



**Progression of Geography**

	<b>KNOWLEDGE</b>	<b>PERFORMANCE OF SKILLS</b>
	<b>Unit: Locational Knowledge</b>	
Nursery	<p><b>Vocabulary:</b> village, Chilton, school, Seedlings, Nursery, town, Didcot, Harwell, Abingdon, home</p> <p><b>Children will...</b></p> <ul style="list-style-type: none"> <li>Know the name of the village or town they live in.</li> <li>Know our school is in Chilton.</li> </ul>	<p><b>All children (WTS)</b></p> <ul style="list-style-type: none"> <li>Know our Nursery is in a school.</li> </ul> <p><b>Most children (EXS)</b></p> <ul style="list-style-type: none"> <li>Can name the village or town they live in.</li> <li>Can name the village our school is in.</li> </ul>
Reception	<p><b>Prior knowledge</b></p> <ul style="list-style-type: none"> <li>Know the name of the village or town they live in.</li> <li>Name the village our school is in.</li> </ul> <p><b>Vocabulary:</b> village, Chilton, Downside, town, Didcot, city, Oxford, Capital city, London, country, England, planet, Earth, space</p> <p><b>Children will know...</b></p> <ul style="list-style-type: none"> <li>The name of the road that our school is on.</li> <li>That our school is in Chilton.</li> <li>That Didcot is a town in our local area.</li> <li>That Oxford is a city in our local area.</li> <li>That England is a country.</li> <li>That London is the capital city of England.</li> <li>That planet Earth is made up of land and water.</li> <li>That Earth is a planet, and it is made up of lots of different countries.</li> <li>That there are lots of planets in space and Earth is one of them.</li> </ul>	<p><b>All children (WTS)</b></p> <ul style="list-style-type: none"> <li>Can name the planet we live on.</li> <li>Can name the country that we live in.</li> <li>Can name the village/town/city they live in.</li> </ul> <p><b>Most children (EXS)</b></p> <ul style="list-style-type: none"> <li>Can name the villages, towns and cities in our local area.</li> <li>Can name the road that our school is on.</li> <li>Can name the country that we live in.</li> <li>Can identify the capital city of England.</li> <li>Can name the planet that we live on.</li> </ul>
Years 1 and 2	<p><b>Chilton</b> (see also Place Knowledge)</p> <p><b>Prior knowledge</b></p> <ul style="list-style-type: none"> <li>Know that we live on planet Earth.</li> <li>Know that we live in England.</li> <li>Know that London is the capital city of England.</li> <li>Know the names of the villages, towns and cities in our local area.</li> <li>Know that our school is in Chilton.</li> </ul> <p><b>Vocabulary:</b> village, settlement, human features, physical features, aerial photographs, next to, behind, in front, on, under, over, near, far, left, right, forwards, North, East, South, West, map, key</p> <p><b>Children will know...</b></p> <ul style="list-style-type: none"> <li>The location of our school within Chilton.</li> </ul>	<p><b>Chilton</b></p> <p><b>All children (WTS)</b></p> <ul style="list-style-type: none"> <li>Identify key features close to our school.</li> </ul> <p><b>Most children (EXS)</b></p> <ul style="list-style-type: none"> <li>Know the location of Chilton and our school.</li> </ul>



<p><b>UK and Surrounding Seas</b> (see also Place Knowledge)</p> <p><b>Prior knowledge</b></p> <ul style="list-style-type: none"> <li>• Know that we live on planet Earth.</li> <li>• Know that we live in England.</li> <li>• Know that London is the capital city of England.</li> <li>• Know the names of the villages, towns and cities in our local area.</li> </ul> <p><b>Vocabulary:</b> Countries, United Kingdom, England, Wales, Scotland, Northern Ireland, capital city, London, Edinburgh, Cardiff, Belfast, sea, ocean, bodies of water, North Sea, Irish Sea, English Channel, Atlantic Ocean</p> <p><b>Children will know...</b></p> <ul style="list-style-type: none"> <li>• The name and location of the four countries of the United Kingdom (UK).</li> <li>• What a capital city is.</li> <li>• The capital cities of England, Wales, Scotland and Northern Ireland.</li> <li>• The bodies of water that surround the UK and their location.</li> </ul>	<p><b>UK and Surrounding Seas</b></p> <p><b>All children (WTS)</b></p> <ul style="list-style-type: none"> <li>• Locate the UK on a globe and world map.</li> <li>• Can name the countries of the UK.</li> </ul> <p><b>Most children (EXS)</b></p> <ul style="list-style-type: none"> <li>• Name and locate the four countries of the UK.</li> <li>• To name the four capital cities of the UK.</li> <li>• Locate the UK's surrounding seas.</li> </ul> <p><b>Some children (GDS)</b></p> <ul style="list-style-type: none"> <li>• name and locate the capital cities of the UK.</li> </ul>
<p><b>Continents and Oceans</b></p> <p><b>Prior Knowledge</b></p> <ul style="list-style-type: none"> <li>• Know that we live on planet Earth.</li> <li>• Know that we live in England.</li> <li>• Identify the land and sea on a globe/digital aerial map.</li> </ul> <p><b>Vocabulary:</b> Continent, Asia, Africa, North America, South America, Antarctica, Europe, Australia, countries, ocean, Pacific, Atlantic, Indian, Arctic, Southern Ocean</p> <p><b>Children will know...</b></p> <ul style="list-style-type: none"> <li>• What a continent is.</li> <li>• The name and location of the seven continents of the world.</li> <li>• That the UK is in Europe.</li> <li>• The name and location of the five oceans of the world.</li> </ul>	<p><b>Continents and Oceans</b></p> <p><b>All children (WTS)</b></p> <ul style="list-style-type: none"> <li>• Name some continents of the world.</li> <li>• Name some oceans of the world.</li> </ul> <p><b>Most children (EXS)</b></p> <ul style="list-style-type: none"> <li>• Name and locate the seven continents on a world map.</li> <li>• Name and locate some of the five oceans on a world map and globe.</li> </ul> <p><b>Some children (GDS)</b></p> <ul style="list-style-type: none"> <li>• Locate all five oceans on a globe or atlas.</li> <li>• Name countries found within the continents.</li> </ul>
<p><b>Hot and Cold places</b> (See also Place Knowledge and Human and Physical Geography)</p> <p><b>Prior knowledge</b></p> <ul style="list-style-type: none"> <li>• Know there are hot and cold places in our world.</li> <li>• Know that we live on planet Earth.</li> </ul> <p><b>Vocabulary:</b> Equator, hot, cold, North Pole, South Pole, location, human features, physical features, seasons, weather, climate</p> <p><b>Children will know...</b></p> <ul style="list-style-type: none"> <li>• What the equator is.</li> <li>• The location of the equator.</li> <li>• The location of the North and South Poles.</li> <li>• The location of hot and cold areas of the world.</li> </ul>	<p><b>Hot and Cold places</b></p> <p><b>Most children (EXS)</b></p> <ul style="list-style-type: none"> <li>• Can locate hot and cold areas of the world.</li> <li>• Can locate the Equator, North and South Poles.</li> </ul> <p><b>Some children (GDS)</b></p> <ul style="list-style-type: none"> <li>• Can locate hot and cold areas of the world in relation to the Equator and North/South Poles.</li> </ul>



