



Christ Church School
Aiming High in Faith, Love and Learning

Geography Progression Document

September 2022

Level expected at the End of EYFS

We have selected the Early Learning Goals that link most closely to the Geography National Curriculum.

Understanding the World (Geography progression)

EYFS links:

In Nursery we

- Draw simple maps of the classroom, garden and make treasure maps
- We talk about countries we have visited, encourage children to add photos to Tapestry and send post cards.
- Explore the natural world around them, including our vegetable patch and learn how things grow.
- Describe what they see, hear and feel whilst outside
- Understand the effect of changing seasons on the natural world around them
- We look at animals and the different groups they belong to (farm, zoo etc)

Understanding the World

ELG: People Culture and Communities

Children at the expected level of development will:

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

Understanding the World

ELG: The Natural World

Children at the expected level of development will:

- Explore the natural world around them, making observations and drawing pictures of animals and plants;
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Key Stage 1 National Curriculum Expectations

Locational Knowledge

Pupils should be taught to:

- name and locate the world's seven continents and five oceans;
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.

Place Knowledge

Pupils should be taught to:

- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.

Human and Physical Geography

Pupils should be taught to:

- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles;
- use basic geographical vocabulary to refer to:
 - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather;
 - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.

Geographical Skills and Fieldwork

Pupils should be taught 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 this key stage;
- use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map;
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key;
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Key Stage 2 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 KS1, children begin to use maps and recognise physical and human features to do with the local area, Children will begin to compare where they live to places outside of Europe (Gambia) and ask and answer geographical questions. 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 both key stages, children have a range of opportunities to experience geography through practical engaging tasks beyond the classroom.

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.

Geography vocabulary

EYFS Environment Place Feature World City Map Weather Compare Similar Different	Key Stage 1 Locational knowledge: Africa Antarctica Asia Australia Europe North America South America Pacific Ocean Atlantic Ocean Indian Ocean Southern Ocean (Antarctic Ocean & Arctic Ocean) Key physical features: beach cliff coast forest hill mountain sea ocean river soil valley vegetation season weather Key human features: city map town village factory farm house office port harbour shop	Key Stage 2 General vocabulary: County Country Continent Map Location City Town Distance Biome Time zone Landform Rural Urban Please note that each unit covered will have topic specific vocabulary
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Skills Progression Map

	EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Locational and place knowledge	Name and locate different parts of the local community	Name and locate significant places in their locality, the UK and wider world.	Name and locate a wider range of places in their locality, the UK and wider world including some globally significant features.	Name and locate an extensive range of places in the world including globally and topically significant features and events.
Human and physical geography	Use the local area for exploring both the built and natural environment. Express their opinions on natural and built environments.	Describe places and features using simple geographical vocabulary. Express their views on some features of their environment e.g. what they do or do not like. Make observations about features that give places their character.	Use geographical language to identify and explain some aspects of human and physical features and patterns. Describe how features and places change and the links between people and environments..	Use geographical language to identify and explain key aspects of human and physical features and patterns as well as links and interactions between people, places and environments. Explain some links and interactions between people, places and environments.
Geographical skills: Enquiry and investigation	Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world. Show care and concern for living things and the environment.	Ask and answer simple geographical questions when investigating different places and environments. Describe similarities, differences and patterns e.g. comparing their lives with those of children in other places and environments.	Ask and respond to more searching geographical questions including 'how?' and 'why?' Identify and describe similarities, differences and patterns when investigating different places, environments and people.	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? Recognise geographical issues affecting people in different places and environments.
Geographical skills: Fieldwork	Find out about the environment by talking to people, examining photographs, simple maps and visiting local places.	Identify seasonal and daily weather patterns. Develop simple fieldwork and observational skills when studying the geography of their school and local environment.	Observe, record, and explain physical and human features of the environment.	Observe, measure, and record human and physical features using a range of methods e.g. sketch maps, plans, graphs, and digital technologies..

	EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Geographical skills: Interpret a range of sources of geographical information	Use a range of sources such as simple maps, photographs, magnifiers, and visiting local places.	Use a range of sources such as maps, globes, atlases and aerial photos to identify features and places as well as to follow routes. Use simple compass directions as well as locational and directional language when describing features and routes.	Use a range of sources including digital and Ordnance Survey maps, atlases, globes and satellite images to research geographical information. Recognise Ordnance Survey symbols on maps and locate features using four-figure grid references. Use the eight compass points.	Use a range of maps and other sources of geographical information and select the most appropriate for a task. Demonstrate an understanding of the difference between Ordnance Survey and other maps and when it is most appropriate to use each. Recognise an increasing range of Ordnance Survey symbols on maps and locate features using six-figure grid references.
Geographical skills: Communicate geographical information	Arouse awareness of features of the environments in the setting and immediate local area. E.g. make visits to shops and parks.	Use maps and other images to talk about everyday life e.g. where they live, journeys to school etc. Draw, speak or write about simple geographical concepts such as what they can see where. Express views about the environment and can recognise how people sometimes affect the environment. Create their own simple maps and symbols.	Express their opinions on environmental issues and recognise how people can affect the environment both positively and negatively. Communicate geographical information through a range of methods including ICT, plans, graphs and presentations.	Develop their views and attitudes to critically evaluate responses to local geographical issues or global issues and events. Communicate geographical information using a wide range of methods including writing at increasing length.

	EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Mapping: Direction/location	Follow simple directions.	Follow directions (Up, down, left/right, forwards/backwards, NSEW)	Use 4 compass points well: Begin to use 8 compass points; Use letter/no. coordinates to locate features on a map confidently.	Use 8 compass points confidently and accurately; Use 4 figure co-ordinates confidently to locate features on a map. Begin to use 6 figure grid refs; use latitude and longitude on atlas maps.
Mapping: Drawing maps	Draw and create their own maps using real objects, and/or pictures and symbols.	Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph).	Make a map of a short route experienced, with features in correct order; Make a simple scale drawing.	Begin to draw a variety of thematic maps based on their own data.
Mapping: Representation	Look at signs and symbols on different types of maps for example in school, and the local community.	Begin to understand the need for a key. Use own symbols and class agreed symbols to make a simple key.	Know why a key is needed. Begin to recognise symbols on an OS map.	Use/recognise OS map symbols; Use atlas symbols.
Mapping: Using maps	Use a simple map with symbols to spot features in the school grounds or in the local community.	Use a simple picture map to move around the school; Follow a route on a map. Use a plan view. Use an infant atlas to locate places.	Locate places on larger scale maps e.g. map of Europe. Follow a route on a map with some accuracy. (e.g. whilst orienteering).	Compare maps with aerial photographs. Select a map for a specific purpose. (E.g. Pick atlas to find Taiwan, OS map to find local village.) Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns). Follow a short route on an OS map. Describe features shown on OS map. Locate places on a world map.

	EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Mapping: Style of maps	Real maps, electronic globes and maps, maps of the classroom/school, local town, park, zoo, museum etc, story maps.	Picture maps and globes. Find land/sea on globe. Use teacher drawn base maps. Use large scale OS maps. Use an infant atlas.	Use large and medium scale OS maps. Use junior atlases. Use map sites on internet. Identify features on aerial/oblique photographs.	Use OS maps. Confidently use an atlas. Recognise world map as a flattened globe.

National Curriculum coverage

Key Stage 1

	National Curriculum objective	Teaching unit covering curriculum objective
Locational knowledge	name and locate the world's seven continents and five oceans;	Gambia: A small area in a contrasting non-European country Walton-on-the-Naze: A small area of the UK
	name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas	Gambia: A small area in a contrasting non-European country Walton-on-the-Naze: A small area of the UK
Place knowledge	compare the UK with a contrasting country in the world;	Gambia: A small area in a contrasting non-European country Walton-on-the-Naze: A small area of the UK
	compare a local city/town in the UK with a contrasting city/town in a different country;	Gambia: A small area in a contrasting non-European country Walton-on-the-Naze: A small area of the UK
Human and physical geography	a identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles;	Fieldwork skills in practise
	use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather;	Gambia: A small area in a contrasting non-European country Walton-on-the-Naze: A small area of the UK Fieldwork skills in practise Our surrounding environment

Geographical skills and fieldwork	use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage;	Gambia: A small area in a contrasting non-European country Walton-on-the-Naze: A small area of the UK
	use simple compass directions and locational and directional to describe the location of features and routes on a map;	Gambia: A small area in a contrasting non-European country Walton-on-the-Naze: A small area of the UK Fieldwork skills in practise Our school My school grounds
	devise a simple map; and use and construct basic symbols in a key;	Gambia: A small area in a contrasting non-European country Walton-on-the-Naze: A small area of the UK My school grounds
	use simple fieldwork and observational skills to study the geography of the surrounding area, including key human and physical features, using a range of methods;	Gambia: A small area in a contrasting non-European country Walton-on-the-Naze: A small area of the UK

Key Stage 2

	National Curriculum objective	Teaching unit covering curriculum objective
Locational knowledge	locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities;	South Wales: A region of the UK California: A region in North America Naples and Campania: A region in a European country The Paris Basin: A study of a region in a European country The Amazon Basin: A region within South America Athens and Central Greece: A region in a European country
	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;	South Wales: A region of the UK South West England: A study of a region of the UK The Paris Basin: A study of a region in a European country
	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).	The Global Citizen: Sustainability South West England: A study of a region of the UK
Place knowledge	understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.	The Amazon Basin: A region within South America South West England: A study of a region of the UK The Paris Basin: A study of a region in a European country

Human and physical geography	describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle;	California: A region in North America Naples and Campania: A region in a European country The Paris Basin: A study of a region in a European country The Amazon Basin: A region within South America
	describe and understand key aspects of 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.	California: A region in North America Naples and Campania: A region in a European country The Paris Basin: A study of a region in a European country Athens and Central Greece: A region in a European country The Global Citizen: Sustainability Ware: Geography of the local area
Geographical skills and fieldwork	use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied;	South Wales: A region of the UK South West England: A study of a region of the UK Ware: Geography of the local area California: A region in North America
	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;	South West England: A study of a region of the UK Ware: Geography of the local area
	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.	Ware: Geography of the local area The Paris Basin: A study of a region in a European country Skills and fieldwork: A river study

