to make a simple key.</p> <p>To use large scale OS maps.</p>	<p>To use 4 compass points to follow/give directions.</p> <p>To begin to use 8 compass points.</p> <p>To begin to recognise symbols on an OS map.</p> <p>To know why a key is needed.</p>	<p>To use the eight points of a compass, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p> <p>To use large and medium scale OS maps.</p>	<p>To use the eight points of a compass, four-figure grid references, symbols and key to build their knowledge of the United Kingdom and the wider world.</p> <p>To use latitude and longitude on atlas maps.</p> <p>To understand OS map symbols;</p> <p>To describe features shown on OS map.</p> <p>To follow a short route on an OS map.</p>	<p>To use the eight points of a compass, four and six-figure grid references, symbols and key to build their knowledge of the United Kingdom and the wider world.</p> <p>To use latitude and longitude on atlas maps.</p> <p>To use atlas symbols.</p> <p>To recognise an increasing range of Ordnance Survey symbols on maps and locate features using six-figure grid references.</p>
<p>Geographical Skills and Fieldwork</p> <p>Fieldwork</p>	<p>To use small world play or the role play area to represent a visited place.</p> <p>To take digital photos (e.g. of a collection of natural objects, buildings in the locality).</p>	<p>To use small world play or the role play area to represent a visited place.</p> <p>To make drawings (e.g. of their favourite place in the outdoor area, what they saw at the park).</p> <p>To take digital photos (e.g. of a collection of natural objects, buildings in the locality),</p> <p>To sequence photos to recall features seen on a visit or short walk.</p>	<p>To use simple fieldwork and observational skills to study the geography of their school and its grounds.</p> <p>To use small world play, model making, role-play area to represent a visited place.</p> <p>To add details to a teacher-prepared drawing.</p> <p>To make annotated drawings.</p> <p>To mark information on</p>	<p>To use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> <p>To draw a freehand map, relating a large-scale plan (e.g. of the school grounds or a local street) to the environment, identifying known features.</p> <p>To mark information on</p>	<p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps.</p> <p>Draw freehand maps of routes,</p> <p>Relate a large-scale plan of the local area or fieldwork site to the environment, identify features relevant to the enquiry.</p>	<p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps.</p> <p>Make models, annotate drawings and field sketches to record observations,</p> <p>Draw freehand maps of routes.</p> <p>Relate a large-scale plan of the local area or fieldwork site to the</p>	<p>Experience making models, annotated drawings and field sketches to record observations,</p> <p>Drawing freehand maps,</p> <p>Relating large-scale plans to the fieldwork site,</p> <p>Identifying relevant features, recording selected geographical data on a map or large-scale plan.</p> <p>Using colour or symbols</p>	<p>Experience making models, annotated drawings and field sketches to record observations.</p> <p>Drawing freehand maps,</p> <p>Relating large-scale plans to the fieldwork site.</p> <p>Identifying relevant features, recording selected geographical data on a map or large-scale plan.</p> <p>Using colour or symbols</p>

		<p>To draw a map (e.g. of the outdoor area),</p> <p>To count (e.g. cars parked at the start/end of the day,</p> <p>To express their feelings about places they visit, saying which features they like/dislike.</p>	<p>a large-scale plan using colour or symbols to record observations.</p> <p>To take digital photos.</p> <p>To use a simple recording technique (e.g. smiley/sad faces worksheet) to express their feelings about a specific place and explaining why they like/dislike some of its features.</p> <p><u>Autumn 1</u> <u>Seasons and Weather – the UK</u></p> <p><u>Year 1 Spring 2</u> <u>Our Local Area</u></p>	<p>a large-scale plan using colour or symbols to record observations.</p> <p>To use simple compass and cardinal compass directions (north, south, west, east).</p> <p>To take digital photos.</p> <p>To make audio recordings when interviewing someone.</p> <p>To collect quantitative data (e.g. to create a pictogram of favourite places to play or how pupils travel to school).</p> <p>To use a questionnaire.</p> <p>To use a simple recording technique (e.g. smiley/sad faces worksheet) to express their feelings about a specific place and explaining why they like/dislike some of its features.</p> <p><u>Year 2 Summer 2</u> <u>Discover the UK – Human and Physical Geography</u></p> <p><u>Year 2 Spring 2</u> <u>A comparative study of the Human and Physical geography of the UK and Bali</u></p>	<p>Record selected geographical information on a map or large-scale plan.</p> <p>Use colour or symbols and a key.</p> <p>Take digital photos and annotate them with labels or captions,</p> <p>Design and use a questionnaire to collect quantitative fieldwork data (e.g. to compare how far people travel to different types of shop),</p> <p>Develop a simple method of recording their feelings about a place or site.</p> <p><u>Autumn 2</u> <u>The Human and Physical characteristics of the UK</u></p> <p><u>Spring 2</u> <u>A comparative study of the Human and Physical geography of Barcelona and Woking</u></p>	<p>environment.</p> <p>Identify features relevant to the enquiry.