<p>Years 3 and 4</p>	<p><b>Local Area Study</b> (see also Place Knowledge)</p> <p><b>Prior knowledge</b></p> <ul style="list-style-type: none"> <li>• Know that the UK is in Europe.</li> <li>• Know the location of our school in Chilton.</li> <li>• Know the names of the villages, towns and cities in our local area.</li> <li>• Know the names of the four countries of the UK, their capital cities and surrounding seas.</li> </ul> <p><b>Vocabulary:</b> England, British Isles, boundary lines, county, Oxfordshire, West Berkshire, settlement, village, town, River Thames, human features, physical features, aerial photographs, symbols, key, North, North East, East, South East, South, South West, West, North West, grid references</p> <p><b>Children will know...</b></p> <ul style="list-style-type: none"> <li>• The location of England within the UK.</li> <li>• The location of Oxfordshire and West Berkshire.</li> <li>• The location of the river town studied, in relation to Chilton and surrounding villages and towns.</li> <li>• The location of the River Thames.</li> </ul>	<p><b>Local Area Study</b></p> <p><b>All children (WTS)</b></p> <ul style="list-style-type: none"> <li>• Name and locate the river town studied.</li> </ul> <p><b>Most children (EXS)</b></p> <ul style="list-style-type: none"> <li>• Draw boundary lines to show where England is located within the UK.</li> <li>• Can name and locate the river town studied and its surrounding villages and towns (using local area maps and digital/computer mapping – Google Earth).</li> </ul> <p><b>Some children (GDS)</b></p> <ul style="list-style-type: none"> <li>• Can name and locate the counties – Oxfordshire and West Berkshire (using local area maps and digital/computer mapping – Google Earth).</li> </ul>
	<p><b>Europe</b> (see also Place Knowledge and Human and Physical Geography)</p> <p><b>Prior knowledge</b></p> <ul style="list-style-type: none"> <li>• Know the names and locations of the seven continents and five oceans.</li> <li>• Know that the UK is in Europe.</li> </ul> <p><b>Vocabulary:</b> location, Europe, continent, northern hemisphere, time zones, Prime Meridian, country, capital city, region, settlement, city, landmark, human geography, physical geography, mountain, river</p> <p><b>Children will know...</b></p> <ul style="list-style-type: none"> <li>• The location of Europe within the northern hemisphere.</li> <li>• The world's time zones (including day and night).</li> <li>• The location of the Prime Meridian and its significance.</li> <li>• The name and location of the following countries in Europe: France, Spain, Italy, Germany, Poland and Russia – and to know and locate their capital cities.</li> <li>• The region that these countries are in.</li> </ul>	<p><b>Europe</b></p> <p><b>All children (WTS)</b></p> <ul style="list-style-type: none"> <li>• Locate Europe on a world map.</li> <li>• Name some of the countries and capital cities in Europe.</li> </ul> <p><b>Most children (EXS)</b></p> <ul style="list-style-type: none"> <li>• Identify the position of the Prime Meridian on a world map.</li> <li>• Name and locate the main countries on a map of Europe. Identify their capital cities.</li> </ul> <p><b>Some children (GDS)</b></p> <ul style="list-style-type: none"> <li>• Locate the capital cities of France, Spain, Italy, Germany, Poland and Russia.</li> <li>• Name the region of Europe that France, Spain, Italy, Germany, Poland and Russia are in.</li> </ul>



<p>Years 5 and 6</p>	<p><b>Local Area Study</b> (See also Place Knowledge)</p> <p><b>Prior knowledge:</b></p> <ul style="list-style-type: none"> <li>• Know the location of: England within the UK. Oxfordshire and West Berkshire. Chilton.</li> <li>• Know the names of the villages, towns and cities in our local area.</li> </ul> <p><b>Vocabulary:</b> village, town, city, county, settlement, human feature, physical feature, grid reference, compass directions, symbols, key</p> <p><b>Children will know...</b></p> <ul style="list-style-type: none"> <li>• The location of Chilton and the local area studied.</li> <li>• The location of surrounding villages and towns.</li> <li>• The county that the area of studied is within.</li> </ul>	<p><b>All children (WTS)</b></p> <ul style="list-style-type: none"> <li>• Locate Chilton and the local area studied on digital maps.</li> </ul> <p><b>Most children (EXS)</b></p> <ul style="list-style-type: none"> <li>• Can locate the local area studied and its surrounding villages and towns (on digital maps).</li> </ul>
	<p><b>North and South America</b> (see also Place Knowledge)</p> <p><b>Prior knowledge</b></p> <ul style="list-style-type: none"> <li>• Know the location of North and South America.</li> <li>• Know the name and location of five oceans.</li> <li>• Know that the world is split up into time zones.</li> <li>• Know the Prime Meridian runs through the UK.</li> <li>• Locate the equator.</li> </ul> <p><b>Vocabulary:</b> Continent, North and South America, Arctic Ocean, Atlantic Ocean, Pacific Ocean, equator, Arctic Circle, Tropic of Cancer, Tropic of Capricorn, country, city, human features, physical features, climate, landmarks</p> <p><b>Children will know...</b></p> <ul style="list-style-type: none"> <li>• To identify the oceans that surround North and South America.</li> <li>• The position of the Equator, Arctic Circle, Tropic of Cancer and Capricorn and their significance in relation to the continents.</li> <li>• The position and significance of the Prime Meridian and time zones.</li> <li>• The name and location of some countries in North and South America.</li> <li>• The location of key cities in North America including Mexico City (Mexico), New York (USA), Toronto (Canada) and Havana (Cuba).</li> </ul>	<p><b>North and South America</b></p> <p><b>All children (WTS)</b></p> <ul style="list-style-type: none"> <li>• Can locate North and South America.</li> <li>• Can identify some countries and capital cities in North and South America.</li> <li>• Can locate the Equator on a world map.</li> </ul> <p><b>Most children (EXS)</b></p> <ul style="list-style-type: none"> <li>• Can locate North and South America, some countries and key cities.</li> <li>• Can identify the position of the Northern and Southern Hemispheres, the Tropics of Cancer and Capricorn.</li> <li>• Can identify the position and significance of the Prime Meridian and time zones.</li> </ul> <p><b>Some children (GDS)</b></p> <ul style="list-style-type: none"> <li>• Can describe the significance of the equator, tropics and poles.</li> </ul>