Skills Assessment Guidance

Key Stage 1

		Meeting
The UK and local area	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding areas.	The child can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas on a map.
	Develop knowledge of the human and physical geography of a small area of the United Kingdom.	The child can know about the local area, and name and locate key landmarks.
The world and continents	Name and locate the world's seven continents and five oceans.	The child can name and locate the seven continents and five oceans on a globe or atlas.
Physical themes	Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.	The child can identify seasonal and daily weather patterns in the United Kingdom. The child can describe which continents have significant hot or cold areas and relate these to the Poles and Equator.
	Use basic geographical vocabulary to refer to the key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.	The child can recognise a natural environment and describe it using key vocabulary.

		Meeting
Human themes	Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.	The child can identify a range of human environments, such as the local area and contrasting settlements, and describe them and some of the activities that occur there using key vocabulary.
Understanding places and connections	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom	The child can make observations about, and describe, the local area and its physical and human geography.
	Understand geographical similarities and differences through studying the human and physical geography of a small area of a contrasting non-European country.	The child can describe the physical and human geography of a distant place. The child can describe their locality and how it is different and similar to the distant place.

		Meeting
Map and atlas work	Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.	The child can use a world map, atlas or globe to name and locate the seven continents and five oceans. The child can use a UK wall map or atlas to locate and identify the four countries and capital cities of the United Kingdom and its surrounding seas.
	Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map.	The child can describe a journey on a map of the local area using simple compass directions and locational and directional language.
Fieldwork and investigation	Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.	The child can use aerial photos to identify physical and human features of a locality. The child can draw a simple map with a basic key of places showing landmarks.

		Meeting
	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.	The child can keep a weekly weather chart based on first-hand observations using picture symbols, and present this data. The child can locate features of the school grounds on a base map.

Skills Assessment Guidance

Lower Key Stage 2

		Meeting
The UK and local area	Name and locate counties, cities and geographical regions of the United Kingdom and recognise their identifying human and physical characteristics.	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.
The world and continents	Locate the world's countries, focusing on Europe and North and South America	.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.
	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).	The child can identify the position of the Prime/Greenwich Meridian and understand the significance of latitude and longitude.
Physical themes	Describe and understand key aspects of physical geography including: climate zones, biomes and vegetation belts.	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.

		Meeting
	Describe and understand key aspects of physical geography including: earthquakes and volcanoes, rivers, mountains and the water cycle.	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 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.
Human themes	Describe and understand key aspects of human geography, including: types of settlement and land use.	The child can identify and sequence a range of settlement sizes from a village to a city. The child can describe the characteristics of settlements with different functions, e.g. coastal towns. The child can use appropriate vocabulary to describe the main land uses within urban areas and identify the key characteristics of rural areas
Understanding places and connections	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.	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.

		Meeting
	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.	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
	Establish an understanding of the interaction between physical and human processes.	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.
Map and atlas work	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	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.

		Meeting
	Use symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.	The child can use four-figure grid references. The child can give direction instructions up to eight compass points. The child can adeptly use large-scale maps outside
Fieldwork and investigation	Use a range of methods including sketch maps, plans and graphs, and digital technologies.	The child can make a map of a short route with features in the correct order and in the correct places. The child can make a simple scale plan of a room. The child can present information gathered in fieldwork using simple graphs. The child can use the zoom function of a digital map to locate places
	Use fieldwork to observe, measure, record and present the human and physical features in the local area.	The child can, in a group, carry out fieldwork in the local area selecting appropriate techniques.

Skills Assessment Guidance

Upper Key Stage 2

		Meeting
The UK and local area	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.	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.
The world and continents	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.	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.
	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).	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.

		Meeting
Physical themes	Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts.	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.
	Describe and understand key aspects of physical geography, including: rivers, mountains, volcanoes and earthquakes, and the water cycle.	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.
Human themes	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.	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. The child can understand where our energy and natural resources come from

		Meeting
Understanding places and connections	Understand geographical similarities and differences and change through the study of human and physical geography of the United Kingdom.	The child can understand how a region has changed and how it is different from another region of the UK.
	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	The child can know information about a region of Europe and North or South America, its physical environment and climate, and economic activity.
	Deepen an understanding of the interaction between physical and human processes.	The child can explain some ways biomes (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. 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.

		Meeting
Map and atlas work	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	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.
	Use the eight points of a compass, four- and 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.	The child can use four-figure, and find six figure, grid references. The child can describe height and slope from a map. The child can read and compare map scales.
Fieldwork and investigation	Use a range of methods including sketch maps, plans and graphs, and digital technologies.	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.

		Meeting
	Use fieldwork to observe, measure, record and present the human and physical features in the local area.	The child can plan and carry out a fieldwork investigation in an urban area and/or a rural area using appropriate techniques.