</p> <p>Record selected geographical information on a map or large-scale plan.</p> <p>Use colour or symbols and a key.</p> <p>Take digital photos and annotate them with labels or captions.</p> <p>Make digital audio recordings for a specific purpose (e.g. traffic noise).</p> <p>Collect, analyse and present quantitative data in charts and graphs.</p> <p>Design and use a questionnaire to collect quantitative fieldwork data (e.g. to compare how far people travel to different types of shop).</p> <p>Design and conduct interviews.</p> <p>Use simple sampling techniques appropriately (e.g. time sampling when conducting a traffic survey).</p> <p>Use a simplified Likert Scale to record their judgements of environmental quality (e.g. in streets near the school).</p> <p>Develop a simple method of recording their feelings about a place or site.</p> <p>Fieldwork Focus: Deciduous Forest</p> <p>Fieldwork Focus: Urban</p>	<p>and a key.</p> <p>Taking digital photos and annotating them with labels or captions.</p> <p>Making digital audio recordings (e.g. to create soundscapes).</p> <p>Collecting, analysing and presenting quantitative data in charts and graphs.</p> <p>Designing and using a questionnaire to collect qualitative.</p> <p>Analyse data (e.g. to find out and compare pupils' views on plastic waste).</p> <p>Design and conduct fieldwork interviews (e.g. to establish the range of views local people hold about a proposed development).</p> <p>Use standard field sampling techniques appropriately (e.g. taking water samples from a stream).</p> <p>Design and use a tool to record their feelings about the advantages and disadvantages of a proposed development, for instance, conducting a transect to observe changes in buildings and land use.</p>	<p>and a key.</p> <p>Taking digital photos and annotating them with labels or captions.</p> <p>Making digital audio recordings (e.g. to create soundscapes).</p> <p>Collecting, analysing and presenting quantitative data in charts and graphs.</p> <p>Designing and using a questionnaire to collect qualitative.</p> <p>Analyse data (e.g. to find out and compare pupils' views on plastic waste).</p> <p>Design and conduct fieldwork interviews (e.g. to establish the range of views local people hold about a proposed development).</p> <p>Use standard field sampling techniques appropriately (e.g. taking water samples from a stream).</p> <p>Design and use a tool to record their feelings about the advantages and disadvantages of a proposed development, for instance, conducting a transect to observe changes in buildings and land use.</p> <p><u>Autumn 2</u> <u>What are the main features of a river?</u></p> <p><u>Spring 2</u> <u>The distribution of natural resources in the UK and the World</u></p>
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						and Rural Land use <u>Spring 1</u> <u>Discovering Biomes</u> <u>Spring 2</u> <u>Land Use across the UK</u>		
<u>Environment/ Sustainability</u>	To arouse awareness of features of the environments in the setting. <u>Spring 2/ Summer 1</u> To learn to care for our environment.	To arouse awareness of features of the environments in the setting and immediate local area. E.g. make visits to shops and parks. To comment and ask questions about aspects of their familiar world such as the place where they live or the natural world. To show care and concern for living things and the environment.	To express views about the environment and recognise how people sometimes affect the environment.	To express views about the environment and recognise how people sometimes affect the environment. To ask and answer simple geographical questions when investigating different places and environments. To describe similarities, differences and patterns e.g. comparing their lives with those of children in other places and environments.	To express their opinions on environmental issues and recognise that other people may think differently. To ask and answer simple geographical questions when investigating different places and environments. To describe similarities, differences and patterns e.g. comparing their lives with those of children in other places and environments.	To express their opinions on environmental issues and recognise that other people may think differently. To ask and answer simple geographical questions when investigating different places and environments. To describe similarities, differences and patterns e.g. comparing their lives with those of children in other places and environments. To develop their views and attitudes to critically evaluate global issues such as deforestation.	To develop their views and attitudes to critically evaluate responses to local geographical issues or global issues and events. To communicate geographical information using a wide range of methods including writing at increasing length. To ask and respond to questions that are more causal e.g. What happened in the past to cause that? How is it likely to change in the future?	To develop their views and attitudes to critically evaluate responses to local geographical issues or global issues and events. To communicate geographical information using a wide range of methods including writing at increasing length. To ask and respond to questions that are more causal e.g. What happened in the past to cause that? How is it likely to change in the future? To make predictions and test simple hypotheses about people, places and geographical issues.