	<b>KNOWLEDGE</b> <b>Unit: Place Knowledge</b>	<b>PERFORMANCE OF SKILLS</b>
Nursery	<p><b>Vocabulary:</b> family members, windows, door, brick, stone, emergency services: fire, police, medical, Police officers, firefighters, paramedics, doctors, nurses etc</p> <p><b>Children will...</b></p> <ul style="list-style-type: none"> <li>• Know who lives in their house.</li> <li>• Know what their house looks like.</li> <li>• Learn from visitors of various occupations in our local area.</li> <li>• Talk about the differences and similarities between themselves and people in their local community.</li> <li>• Know where 'big school' is and other schools in our local area.</li> <li>• Know the adults they will see in Reception.</li> </ul>	<p><b>All children (WTS)</b></p> <ul style="list-style-type: none"> <li>• Can name members of their family.</li> <li>• Can name some emergency services.</li> </ul> <p><b>Most children (EXS)</b></p> <ul style="list-style-type: none"> <li>• Can name who lives in their house and talk about what their house looks like.</li> <li>• Can name people who help us in our local area.</li> <li>• Can talk about what is the same or different between themselves and the people in our local community.</li> <li>• Can identify 'big school' and the adults who work in Reception.</li> </ul>
Reception	<p><b>Prior knowledge</b></p> <ul style="list-style-type: none"> <li>• Know who lives in their home and what it looks like.</li> <li>• Name people who help us in our community.</li> </ul> <p><b>Vocabulary:</b> School, houses, community centre, village hall, garden centre, parks, church, pub, main road, A34, Orchard Centre, Hadden Hill Retail Park, petrol stations, supermarkets, fire station, library, train station, Didcot Wave, Didcot Health Centre/doctor surgeries, Ladygrove, Didcot Town Football Club, GWP, Westgate, New Theatre, train station, Kassam Stadium/cinema/bowling alley/restaurants, museum of Natural History, John Radcliffe Hospital, Oxford Castle, Bodleian Library, Christ Church College, London Eye, Big Ben, Houses of Parliament, National Gallery, Natural History Museum, Tower of London, The O2 Arena, St Paul's Cathedral, The Gherkin, London Underground, Buckingham Palace</p> <p><b>Children will know...</b></p> <ul style="list-style-type: none"> <li>• That Chilton is a village and the name of its key buildings.</li> <li>• The key features of our school and its grounds.</li> <li>• The location of our classroom, our garden, Forest School, the field, playground and the hall on a digital aerial map.</li> <li>• That Didcot is a town and its key buildings.</li> <li>• The name of the main road that travels past Chilton, Didcot and Oxford – A34</li> <li>• That Oxford and London are cities and the names of their key landmarks.</li> <li>• That England is a country.</li> <li>• That Earth is a planet, and it is made up of lots of different countries.</li> </ul>	<p><b>All children (WTS)</b></p> <ul style="list-style-type: none"> <li>• Know that there are different places in the world.</li> </ul> <p><b>Most children (EXS)</b></p> <ul style="list-style-type: none"> <li>• Can explore aerial maps of our school and identify key features.</li> <li>• Can identify Chilton as a village and talk about its key features.</li> <li>• Can identify Didcot as a town and talk about its key features.</li> <li>• Can identify Oxford as a city and talk about its key features.</li> <li>• Can identify London as the capital city of England and talk about its key features.</li> <li>• Can describe their immediate environment.</li> <li>• Can explain some similarities and differences between life in Chilton and life in other countries.</li> <li>• Recognise some environments that are different to the one in which they live.</li> </ul>



