

Geography Progression Mapping

EYFS: Nursery

Forest School (SU2): Exploring seasons through appropriate activity: autumnal walk / planting bulbs / butterfly search / feed wildlife

	Geography Project	Substantive Knowledge	Disciplinary Skills	Vocabulary	Field Trip
Autumn 1	People - Me and my family	Where do I live and where have I been?	TBC	Home House Flat	
EYFS: Nursery A1: Me and my family – EY Framework Coverage Understanding the world - ELG: People, culture and communities					
Autumn 2	Places – our community	Describe immediate environment (home; school; from home to school) Explain some similarities and differences between life in U.K and other countries. Begin to understand the need to respect and care for the natural environment.	observation, discussion, stories, non-fiction texts and maps; stories, non-fiction texts and maps.	Eddington Cambridge School	School grounds Local walk
EYFS: Nursery A2: Our community – EY Framework Coverage Understanding the world - ELG: People, culture and communities / ELG: The Natural World					
Spring 2	Diversity - creatures	Explore the natural world, make observations and draw animals/plants. Know some similarities and differences between the natural world around them and contrasting environments. Understand some important processes and changes in the natural world including the seasons.	observation, discussion, stories, non-fiction texts and maps. drawing on their experiences and what has been read in class.	Animals Plants Flowers Trees Birds	Shepreth Wildlife Park
EYFS: Nursery Sp2: Creatures – EY Framework Coverage					



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Understanding the world - ELG: The Natural World					
Summer 2	Building the world	Develop positive attitudes about the differences between people / cultures.	TBC	TBC	
		Know that there are different countries in the world and talk about the differences they have experienced			
EYFS: Nursery Su2: Building the world – EY Framework Coverage Understanding the world - ELG: People, cultures and communities / ELG: The Natural World					

Geography Progression Mapping

EYFS: Reception

Forest School (A2 / Sp2 / Su1): Exploring seasons through appropriate activity: autumnal walk / planting bulbs / butterfly search / feed wildlife

	Geography Project	Substantive Knowledge	Disciplinary Skills	Vocabulary	Field Trip
Autumn 1	People - Me and my family	Becoming familiar with countries special to those around me.	Discussion, stories, non-fiction texts and maps.	Country UK	
EYFS: Reception A1: Me and my family – EY Framework Coverage Understanding the world - ELG: People, culture and communities					
Autumn 2	Places – our community	Describe their immediate environment using basic directional language (home; Eddington). Explain some similarities and differences between life in this country and life in other countries.	observation, discussion, stories, non-fiction texts and maps; stories, non-fiction texts and – when appropriate – maps.	Eddington Cambridge School Next to Behind In front of	School ground Local walk in Eddington
EYFS: Reception A2: Our community – EY Framework Coverage Understanding the world - ELG: People, culture and communities / ELG: The Natural World					
Spring 2	Diversity - creatures	Explore the natural world, make observations and draw animals/plants. Know some similarities and differences between the natural world around them and contrasting environments. Understand some important processes and changes in the natural	observation, discussion, stories, non-fiction texts and maps. drawing on their experiences and what has been read in class.	Animals Plants Flowers Trees Birds. Spring Summer Autumn Winter Seasons	Shepreth Wildlife Park



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		world around them, including the seasons and changing states of matter.			
EYFS: Reception Sp2: Creatures – EY Framework Coverage Understanding the world - ELG: The Natural World					
Summer 2	Building the world	TBC	observation, discussion, stories, non-fiction texts and maps.	TBC	
EYFS: Reception Su2: Building the world – EY Framework Coverage Understanding the world - ELG: People, cultures and communities / ELG: The Natural World					

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KS1: Year 1

Science (A1): Seasons and weather: Observe changes across the four seasons. Observe and describe weather associated with the seasons.

Forest School (SP2/Su1/Su2): Use simple compass directions (N,S,E,W); use directional language; describe the location of features and routes on a map; recognise landmarks and human/physical features; devise a simple map and use basic symbols in a key.

NC KS1 SF: Use simple compass directions and locational and directional language to describe the location of features and routes on a map.

