

# Skills and knowledge progression - Geography

## National Curriculum Aims and purpose

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

- Aims
- ☐ Develop contextual knowledge of the location of globally significant places, including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- ☐ Understand the processes that give rise to key physical & human geographical features, how these are interdependent and how they bring about variation and change over time
- ☐ Are competent in the geographical skills needed to collect, analyse and communicate data ; interpret a range of sources; communicate geographical information in a variety of ways

## Links to learning in EYFS

Understanding the World - People and Communities

☐ Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

Understanding the World - The World

☐ Children know about similarities and differences in relation to places, objects, materials and living things They talk about the features of their own immediate environment and how environments might vary from one another

## School aims - skills, attitudes and knowledge that we would like all children to develop on their journey through the school

We believe that a rounded understanding of the world in which we live is vital if our children are to make informed decisions as they grow up. We want all children to appreciate similarities and differences between different areas of our country, our continent and our planet, and begin to understand the effect that these have on everyday lives in these places. They will be taught about key features of physical geography, including rivers, mountains, rainforests, volcanoes and climate, learning both the processes behind them and the impact that they have on human environments.

We also believe that locational knowledge - the ability to use and identify places on maps and globes - is crucial. All children should leave our school knowing where they live and where that is situated in the world. They will be able to name and locate the seven continents and five oceans, as well as some of the countries and regions that they have studied (such as the USA, Caribbean, Amazon rainforest, River Severn and Andes mountains).

Finally, children will learn to behave like geographers, collecting information through fieldwork, data analysis, first- and second-hand accounts and map study. They will recognise the strengths and weaknesses of different sources of information and use this to inform their own conclusions and decision making - both at school and in the wider world beyond.

## Experiences for our children

- ☐ Explore our local area, through walks, visits and fieldwork to parks, shops and other places of interest
- ☐ Visited a variety of different physical environments, including the mountains, hills, forests and rivers
- ☐ Had opportunities to compare life in Newport and Shropshire first hand with life in our local Market town
- ☐ Visit an urban area such as a city (Liverpool/ Shrewsbury/ Birmingham/ Leicester)
- ☐ Seeing nationally recognised landmarks in real life (e.g. Wrekin, Ironbridge, River Severn)
- ☐ Talking to people who have lived and grown-up in different parts of the world
- ☐ Explored the culture of different countries through in-school themed days, including Window on the World and Spanish day

Skills progression

Year group	Locations	Physical themes	Human themes	Understanding places	Map and atlas work	Fieldwork and investigations	End points for EYFS/ KS1 (NC outcomes):
EYFS	<ul style="list-style-type: none"> <li>Name and locate different parts of the local community including: school, their home and the park</li> </ul>	<ul style="list-style-type: none"> <li>Use the local area including school and Forest school for exploring both the built and the natural environment.</li> <li>Express their opinions on natural and built environments</li> </ul>	<ul style="list-style-type: none"> <li>Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world.</li> <li>Show care and concern for living things and the environment</li> </ul>	<ul style="list-style-type: none"> <li>Find out about the environment by talking to people, examining photographs, simple maps and visit places in the local area</li> </ul>	<ul style="list-style-type: none"> <li>Follow and give simple instructions using positional and directional language</li> <li>Draw and create their own maps using real objects, and/or pictures and symbols.</li> <li>Look at signs and symbols on different types of maps for example in school, and the local community</li> </ul>	<ul style="list-style-type: none"> <li>Use a range of sources such as simple maps, photographs, magnifiers. And visiting local places including our church and canal.</li> </ul>	<ul style="list-style-type: none"> <li>Children know about similarities and differences between themselves and others, and among families, communities and traditions</li> <li>Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.</li> </ul>

	YG	Locations	Physical themes	Human themes	Understanding places	Map and atlas work	Fieldwork and investigations	End points for EYFS/ KS1 (NC outcomes):
Year 1		<ul style="list-style-type: none"> <li>□ Know where we live (name of town, country).</li> <li>□ Locate the UK on a world map</li> <li>□ Name the capital of England</li> <li>□ Name and locate with support Wales, England, Scotland and Ireland</li> <li>□ Name and locate Europe and at least one other continent.</li> <li>□ Identify the Pacific and Atlantic Oceans.</li> <li>□ Locate the North and South Pole</li> </ul>	<ul style="list-style-type: none"> <li>□ Use appropriate physical themed vocabulary (e.g. <i>river, hill, mountain, forest, beach</i>)</li> </ul>	<ul style="list-style-type: none"> <li>□ Use human themed vocabulary (e.g. <i>town, city, house, farm, village</i>)</li> <li>□ Recognise that life is different in different parts of both the UK and the world.</li> </ul>	<ul style="list-style-type: none"> <li>□ Describe particular locations, using words such as <i>quiet, noisy, busy, built-up</i> etc.</li> <li>□ List two similarities and two differences between the UK and one other country.</li> </ul>	<ul style="list-style-type: none"> <li>□ Use a map to locate the UK and Newport, Shropshire</li> <li>□ Know the difference between North and South</li> <li>□ Draw simple maps of a journey or area known to the children</li> </ul>	<ul style="list-style-type: none"> <li>□ Recognise photographs and landmarks of the local area.</li> <li>□ Use photographs, stories and first-hand accounts to learn what it is like to live elsewhere in the world.</li> </ul>	<p><b>Locational Knowledge:</b></p> <ul style="list-style-type: none"> <li>• name and locate the world's seven continents and five oceans;</li> <li>• name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> </ul> <p><b>Place Knowledge</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p><b>Human and Physical Geography</b></p> <ul style="list-style-type: none"> <li>• 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;</li> <li>• use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> <li>-□ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather;</li> </ul> </li> </ul>