<p>Years 1 and 2</p>	<p><b>Chilton</b> (see also Locational Knowledge)</p> <p><b>Prior knowledge</b></p> <ul style="list-style-type: none"> <li>• Chilton is a village.</li> <li>• Know the features of their immediate environment.</li> <li>• Know the key features in their local area.</li> <li>• That a village is a settlement.</li> </ul> <p><b>Vocabulary:</b> village, settlement, human features, physical features, aerial photographs, next to, behind, in front, on, under, over, near, far, left, right, forwards, North, East, South, West, map, key</p> <p><b>Children will know...</b></p> <ul style="list-style-type: none"> <li>• What a village is.</li> <li>• What human and physical features are.</li> <li>• The key human and physical features in our school grounds and in Chilton.</li> <li>• How to locate these key features using aerial photographs and plan perspectives.</li> <li>• Positional language – next to, behind, in front, on, under, over</li> <li>• Directional language - near, far, left, right, forwards</li> <li>• The compass directions N, E S and W.</li> <li>• What a simple map needs.</li> <li>• What a key is on a map.</li> </ul>	<p><b>Chilton</b></p> <p><b>All children (WTS)</b></p> <ul style="list-style-type: none"> <li>• Know that Chilton is a village.</li> <li>• Name some key features in our school grounds and in Chilton.</li> </ul> <p><b>Most children (EXS)</b></p> <ul style="list-style-type: none"> <li>• Identify the human and physical features within our school grounds and in Chilton.</li> <li>• Locate these features on aerial photographs and plan perspectives.</li> <li>• Follow trails (within our school grounds) on simple plan perspectives/aerial photographs, locating key features.</li> <li>• Use positional and directional language to describe the route and location of key features within our school grounds and in Chilton.</li> <li>• Create simple maps.</li> <li>• Construct a key using basic symbols.</li> </ul> <p><b>Some children (GDS)</b></p> <ul style="list-style-type: none"> <li>• Describe the environment of Chilton.</li> <li>• Understand and use simple compass directions N, E, S and W.</li> </ul>
	<p><b>UK and Surrounding Seas</b> (see also Locational Knowledge)</p> <p><b>Prior knowledge</b></p> <ul style="list-style-type: none"> <li>• London is the capital city of England.</li> <li>• Oxford is a city.</li> <li>• Key landmarks in Oxford and London.</li> </ul> <p><b>Vocabulary:</b> Countries, United Kingdom, England, Wales, Scotland, Northern Ireland, capital city, London, Edinburgh, Cardiff, Belfast, sea, ocean, bodies of water, North Sea, Irish Sea, English Channel, Atlantic Ocean</p> <p><b>Children will know...</b></p> <ul style="list-style-type: none"> <li>• What a capital city is.</li> <li>• What human and physical features are.</li> <li>• The famous buildings and landmarks in England, Scotland, Wales and Northern Ireland.</li> </ul>	<p><b>UK and Surrounding Seas</b></p> <p><b>All children (WTS)</b></p> <ul style="list-style-type: none"> <li>• Can name some famous buildings and landmarks within the UK</li> </ul> <p><b>Most children (EXS)</b></p> <ul style="list-style-type: none"> <li>• Can identify the characteristics of the four countries and capital cities of the UK.</li> <li>• Can identify which are human and physical features.</li> </ul>



	<p><b>Hot and Cold places</b> (See also Locational Knowledge and Human and Physical Geography)</p> <p><b>Prior knowledge</b></p> <ul style="list-style-type: none"> <li>• Know there are hot and cold places in our world.</li> <li>• Know that we live on planet Earth.</li> </ul> <p><b>Vocabulary:</b> Equator, hot, cold, North Pole, South Pole, location, human features, physical features, seasons, weather, climate</p> <p><b>Children will know...</b></p> <ul style="list-style-type: none"> <li>• The names of some hot and cold areas of the world.</li> <li>• What human and physical features are.</li> <li>• The key physical features in places studied.</li> </ul>	<p><b>Hot and Cold places</b></p> <p><b>All children (WTS)</b></p> <ul style="list-style-type: none"> <li>• Name some hot and cold areas of the world.</li> </ul> <p><b>Most children (EXS)</b></p> <ul style="list-style-type: none"> <li>• Can name hot and cold areas of the world.</li> <li>• Can name some characteristics of hot and cold areas of the world.</li> </ul>
<p>Years 3 and 4</p>	<p><b>Local Area Study</b> (see also Locational Knowledge)</p> <p><b>Prior knowledge</b></p> <ul style="list-style-type: none"> <li>• Know what human and physical features are.</li> <li>• Name some key human and physical features.</li> <li>• Know that a city is larger than a town</li> <li>• Know the human and physical features within Chilton.</li> </ul> <p><b>Vocabulary:</b> England, British Isles, boundary lines, county, Oxfordshire, West Berkshire, settlement, village, town, River Thames, human features, physical features, aerial photographs, symbols, key, North, North East, East, South East, South, South West, West, North West, grid references</p> <p><b>Children will know...</b></p> <ul style="list-style-type: none"> <li>• What a settlement, town and county is.</li> <li>• The human and physical features of the river town studied.</li> <li>• How to observe, collect and record these features (see Geographical skills and fieldwork document for more information).</li> <li>• How to locate these features on aerial photographs and maps, using symbols and a key.</li> <li>• The eight points of a compass.</li> <li>• Two and four figure grid references.</li> </ul>	<p><b>Local Area Study</b></p> <p><b>All children (WTS)</b></p> <ul style="list-style-type: none"> <li>• Identify human and physical features.</li> <li>• Talk about some human and physical features found in the river town studied.</li> <li>• Use fieldwork to observe and talk about the human and physical features of the local areas studied.</li> </ul> <p><b>Most children (EXS)</b></p> <ul style="list-style-type: none"> <li>• Identify the human and physical geography of the local river town studied. Locate these on aerial photographs and maps, using symbols and a key.</li> <li>• Use fieldwork to observe, collect and record the human and physical features of the river town studied.</li> <li>• Identify the similarities and differences of a region of the UK and a region in a European country (when both units have been covered).</li> <li>• Understand eight points of a compass.</li> <li>• Describe locations using two/four figure grid references.</li> <li>• Locate areas on a map following two/four figure grid references.</li> </ul> <p><b>Some children (GDS)</b></p> <ul style="list-style-type: none"> <li>• Describe the human and physical geography of a local river town in significant detail.</li> </ul>