NC KS1 SF: Devise a simple map; use and construct basic symbols in a key

NC KS1 SF: Use fieldwork and observational skills

Geography Project	Second-order concepts	Substantive Knowledge	Disciplinary Skills	Vocab	Field Trip
Y1 - A2 Planning Eddington	Place Space Environment Time Interconnection	<p>Children will focus on aspects of their local area including local physical / human features, land use and environment using simple geographical vocabulary.</p> <p>They will understand the location of Eddington – in Cambridge and UK.</p> <p>They will explore the change in land use from farm / agricultural land to development of Eddington and our school.</p> <p>They will start to consider important aspects of town planning.</p> <p>EQ: Is Eddington well designed?</p>	<p>Compass directions</p> <p>Locational / directional language</p> <p>Aerial photographs and plans</p> <p>Map use and design</p> <p>Fieldwork and observational skills.</p>	<p>NC vocab: City, town, village, house, office, shop, farm, forest, hill, Soil, vegetation.</p> <p>school, lake, park, country, UK,</p> <p>north, south, east, west</p> <p>Near / far</p> <p>Left / right</p>	Eddington
<p>KS1: Y1 A2: Planning Eddington - National Curriculum Coverage</p>					

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NC KS1: Pupils should develop knowledge about their locality

NC KS1 SF: Use simple compass directions and locational and directional language to describe the location of features and routes on a map.

NC KS1 SF: Devise a simple map; use and construct basic symbols in a key

NC KS1 SF: Use simple fieldwork and observational skills to study the geography of their school and grounds and the key human and physical features of its surrounding environment.

NCKS1HP: Use basic geographical vocabulary

KS1: Y1

A2: Planning Eddington – Curriculum consolidation

EYFS: Places – Our community

	Second order	Substantive knowledge	Disciplinary Skills	Vocabulary	Field trip
Y1 - Sp 2 The UK	Place Space Scale Environment Diversity	<p>Know and locate the four countries of the UK and their capital cities. Explore key landmarks of each capital city, the different weather patterns across the UK and some key geographical features of each nation.</p> <p>England (London) Scotland (Edinburgh) Northern Ireland (Belfast) Wales (Cardiff)</p> <p>Know that the UK is an Island surrounded by four seas:</p> <ul style="list-style-type: none"> - South coast: English Channel - East coast: North Sea - West coast: Irish Sea - West coast: Atlantic Ocean <p>Locate Cambridge in eastern England and identify local weather patterns.</p>	<p>World map and globe Compass directions Locational / directional language Aerial photographs and plans Map use and design Fieldwork and observational skills.</p>	<p>NC vocab: Beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather city, town, village, factory, farm, house, office, port, harbour, shop.</p> <p>capital city landmark</p> <p>north, south, east, west near / far left / right</p>	UCPS allotment and grounds



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		EQ: Where do we live?			
<p>KS1: Y1 Sp2: The UK - National Curriculum Coverage <i>NC KS1 LK: Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.</i> <i>NC KS1 HP: Identify seasonal and daily weather pattern in the UK</i> <i>NC KS1 SF: Use world maps, atlases and globes to identify the UK and its countries as well as the countries, continents and oceans studied at this stage.</i> <i>NC KS1 SF: Use simple compass directions and locational and directional language to describe the location of features and routes on a map.</i> <i>NC KS1 SF: Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</i> <i>NC KS1 SF: Use simple compass directions and locational and directional language to describe the location of features and routes on a map.</i> <i>NC KS1 SF: Use fieldwork and observational skills</i> NCKS1HP: Use basic geographical vocabulary</p>					
<p>KS1: Y1 Sp2: The UK – Curriculum consolidation EYFS: Spring 2 Diversity (changes in the natural world including the seasons) Y1: A1 (weather and seasons – science curriculum)</p>					

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KS1: Year 2

NB: Forest School (Sp 1): Use simple compass directions (N,S,E,W); use directional language; describe the location of features and routes on a map; recognise landmarks and human/physical features; devise a simple map and use basic symbols in a key.

NC KS1 SF: Use simple compass directions and locational and directional language to describe the location of features and routes on a map.

NC KS1 SF: Devise a simple map; use and construct basic symbols in a key

NC KS1 SF: Use fieldwork and observational skills

Geography Project	Second order concepts	Substantive Knowledge	Disciplinary Skills	Vocab	Field Trip
Y2 - A2 Cambridge and London	Place Space Scale Environment Diversity Interconnection	Locate Cambridge and London – within UK / England and in relation to each other using directional language (N/S/E/W). Understand some of the geographical similarities and differences between Cambridge and London and how/why they have changed over time. Focus on some key human and physical features of both cities. EQ: How do cities change?	World map and globe Atlas Compass directions Locational / directional language Aerial photographs and plans Map use and design Fieldwork and observational skills.	NC vocab: Hill, river, season, weather, city, town, village, factory, farm, house, office, port, harbour, shop. University, capital city, transport, population, landmark, tourist, museum	Cambridge
<p>KS1: Y2 A2: Cambridge and London - National Curriculum Coverage <i>NC KS1 Pupils should develop knowledge about the UK and their locality.</i> <i>NC KS1 SF: Use simple compass directions and locational and directional language to describe the location of features and routes on a map.</i></p>					

Geography Progression Mapping

NC KS1 SF: Devise a simple map; use and construct basic symbols in a key

NC KS1 SF: Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.

NC KS1 SF: Use fieldwork and observational skills

NC KS1 HP: Use basic geographical vocabulary

KS1: Y2

A2: Cambridge and London – Curriculum consolidation

Y1: The UK - four nations; capital cities; surrounding seas.

Geography Project	Second order concepts	Substantive knowledge	Disciplinary skills	Vocabulary	Field Trips
Y2 - Sp2 Fenlands and Kenyan Grasslands	Place Space Scale Environment Diversity Interconnection	Name and locate the 7 continents and 5 oceans; the UK in Europe; and the hot and cold areas of the world in relation to the Equator and North/South Poles. Case Study: Undertake a comparison of human and physical similarities /differences between the fenlands of UK and grasslands of Kenya. EQ: How do lives in the fenlands (UK) and grasslands (Kenya) compare?	World map, atlas and globe Compass directions Locational / directional language Aerial photographs and plans Map use and design Fieldwork and observational skills.	NC vocab: Beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather city, town, village, factory, farm, house, office, port, harbour, shop. Country, continent, equator, habitat, grassland, fenland	Wicken Fen

KS1: Y2

Sp2: Fenlands and Grasslands - National Curriculum Coverage

NC KS1 LK: Name and locate the world's seven continents and five oceans.

NC KS1 PK Understand geographical similarities and differences through studying human and physical geography of a small area of the UK and a contrasting non-European country.

NC KS1 HP: Identify the location of hot and cold areas of the world in relation to the Equator and the North/South Pole.

NCKS1SF: Use world maps, atlases and globes to identify the U.K and its countries as well as the countries, continents and oceans studied at this key stage.

NC KS1 SF: Use simple compass directions and locational and directional language to describe the location of features and routes on a map.

NC KS1 SF: Devise a simple map; use and construct basic symbols in a key



Geography Progression Mapping

NC KS1 SF: Use fieldwork and observational skills

NC KS1 HP: Use basic geographical vocabulary

KS1: Y2

Sp2: Fenlands and Grasslands - Curriculum Consolidation

Y1: Weather and seasons

Y1 / Y2: The UK - four nations; capital cities; surrounding seas

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KS2: Year 3

NB: Forest School (Sp1): Demonstrate understanding of the concept of a basic map; navigate around a simple orienteering course; record information accurately.

Geography Project	Second order concepts	Substantive Knowledge	Disciplinary Skills	Vocab	Field Trip
Y3- A2 Rivers and mountains	Place Space Scale Earth systems Environment Interconnection	<p>Locate Europe and know that it is second smallest continent and one half of a single landmass (Eurasia) which is divided through Russia. Locate UK within Europe and other major countries and cities.</p> <p>Know the five stages of the water cycle</p> <p>Rivers: Understand the formation and features of rivers; and importance to human settlement. Locate the longest rivers in UK (Severn) and Europe (Volga, Danube).</p> <p>Mountains: Understand the basic structure of the Earth and the formation of different mountains / ranges (fold, fault, dome, volcanic, erosion). Locate the highest mountains in UK (Ben Nevis), Europe (Mount Elbus) and world (Sagarmatha/Everest).</p> <p>Comparison study Scotland and Spain (MFL link) EQ: How do the presence of rivers and mountains inform human activity?</p>	Maps, atlases, globes, digital maps O.S maps – keys/symbols Compass directions	<p>Watercycle: run-off, precipitation, evaporation, transpiration, condensation</p> <p>Rivers: source, mouth, tributary, estuary, sediment, confluence</p> <p>Mountains: crust, continent, tectonic plates, mountain range, base, summit, peak, altitude, elevation, glaciers, avalanche, fold, dome, fault, volcanic, erosion.</p>	
KS2: Y3					