	<p><b>Europe</b> (see also Locational Knowledge and Human and Physical Geography)</p> <p><b>Prior knowledge</b></p> <ul style="list-style-type: none"> <li>• Know and name some human and physical features.</li> <li>• Know that a continent is made up of countries.</li> <li>• Know that a city is larger than a town.</li> </ul> <p><b>Vocabulary:</b> location, Europe, continent, northern hemisphere, time zones, Prime Meridian, country, capital city, region, settlement, city, landmark, human geography, physical geography, mountain, river</p> <p><b>Children will know...</b></p> <ul style="list-style-type: none"> <li>• What a continent and a country is.</li> <li>• That a city is the largest type of human settlement.</li> <li>• The landmarks in Europe – including Sagrada Familia, the Eiffel Tower, Colosseum, Brandenburg Gate, St. Basil’s Cathedral</li> <li>• The human and physical geography of a region in a European country.</li> </ul>	<p><b>Europe</b></p> <p><b>All children (WTS)</b></p> <ul style="list-style-type: none"> <li>• Identify some human and physical features found in Europe.</li> </ul> <p><b>Most children (EXS)</b></p> <ul style="list-style-type: none"> <li>• Identify the human and physical geography of a region in a European country.</li> <li>• Identify the similarities and differences of a region of the UK and a region in a European country (when both units have been covered).</li> </ul> <p><b>Some children (GDS)</b></p> <ul style="list-style-type: none"> <li>• Describe the human and physical geography of a region in a European country in significant detail.</li> </ul>
<p>Years 5 and 6</p>	<p><b>Local Area Study</b> (See also Locational Knowledge)</p> <p><b>Prior knowledge:</b></p> <ul style="list-style-type: none"> <li>• What a settlement, town and county is.</li> <li>• Know the human and physical features of Chilton.</li> <li>• Have used four figure grid references.</li> <li>• Know the eight points of a compass.</li> </ul> <p><b>Vocabulary:</b> village, town, city, county, settlement, human feature, physical feature, grid reference, compass directions, symbols, key,</p> <p><b>Children will know...</b></p> <ul style="list-style-type: none"> <li>• The difference between human and physical features.</li> <li>• The human and physical features of the local area studied.</li> <li>• How to observe, collect, record and present these features (see Geographical skills and fieldwork document for more information).</li> <li>• How to locate these on maps using symbols and a key.</li> <li>• The eight points of a compass.</li> <li>• Four and six figure grid references.</li> </ul>	<p><b>Local Area Study</b></p> <p><b>All children (WTS)</b></p> <ul style="list-style-type: none"> <li>• Name human and physical features of local area studied. Locate these on aerial photographs.</li> <li>• Locate areas on a map following two figure grid references. Describe locations using two figure grid references.</li> <li>• Use fieldwork to observe and record the human and physical features of the local area studied.</li> </ul> <p><b>Most children (EXS)</b></p> <ul style="list-style-type: none"> <li>• Explain the difference between human and physical geography.</li> <li>• Describe the human and physical features of the local area studied. Locate these features on maps, using symbols and a key.</li> <li>• Understand and use 8 points of a compass.</li> <li>• Locate areas on a map following four figure grid references. Describe locations using four figure grid references.</li> <li>• Use fieldwork to observe, measure, record and present the human and physical features of the local area studied.</li> </ul> <p><b>Some children (GDS)</b></p> <ul style="list-style-type: none"> <li>• Locate areas on a map following six figure grid references. Describe locations using six figure grid references.</li> </ul>



<p><b>North and South America</b> (see also Locational Knowledge)</p> <p><b>Prior knowledge</b></p> <ul style="list-style-type: none"><li>• Know the human and physical geography of a region of the UK and a region in a European country.</li><li>• Know the similarities and differences of a region of the UK and a region in a European country.</li></ul> <p><b>Vocabulary:</b> Continent, North and South America, Arctic Ocean, Atlantic Ocean, Pacific Ocean, equator, Arctic Circle, Tropic of Cancer, Tropic of Capricorn, country, city, human features, physical features, climate, landmarks</p> <p><b>North and South America</b></p> <ul style="list-style-type: none"><li>• To know the key human and physical features of North America and South America (see cultural capital map for more details)</li><li>• To know the climate of North and South America (and about the Atlantic hurricane season).</li><li>• To know about the key cities and landmarks of North America.</li><li>• To know the largest cities in South America.</li><li>• To know that indigenous communities live in South America. Many live within the rainforests.</li></ul>	<p><b>North and South America</b></p> <p><b>All children (WTS)</b></p> <ul style="list-style-type: none"><li>• Can name some landmarks of the Americas.</li><li>• Can describe some human/physical features and the climate of an area of the Americas.</li></ul> <p><b>Most children (EXS)</b></p> <ul style="list-style-type: none"><li>• Can describe features of some key cities and landmarks of the Americas.</li><li>• Can identify similarities and differences between a place in North America and where they live (including climate and human/physical geography).</li></ul> <p><b>Some children (GDS)</b></p> <ul style="list-style-type: none"><li>• Can describe some cities/landmarks of the Americas in significant detail.</li><li>• Can explain how latitude affects the geography and climate of a region in North/South America.</li></ul>
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	<b>KNOWLEDGE</b> <b>Unit: Human and Physical Geography</b>	<b>PERFORMANCE OF SKILLS</b>
Nursery	<p><b>Vocabulary:</b> weather, rain, sunshine, cloud, hail, snow, frost, fog, seasons, spring, summer, autumn, winter, (fruits and animals from Handa's Surprise)</p> <p><b>Children will</b></p> <ul style="list-style-type: none"> <li>Know that some fruit and vegetables grow in different places.</li> <li>Know animals come from different places.</li> <li>Know about hot and cold places in our world.</li> <li>Find out about the seasons.</li> </ul>	<p><b>All children (WTS)</b></p> <ul style="list-style-type: none"> <li>Can identify the daily weather.</li> </ul> <p><b>Most children (EXS)</b></p> <ul style="list-style-type: none"> <li>Can talk about fruits and vegetables that grow in different places.</li> <li>Can talk about animals that come from different places.</li> <li>Can talk about hot and cold places.</li> <li>Can name the seasons.</li> </ul>
Reception	<p><b>Prior knowledge</b></p> <ul style="list-style-type: none"> <li>Know about hot and cold places in our world.</li> <li>Name the seasons.</li> <li>Name different types of weather.</li> </ul> <p><b>Vocabulary:</b> season, weather, spring, summer, autumn, winter, sun, rain, hail, snow, sleet, frost, cloud, mist, fog</p> <p><b>Children will know</b></p> <ul style="list-style-type: none"> <li>The physical and human features in their local area.</li> <li>That a season is a time of year with its own weather.</li> <li>That our seasons are spring, summer, autumn and winter.</li> <li>The typical weather in autumn, winter, spring and summer.</li> <li>That there are hot and cold places in our world.</li> </ul>	<p><b>All children (WTS)</b></p> <ul style="list-style-type: none"> <li>Identify different types of weather.</li> </ul> <p><b>Most children (EXS)</b></p> <ul style="list-style-type: none"> <li>Name some physical and human features in our local area.</li> <li>Can identify the seasons.</li> <li>Can identify the typical weather in autumn, winter, spring and summer.</li> </ul>
Years 1 and 2	<p><b>Hot and Cold places</b> (See also Place Knowledge and Locational Knowledge)</p> <p><b>Prior knowledge</b></p> <ul style="list-style-type: none"> <li>Know there are hot and cold places in our world.</li> <li>Identify typical weather in autumn, winter, spring and summer.</li> </ul> <p><b>Vocabulary:</b> Equator, hot, cold, North Pole, South Pole, location, human features, physical features, seasons, weather, climate</p> <p><b>Children will know...</b></p> <ul style="list-style-type: none"> <li>The seasonal and daily weather patterns in the United Kingdom.</li> <li>Some comparisons between hot and cold places.</li> <li>Some comparisons between our local area (Chilton) and hot/cold places (non-European).</li> </ul>	<p><b>Hot and Cold places</b></p> <p><b>All children (WTS)</b></p> <ul style="list-style-type: none"> <li>Identify some weather related to the seasons in the United Kingdom.</li> <li>Can talk about the human and physical features of a small area of the UK.</li> <li>Can talk about the human and physical features of a non-European country.</li> </ul> <p><b>Most children (EXS)</b></p> <ul style="list-style-type: none"> <li>Can identify the seasonal and daily weather patterns in the United Kingdom.</li> <li>Can describe the environment (including human and physical features) of a small area of the UK and a contrasting non-European country.</li> <li>Can locate countries studied on a world map/globe.</li> </ul> <p><b>Some children (GDS)</b></p> <ul style="list-style-type: none"> <li>Can identify and talk about the similarities and differences of a small area of the UK and a non-European country.</li> </ul>