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A1: Rivers and Mountains - National Curriculum Coverage

NC KS2 LK: Locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries and major cities.

NC KS2 LK: 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.

NC KS2 PK: Understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region in a European country.

NC KS2 PG: Describe and understand key aspects of physical geography including rivers, mountains and the water cycle.

NC KS2 HG: 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.

NC KS2 GSF: Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

KS2: Y3

A1: Rivers and Mountains - Curriculum Consolidation

Y1/Y2: UK; four nations; capital cities; surrounding seas.

Y2: 7 continents, 5 oceans, UK in Europe

Geography Project	Second order concepts	Substantive Knowledge	Disciplinary skills	Vocabulary	Field Trips
Y3- Spr2 Climate	Space Scale Earth systems Environment Diversity Time	<p>Understand the difference between weather and climate (average weather).</p> <p>Know and locate the different climate zones around the world: Tropical /Dry/ Temperate / Continental / Polar</p> <p>Understand how and why climate is changing, how it affects the water cycle and challenges posed by these changes.</p> <p>EQ: How does climate affect lives?</p>	<p>Maps, atlases, globes, digital maps</p> <p>Compass directions</p>	<p>NC vocab: latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Tropic of Cancer, Tropic of Capricorn, Arctic circle, Antarctic Circle, Prime/Greenwich Meridian, time zones.</p> <p>climate (change) (zones), microclimate, atmosphere, humidity.</p> <p>Tropical, dry, temperate, continental, polar.</p>	



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KS2: Y3
Sp2: Climate - National Curriculum Coverage
NC KS2 LK: Locate the world's countries concentrating on their environmental regions, key physical and human characteristics, countries and major cities.
NC KS2 LK: Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, Prime/Greenwich Meridian, time zones.
NC KS2 PG: Describe and understand key aspects of physical geography, including climate zones and the water cycle.
NC KS2 HG: Describe and understand key aspects of human geography including types of settlement and land use and the distribution of natural resources
NC KS2 GSF: Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

KS2: Y3
Sp2: Climate - Curriculum Consolidation
EYFS/Y1: weather/seasons
Y2: Locate hot and cold areas of the world
Y2: 7 continents, 5 oceans, UK in Europe
Y3: Water Cycle

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KS2: Year 4

NB: Forest School (A2): Recognise features and symbols on the map; understand how to orientate a map.

NB: Residential Trip to Caythorpe, Lincolnshire: Includes orienteering, practical map-reading and judgment of distance.

Geography Project	Second order concepts	Substantive Knowledge	Disciplinary Skills	Vocabulary	Field Trip
Y4- A2 Biomes	Place Space Scale Earth systems Environment Time Interconnection	<p>Know features of the 5 major biomes and their location in the world:</p> <ul style="list-style-type: none"> -aquatic (including barrier reef) - grassland - forest (deciduous and rain) - desert - tundra <p>Compare biomes in UK (deciduous forest) and Brazil (Amazon Rainforest).</p> <p>EQ: Should the destruction of forests be allowed?</p>	<p>Maps, atlases, globes, digital maps</p> <p>Compass directions</p> <p>Grid references</p> <p>O.S maps – symbols and key</p> <p>Fieldwork and observation</p> <p>Data: collect, record, present</p>	<p>biome, ecosystem, aquatic, barrier reef, grassland, forest (coniferous, deciduous, rain) desert, tundra</p> <p>biodiversity, canopy, deforestation, emergent layer, fauna, flora, forest floor, habitat, middle layer, extinction, species, vegetation belts</p>	Thetford forest

KS2: Y4
A2: Biomes - National Curriculum Coverage
 NC KS2 LK: Locate the world's countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities
 NC KS2 LK: Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features, and land-use patterns; and understand how some of these aspects have changed over time.
 NC KS2 LK: Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, Prime/Greenwich Meridian, time zones.



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NC KS2 PK: Understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region within North or South America.
NC KS2 PG: Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts and the water cycle.
NC KS2 HG: Describe and understand key aspects of human geography including types of settlement and land use and the distribution of natural resources
NC KS2 GSF: Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
NC KS2 GSF: Use the 8 points of a compass and 4/6 grid references, symbols and key (including Ordnance Survey maps) to build knowledge of the U.K and wider world
NC KS2 GSF: Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods

KS2: Y4
A2: Biomes - Curriculum Consolidation
 Y1-3: countries, continents, oceans
 Y2: Grasslands of Kenya
 Y1-3: weather/seasons, climate and water cycle

Geography Project	Second order concepts	Substantive Knowledge	Disciplinary Skills	Vocabulary	Field Trip
Y4- Sp2 Migration	Space Scale Environment Diversity Interconnection Time	Understand different forms of migration, reasons that motivate migration and the impact of migration: - Internal migration (UCPS staff case study from Wales/NI) - External migration – crossing borders (UCPS staff case study) - Economic migration - Seasonal migration - Migration due to disaster Understand the distinction between migrants, refugees and asylum seekers and have a basic understanding of the UNHCR. Focus countries: Ukraine and Syria. EQ: Should people be able to live where they choose?	Maps, atlases, globes, digital maps Compass directions Data: collect, record, present	Migration: internal, external, economic, seasonal, rural, urban, immigrant/immigration emigrant/emigration Nationality, borders Refugee, asylum, to flee, displace, stateless, Disaster, war / conflict, Persecution, UNHCR	Case Studies (UCPS staff)
KS2: Y4					



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Sp2: Migration - National Curriculum Coverage

NC KS2 LK: Locate the world's countries concentrating on their environmental regions, key physical and human characteristics, countries and major cities

NC KS2 HG: Describe and understand key aspects of human geography including types of settlement and land use and the distribution of natural resource

NC KS2 GSF: Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

KS2: Y4

Sp2: Migration - Curriculum Consolidation

Y1-4: countries, continents, oceans

Y1-4: weather and climate

Y2: Cambridge / London – demographic, population, change over time

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KS2: Year 5

NB: Forest School (Sp2): Use the eight points of a compass and four figure grid references; develop expertise in the skills of orientating a map including following a course and recognition of map symbols; demonstrate an understanding of the relationship between pace and distance; plan a short course to build confidence in map reading and transfer of information from map to ground.

NC KS2 GSF: Use the 8 points of a compass and 4 grid references, symbols and key to build knowledge of the U.K and wider world

NC KS2 GSF: Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods.

Geography Project	Second order concept	Substantive Knowledge	Disciplinary Skills	Vocabulary	Field Trip
Y5- A2 Dynamic coasts	Place Space Scale Earth systems Environment Interconnections	<p>Know that islands are a body of land surrounded by water and distinguished from continents by size. Greenland is the world's largest island. Australia, which is 3 x as large, is the world's smallest continent. Approx one quarter of countries are islands and one sixth of the global population lives on an island.</p> <p>Know / locate examples of the six island types: Continental (UK, Greenland, Madagascar) Oceanic (Hawaii) Tidal (Mont St Michel, France) Barrier (New York) Coral (Bahamas) Artificial / man made (Dubai)</p> <p>Know and locate coastal regions and towns in the UK and identify their different features.</p>	<p>Maps, atlases, globes, digital maps Compass directions Grid references O.S maps – symbols and key Fieldwork and observation Data: collect, measure, record, present</p>	<p>Island: continental, oceanic, tidal, barrier, coral, artificial, archipelago, adaptive radiation, evolution.</p> <p>Coast, beach, bay, cliffs, cave, cove, sand dunes, headland, peninsula, abrasion, attrition, erosion, sea level, sea defences, groyne, longshore drift, tide, current, landform.</p>	Hunstanton