	<p><b>The Seaside</b></p> <p><b>Prior knowledge</b></p> <ul style="list-style-type: none"> <li>• Own experiences of visiting the seaside</li> <li>• Human and physical features</li> <li>• Locating England, Scotland, Wales and Northern Ireland on a UK map</li> <li>• Features of local area</li> </ul> <p><b>Vocabulary:</b> Seaside, coast/coastline, beach, sand, sea, promenade, cliffs, coast, pier, harbour, shop, sand dunes, bay, lighthouse, near, far, left, right</p> <p><b>Children will know...</b></p> <ul style="list-style-type: none"> <li>• The key features of the seaside.</li> <li>• Which features are 'human' and which are 'physical'.</li> <li>• How to locate these key features using aerial photographs.</li> <li>• Directional language - near, far, left, right</li> <li>• The compass directions N, E S and W.</li> <li>• Some similarities and differences between their local area and a seaside location.</li> <li>• How seaside towns have changed over time.</li> <li>• What seaside holidays were like in the past.</li> <li>• The location of our nearest seaside town.</li> </ul>	<ul style="list-style-type: none"> <li>• Can talk about other areas of the world that have a similar environment.</li> </ul> <p><b>The Seaside</b></p> <p><b>All children (WTS)</b></p> <ul style="list-style-type: none"> <li>• Name some features of seaside locations.</li> <li>• Name our nearest seaside town.</li> <li>• Locate some seaside features on aerial maps.</li> </ul> <p><b>Most children (EXS)</b></p> <ul style="list-style-type: none"> <li>• Identify human and physical features of seaside locations.</li> <li>• Identify human and physical features on aerial maps.</li> <li>• Understand and use simple compass directions N, E, S and W</li> <li>• Use locational and directional language to describe the location of features on a map.</li> <li>• Locate their nearest seaside town.</li> <li>• Compare their local area with a seaside location.</li> <li>• Explain some simple features of seaside holidays in the past.</li> <li>• Compare features of the seaside in the past and today.</li> </ul> <p><b>Some children (GDS)</b></p> <ul style="list-style-type: none"> <li>• Locate a range of seaside towns and describe their location.</li> <li>• Describe in more detail how seaside locations have changed over time.</li> <li>• Use compass directions (NESW), locational and directional language and identify a range of map symbols.</li> <li>• Begin to explain why some features are 'natural' or 'man-made'.</li> </ul>
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Years 3 and 4	<p><b>Rivers</b></p> <p><b>Prior knowledge</b></p> <ul style="list-style-type: none"> <li>Identify a river, sea and ocean.</li> <li>Name some rivers in the UK.</li> <li>Know what a port/harbour is.</li> <li>Know about Belfast Port – trade.</li> </ul> <p><b>Vocabulary:</b> stream, river, source, channel, sea, ocean, lake, mouth, upper, middle and lower courses, erosion, transportation, deposition, meanders, deltas, oxbow lake, floodplain, settlements, trade, transport, flood defences</p> <p><b>Children will know...</b></p> <ul style="list-style-type: none"> <li>Types of bodies of water.</li> <li>The parts of a river.</li> <li>How rivers are formed including river processes (erosion, transportation and deposition).</li> <li>How rivers are important (for wildlife, freshwater for settlements, trade, transport).</li> <li>The part that rivers play in the water cycle.</li> <li>About flood defences.</li> </ul>	<p><b>Rivers</b></p> <p><b>All children (WTS)</b></p> <ul style="list-style-type: none"> <li>Can talk about how rivers are formed.</li> <li>Can name some rivers.</li> <li>Can identify the stages of the water cycle.</li> </ul> <p><b>Most children (EXS)</b></p> <ul style="list-style-type: none"> <li>Can describe how rivers are formed.</li> <li>Can describe key aspects of rivers.</li> <li>Describe the key aspects of the water cycle.</li> <li>Can name and <b>locate some rivers.</b></li> </ul> <p><b>Some children (GDS)</b></p> <ul style="list-style-type: none"> <li>Describe river processes – erosion, transportation and deposition.</li> </ul>
	<p><b>Mountains</b></p> <p><b>Prior knowledge</b></p> <ul style="list-style-type: none"> <li>Name some mountains in the UK.</li> </ul> <p><b>Vocabulary:</b> Plateau, mountain, hill, summit, face, ridge, crest, base, valley, mountain ranges, mountain chains</p> <p><b>Children will know...</b></p> <ul style="list-style-type: none"> <li>How mountains are formed.</li> <li>The features of a mountain.</li> <li>The location of some mountain ranges including the Lake District in England and Snowdonia in Wales.</li> <li>About mountain ranges and mountain chains.</li> <li>The location of some mountain chains including the Alps in Europe, the Rocky Mountains in North American and the Andes in South America.</li> <li>The location of some famous mountains in the world including Mount Everest, Kilimanjaro, Mount Fuji and Mount McKinley.</li> <li>About the tallest mountains in the UK.</li> </ul>	<p><b>Mountains</b></p> <p><b>All children (WTS)</b></p> <ul style="list-style-type: none"> <li>Identify what mountains are and how they are formed.</li> <li>Name and <b>locate</b> some mountains.</li> </ul> <p><b>Most children (EXS)</b></p> <ul style="list-style-type: none"> <li>Can name and describe key features of mountains.</li> <li><b>Locate the Lake District, Snowdonia and Ben Nevis.</b></li> <li>Name some mountain chains.</li> <li>Name some of the world’s famous mountains.</li> <li>Identify the tallest mountain in the UK and in Europe.</li> </ul> <p><b>Some children (GDS)</b></p> <ul style="list-style-type: none"> <li>Can describe and understand key aspects of mountains.</li> <li><b>Locate mountain chains studied.</b></li> <li><b>Locate the world’s famous mountains.</b></li> <li>Identify the tallest mountain in Europe and compare to UK.</li> </ul>