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		<p>Understand different types of coastal use (settlement, trading, fishing, tourism, energy).</p> <p>Know the physical processes involved in coastal formation and key coastal features and understand that coastlines are dynamic and changing.</p> <p>Understand the impact of coastal erosion and explore aspects of coastal management systems.</p> <p>EQ: Should Hunstanton be saved?</p>			
<p>KS2: Y5 A2: Dynamic Coasts - National Curriculum Coverage <i>NC KS2 LK: Locate the world's countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</i> <i>NC KS2 LK: Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including coasts) and land-use patterns; and understand how some of these aspects have changed over time.</i> NC KS2 PG: Describe and understand key features of physical geography including the water cycle NC KSW HG: <i>Describe and understand key aspects of human geography including types of settlement and land use and the distribution of natural resources.</i> <i>NC KS2 GSF: Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</i> <i>NC KS2 GSF: Use the 8 points of a compass and 4/6 grid references, symbols and key (including ordnance survey maps) to build knowledge of the U.K and wider world</i> <i>NC KS2 GSF: Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of method</i></p>					
<p>KS2: Y5 A2: Dynamic Coasts - Curriculum Consolidation Y1-4: countries, continents, oceans Y1-4: weather, climate, water cycle</p>					
Geography Project	Second order concepts	Substantive Knowledge	Disciplinary Skills	Vocabulary	Field Trip
Y5- Sp2 Explosive Nature	Space Scale Earth systems	Earth: Understand the structure of the Earth: rock cycle, inner core, outer core, mantle, crust, magma.	Maps, atlases, globes, digital maps Compass directions	Earth: core, mantle, crust, magma, rock (igneous, sedimentary,	

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	<p>Environment Interconnection</p>	<p>Volcanoes: Understand volcanic activity, different types of volcanoes, the effects and consequences of volcanic eruptions and why people choose to live in their vicinity.</p> <p>Earthquakes/Tsunamis: Understand the causes and consequences of earthquakes. Undertake comparative case study of 2011 earthquakes in Haiti, Christchurch NZ and Tohoku Japan.</p> <p>EQ: Should we mitigate the effects of natural disasters?</p> <p>EQ: What are the primary and secondary effects of natural disasters?</p>		<p>metamorphic), molten, minerals, lithosphere.</p> <p>Volcanoes: shield, composite, caldera, active, dormant, extinct, crater, vent, fumarole, pressure, gas, ash, lava, pyroclastic flows, ring of fire, lahar, fertile, geothermal, volcanologist, seismic,</p> <p>Earthquakes: tectonic plates, fault, friction, subduction, magnitude, richter, after shock, epicentre, tsunami, water displacement. Infrastructure</p>	
<p>KS2: Y5 Sp2: Explosive Nature - National Curriculum Coverage <i>NC KS2 LK: Locate the world's countries concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</i> <i>NC KS2 LK: Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including coasts) and land-use patterns; and understand how some of these aspects have changed over time.</i> <i>NC KS2 PG: Describe and understand key aspects of physical geography, including volcanoes and earthquakes.</i> <i>NC KS2 HG: Describe and understand key aspects of human geography including types of settlement and land use and the distribution of natural resources.</i> <i>NC KS2 GSF: Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</i></p>					
<p>KS2: Y5 Sp2: Explosive Nature - Curriculum Consolidation Y1-4: countries, continents, oceans Y3: Mountains - Earth's structure and mountain formation</p>					



**UNIVERSITY OF
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PRIMARY SCHOOL**

Geography Progression Mapping



Geography Progression Mapping

KS2: Year 6

NB: Forest School (Su2): Use the eight points of a compass, four and six figure grid references; symbols and key including ordnance survey maps; further develop navigational skills; combine map reading and compass skills; participate in an orienteering competition.

NB: Residential trip to Snowdonia, Wales.