	<p><b>Europe</b> (see also Locational Knowledge and Place Knowledge)</p> <p><b>Prior knowledge</b></p> <ul style="list-style-type: none"> <li>Know and name some human and physical features.</li> <li>Know some landmarks of the UK.</li> </ul> <p><b>Vocabulary:</b> location, Europe, continent, northern hemisphere, time zones, Prime Meridian, country, capital city, region, settlement, city, landmark, human geography, physical geography, mountain, river</p> <p><b>Children will know...</b></p> <ul style="list-style-type: none"> <li>The highest mountain and longest river in Europe.</li> <li>About other mountains and rivers in Europe including Mont Blanc and the Matterhorn, the Danube, the Rhine and the Elbe.</li> </ul>	<p><b>Europe</b> (same as Place knowledge)</p> <p><b>All children (WTS)</b></p> <ul style="list-style-type: none"> <li>Identify some human and physical features found in Europe.</li> </ul> <p><b>Most children (EXS)</b></p> <ul style="list-style-type: none"> <li>Identify the human and physical geography of a region in a European country.</li> <li>Identify the similarities and differences of a region of the UK and a region in a European country.</li> </ul> <p><b>Some children (GDS)</b></p> <ul style="list-style-type: none"> <li>Describe the human and physical geography of a region in a European country in significant detail.</li> </ul>
	<p><b>Natural Resources</b></p> <p><b>Prior knowledge</b></p> <ul style="list-style-type: none"> <li>Identify ways to care for our environment/our planet.</li> </ul> <p><b>Vocabulary:</b> natural resources, air, water, soil, minerals, plants, animals, fossil fuels, limited supply, conserve, renewable, non-renewable, resources, air pollution, coal, crude oil, environment</p> <p><b>Children will know...</b></p> <ul style="list-style-type: none"> <li>What natural resources are and name examples.</li> <li>There is a limited supply of natural resources because it takes the Earth a long time to make them.</li> <li>Ways in which we can help to conserve natural resources.</li> <li>What renewable and non-renewable resources are.</li> <li>About the causes of air pollution and ways to reduce them.</li> <li>What fossil fuels are.</li> <li>That coal and crude oil can damage the environment.</li> </ul>	<p><b>Natural Resources</b></p> <p><b>All children (WTS)</b></p> <ul style="list-style-type: none"> <li>Can name some natural resources.</li> <li>Can name some causes of air pollution.</li> <li>Suggest ways to care for our planet.</li> </ul> <p><b>Most children (EXS)</b></p> <ul style="list-style-type: none"> <li>Know and identify natural resources.</li> <li>Suggest ways to conserve natural resources.</li> <li>Identify the causes of air pollution and ways to reduce them.</li> <li>Know and identify renewable and non-renewable resources.</li> </ul> <p><b>Some children (GDS)</b></p> <ul style="list-style-type: none"> <li>Can explain the effects of fossil fuels on our environment, in significant detail.</li> <li>Can make suggestions about ways to conserve natural resources and to reduce air pollution in significant detail.</li> </ul>
<p>Years 5 and 6</p>	<p><b>Biomes</b></p> <p><b>Prior knowledge</b></p> <ul style="list-style-type: none"> <li>Know what weather is and our seasons.</li> <li>Know what the Equator is.</li> <li>To know the difference between human and physical geography.</li> </ul> <p><b>Vocabulary:</b> biome, aquatic, desert, forest, grassland, tundra, climate, weather, climate zones, equator, Northern and Southern hemisphere, latitude, vegetation,</p>	<p><b>Biomes</b></p> <p><b>All Children (WTS)</b></p> <ul style="list-style-type: none"> <li>Name types of biomes.</li> <li>Name types of weather and identify different climates.</li> <li>Locate the equator on a world map.</li> </ul> <p><b>Most Children (EXS)</b></p> <ul style="list-style-type: none"> <li>Explain what biomes are.</li> <li>Identify different biomes.</li> </ul>