NC KS2 GSF: Use the 8 points of a compass and 4/6 grid references, symbols and key (including ordnance survey maps) to build knowledge of the U.K and wider world

NC KS2 GSF: Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods (Snowdonia and Forest School)

Geography Project	Second order concepts	Substantive Knowledge	Disciplinary Skills	Vocabulary	Field Trip
Y6- A2 Population and the Planet	Place Space Scale Earth Systems Time Diversity Interconnection Environment	Explore the global population growth over the last century, the reasons for it and consequences (for example, ageing population). Understand the physical / human geographical challenges that poses. Case study: Australia Climate Biomes Population surge – reasons why? Multiculturalism? Why they congregate in coastal cities? The reliance on fossil fuels (jobs/economy) versus the cost of that reliance (coral reef, bush fires, floods, drought, farming). EQ: Has Australia’s luck run out?	Maps, atlases, globes, digital maps Compass directions Grid references		

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<p>KS2: Y6 A2: Population and the Planet- National Curriculum Coverage <i>NC KS2 LK: Locate the world's countries concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</i> <i>NC KS2 LK: Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, Prime/Greenwich Meridian, time zones.</i> <i>NC KS2 PG: Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.</i> <i>NC KS2 HG: Describe and understand key aspects of human geography including types of settlement and land use and the distribution of natural resources</i> <i>NC KS2 GSF: Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</i> <i>NC KS2 GSF: Use the 8 points of a compass and 4/6 grid references, symbols and key (including Ordnance Survey maps) to build knowledge of the U.K and wider world</i></p>					
<p>KS2: Y6 A2: Population and the Planet - Curriculum Consolidation Y1-4: countries, continents, oceans Y1-4: weather, climate, biomes Y5: coasts</p>					
Geography Project	Second Order Concepts	Substantive Knowledge	Disciplinary Skills	Vocabulary	Field Trip
Y6- Sp2 Globalisation	Place Space Scale Earth systems Environment Time Diversity Interconnection	Understand the term globalisation (scale of trade and cultural exchange) and its consequences (positive/negative). Explore the implications of consumer demands on land use, depletion of natural resources, reduction in biodiversity and labour markets. Examples: <u>Fast fashion</u> (Bangladesh, incl. Rana Plaza disaster) (The Atacama Desert, Chile) <u>Food fads</u> Avocado: Mexico	Maps, atlases, globes, digital maps	Consumer, depletion, pollution, (un)sustainable, resource deficit, extraction, irrigation, SDG, disposal	

Geography Progression Mapping

		<p>Almonds: California Soya: Brazil Palm Oil: Indonesia / Malaysia</p> <p>Explore the aim and efficacy of Sustainable Development Goal 12: Responsible consumption and production.</p> <p>EQ: Is the cost of globalisation a price worth paying?</p>			
<p>KS2: Y6 Sp2: Globalisation - National Curriculum Coverage <i>NC KS2 LK: Locate the world's countries concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</i> <i>NC KS2 PG: Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts and the water cycle.</i> <i>NC KS2 HG: Describe and understand key aspects of human geography including types of settlement and land use and the distribution of natural resources</i> <i>NC KS2 GSF: Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</i> <i>NC KS2 GSF: Use the 8 points of a compass and 4/6 grid references, symbols and key (including Ordnance Survey maps) to build knowledge of the U.K and wider world</i></p>					
<p>KS2: Y6 A2: Globalisation - Curriculum Consolidation Y1-4: countries, continents, oceans Y1-4: weather, water cycle, climate, biomes Y4 + 6: Migration and population</p>					
Geography Project	Second Order Concepts	Substantive Knowledge	Disciplinary Skills	Vocabulary	Field Trip
Y6- Su2 Snowdonia	Place Space Scale	TBC	Compass skills Six grid reference Ordnance Survey	Glacier	Snowdonia 5 days



Geography Progression Mapping

	Earth Systems				
KS2: Y6 Su2: Snowdonia <i>NC KS2 PG: Describe and understand key aspects of physical geography, including mountains and volcanoes.</i> <i>NC KS2 HG: Describe and understand key aspects of human geography including types of settlement and land use</i> <i>NC KS2 GSF: Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</i> <i>NC KS2 GSF: Use the 8 points of a compass and 6 figure grid references, symbols and key (including ordnance survey maps) to build knowledge of the U.K</i> <i>NC KS2 GSF: Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods.</i>					
KS2: Y6 Su2: Snowdonia- Curriculum Consolidation Y1: The UK Y1 – 3: weather and climate Y3: mountains Y5: Volcanoes					