<p>habitat, biodiversity, climate change, global warming, deforestation, pollution, farming</p> <p><b>Children will know...</b></p> <ul style="list-style-type: none"> <li>• That a biome is a natural area of plants and animals.</li> <li>• The types of biomes on Earth and their features.</li> <li>• Biomes vary depending on their climate.</li> <li>• The difference between weather and climate.</li> <li>• About climate zones.</li> <li>• The significance of the equator.</li> <li>• The threats to biomes – climate change, global warming, deforestation, pollution, farming</li> </ul>	<ul style="list-style-type: none"> <li>• Describe key aspects of biomes.</li> <li>• Know the difference between weather and climate.</li> <li>• Identify the position of the Northern and Southern Hemispheres.</li> <li>• Identify the position of the Tropics of Cancer and Capricorn.</li> </ul> <p><b>Some Children (GDS)</b></p> <ul style="list-style-type: none"> <li>• Explain the difference between climate and weather.</li> <li>• Describe the characteristics of different climates.</li> <li>• Explain what biomes are and the factors that determine them.</li> <li>• Describe the significance of the equator, tropics and poles.</li> </ul>
<p><u>Natural Resources/Sustainability</u></p> <p><u>Prior knowledge</u></p> <ul style="list-style-type: none"> <li>• Know what natural resources are and name examples.</li> <li>• The ways in which we can help to conserve natural resources.</li> <li>• Know what renewable and non-renewable resources are.</li> <li>• Know about the causes of air pollution and ways to reduce them.</li> <li>• Know what fossil fuels are.</li> <li>• Know that coal and crude oil can damage the environment.</li> </ul> <p><b>Vocabulary:</b> natural resources, sustainability, power, fossil fuels, organic matter, renewable energy, non-renewable energy, source, conserved, impact, environment, supply,</p> <p><b>Children will know...</b></p> <ul style="list-style-type: none"> <li>• What natural resources we need in order to survive.</li> <li>• Where our power comes from.</li> <li>• That fossil fuels are made from organic matter and include coal, crude oil and natural gas.</li> <li>• The difference between renewable and non-renewable energy sources.</li> <li>• Ways in which energy can be conserved.</li> <li>• The environmental impact of human activity and the ways to live in a more environmentally responsible way.</li> <li>• The UK has a supply of natural gas, oil and coal.</li> </ul>	<p><u>Natural Resources/Sustainability</u></p> <p><b>All children (WTS)</b></p> <ul style="list-style-type: none"> <li>• Can name some renewable and non-renewable energy sources.</li> <li>• Can identify some ways to reduce waste and live in a more environmentally responsible way.</li> </ul> <p><b>Most children (EXS)</b></p> <ul style="list-style-type: none"> <li>• Can explain the difference between renewable and non-renewable energy sources.</li> <li>• Can identify and explain ways to conserve energy.</li> <li>• Can identify and explain ways to reduce waste and live in a more environmentally responsible way.</li> </ul> <p><b>Some children (GDS)</b></p> <ul style="list-style-type: none"> <li>• Can describe the distribution and trade of natural resources.</li> </ul>



<p><b>Natural Disasters</b></p> <p><b>Prior knowledge</b></p> <ul style="list-style-type: none"> <li>• Own experiences of reading or hearing about natural disasters.</li> </ul> <p><b>Vocabulary:</b> earthquake, shock wave, crust, tectonic plates, fault lines, Richter Scale, Mercalli Scale, magma, hot ash, gases, lava, composite volcano, shield volcanoes, volcanic eruption, pyroclastic flows, ash clouds, volcanic bombs, tsunami</p> <p><b>Children will know...</b></p> <p>Earthquakes</p> <ul style="list-style-type: none"> <li>• That an earthquake is the shaking of the Earth's crust.</li> <li>• About tectonic plates in the Earth's crust.</li> <li>• How and why an earthquake happens.</li> <li>• The link between fault lines and earthquakes.</li> <li>• How earthquakes are measured.</li> </ul> <p>Volcanoes</p> <ul style="list-style-type: none"> <li>• That a volcano is an opening in the Earth's crust.</li> <li>• To know there are two main types of volcano; composite and shield volcanoes.</li> <li>• To know the cause of volcanic eruptions.</li> <li>• To know what happens during a volcanic eruption.</li> <li>• To know the dangers that are caused by volcanic eruptions including tsunamis and earthquakes.</li> </ul>	<p><b>Natural Disasters</b></p> <p><b>All children (WTS)</b></p> <ul style="list-style-type: none"> <li>• Can explain what happens during an earthquake.</li> <li>• Can explain what happens during a volcanic eruption.</li> </ul> <p><b>Most children (EXS)</b></p> <ul style="list-style-type: none"> <li>• Can describe and understand key aspects of earthquakes and volcanoes.</li> </ul> <p><b>Some children (GDS)</b></p> <ul style="list-style-type: none"> <li>• Understand and use the vocabulary tectonic plates, crust, shock wave, fault line in relation to earthquakes.</li> <li>• Understand and use the vocabulary magma, lava, tectonic plates, pyroclastic flows, ash clouds and volcanic bombs in relation to volcanoes.</li> </ul>
<p><b>Trade</b></p> <p><b>Prior knowledge</b></p> <ul style="list-style-type: none"> <li>• Know that rivers are important for trade.</li> <li>• Know what a port/harbour is.</li> <li>• Know about Belfast Port – trade.</li> <li>• Natural resources</li> </ul> <p><b>Vocabulary:</b> Trade, trade links, imports, exports, port, transport, sea, air, road, rail, international, fair trade, natural resources</p> <p><b>Children will know...</b></p> <ul style="list-style-type: none"> <li>• What trading is.</li> <li>• How goods and services are traded around the world.</li> <li>• The UK's trade links today and in the past.</li> <li>• What imports and exports are.</li> <li>• The methods of transport that are used.</li> <li>• The benefits of trading internationally as well as the risks.</li> <li>• What fair trade is.</li> <li>• Which products that are fairly traded.</li> <li>• That different places trade the natural resources that they have in exchange for something they need.</li> </ul>	<p><b>Trade</b></p> <p><b>All children (WTS)</b></p> <ul style="list-style-type: none"> <li>• Can explain what trading is.</li> <li>• Can describe how trade takes place today.</li> <li>• Can describe how trade took place in the past (Tudor and Victorian times).</li> </ul> <p><b>Most children (EXS)</b></p> <ul style="list-style-type: none"> <li>• Can explain the difference between imports and exports.</li> <li>• Can identify goods exported from the UK/imported to the UK.</li> <li>• Can name some countries the UK exports goods to/imports goods from.</li> <li>• Can explain the meaning of fair trade.</li> <li>• Can identify products that are fairly traded.</li> <li>• Can identify similarities and differences between trading today and different periods in history.</li> </ul> <p><b>Some children (GDS)</b></p> <ul style="list-style-type: none"> <li>• Can describe how goods can be the product of more than one country.</li> <li>• Can explain why countries need to import goods.</li> </ul>



Blue = Geographical skills and fieldwork