Year 2		<ul style="list-style-type: none"> <li>□ Locate and name the four countries and capitals of the UK.</li> <li>□ Locate and name the seven continents and five oceans.</li> <li>□ Locate the Equator and know that it is hot near the Equator</li> </ul>	<ul style="list-style-type: none"> <li>□ Use a wider range of physical themed vocabulary (<i>e.g. valley, vegetation, ocean</i>).</li> <li>□ identify and describe weather and seasonal patterns.</li> </ul>	<ul style="list-style-type: none"> <li>□ Use a wider range of human themed vocabulary to describe places and regions (<i>e.g. port, harbour, factory, motorway, station</i>).</li> </ul>	<ul style="list-style-type: none"> <li>□ List two similarities and two differences between the UK and Ghana.</li> <li>□ Begin to suggest reasons for these differences in terms of their physical and human geography.</li> <li>□ Express preferences about places.</li> </ul>	<ul style="list-style-type: none"> <li>□ Recognise and understand the four points of a compass, and use this language to describe relative positions (<i>e.g. Scotland is north of Newport</i>).</li> <li>□ Begin to use maps, atlases and globes to locate places.</li> <li>□ Use aerial view maps to find hot and cold countries</li> <li>□ Draw a simple map and devise a key to show physical or human features</li> </ul>	<ul style="list-style-type: none"> <li>□ Recognise and describe the local area.</li> <li>□ Carry out a local study and discuss findings (this could be human or physical &amp; could be recorded with photos and sketches).</li> </ul>	<p>-□ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p><b>Geographical Skills and Fieldwork</b></p> <ul style="list-style-type: none"> <li>• 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;</li> <li>• 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;</li> <li>• 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;</li> <li>• 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.</li> </ul>

	Year 3	<ul style="list-style-type: none"> <li>□ Name and locate cities, counties and regions of the UK including those around the Midlands and Shropshire</li> <li>□ Name and locate five European countries</li> <li>□ Describe why day and night occur in different parts of the world and name contrastive countries (Science - Light)</li> </ul>	<ul style="list-style-type: none"> <li>□ Describe climate zones, using the language of <i>equator, north and south pole, desert, tropical.</i></li> <li>□ Identify the Equator and two hemispheres on a world map</li> <li>□ Locate and describe biomes of the earth - savannah, aquatic, desert, rainforest, temperate, tundra</li> <li>□ Identify 5 key mountain terrains in UK and Europe</li> </ul>	<ul style="list-style-type: none"> <li>□ Describe at least three different types of land use (e.g. housing, farming (agricultural, commercial).</li> <li>□ Give some of the reasons why a particular place is suited to a particular use (Egypt and the Nile/ Suez Canal/ Market town in rural areas/ farming)</li> </ul>	<ul style="list-style-type: none"> <li>□ Describe similarities and differences between one European country (Spain) and one North / South American country (farming)</li> <li>□ Begin to recognise how the environment can change over time.</li> <li>□ Describe why trade is important and how fairtrade impacts farmers</li> <li>□ Describe some of the negative human effects on biomes around the world</li> </ul>	<ul style="list-style-type: none"> <li>□ Use maps, atlases and globes to locate places being studied and describe their position.</li> <li>□ Begin to use a 4 figure grid reference with keys</li> <li>□ Begin to have a sense of scale and direction, recognising how much further away some countries are than others (food miles)</li> <li>□ Use Google Earth and other aerial view maps to locate and visualise a country or area</li> </ul>	<ul style="list-style-type: none"> <li>□ Collect information through fieldwork, some of which should take place off-site (e.g. making observations of human impact on the local area).</li> <li>□ Record an observation in at least two different ways. (e.g. Using linear maps, sketches, graphs, photos)</li> </ul>	<p><b>End points for KS2 (NC outcomes)</b></p> <p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>• Pupils should be taught to:</li> <li>• 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;</li> <li>• 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;</li> <li>• 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).</li> </ul> <p><b>Place Knowledge</b></p>

	Year 4	<ul style="list-style-type: none"> <li>□ Identify human and physical characteristics of the UK and the Antarctic and how they change over time</li> <li>□ Name and locate five major rivers and countries in the UK and around the world</li> <li>□ Identify and explain the importance of Cancer and Capricorn/Arctic and Antarctic circle</li> </ul>	<ul style="list-style-type: none"> <li>□ Describe the water cycle using appropriate vocab (<i>evaporation, rainfall, condensation</i> etc).</li> <li>□ Recognise why the water cycle is vital for life on Earth.</li> <li>□ Describe key features of rivers</li> <li>□ Track a river from the source in the UK (River Severn)</li> <li>□ Identify longitude, latitude and explain what they are used for</li> <li>□ Describe key features of rivers and mountains (e.g. <i>source, tributary, delta, range, peak, summit</i>).</li> </ul>	<ul style="list-style-type: none"> <li>□ Describe different types of land use and settlements, using language such as <i>urban, rural, arable, commercial, residential</i>.</li> <li>□ Identify reasons why land is used in particular ways and link this to physical features</li> </ul>	<ul style="list-style-type: none"> <li>□ Describe similarities and differences between one European country and one North/South American country.</li> <li>□ Understand interactions between physical and human geography.</li> </ul>	<ul style="list-style-type: none"> <li>□ begin to have an understanding of Ordnance Survey maps of the local area to build-up geographic knowledge.</li> <li>□ Use Google Earth and other aerial view maps to locate and visualise a country or area</li> <li>□ Understand and use keys and symbols to read and create maps.</li> </ul>	<ul style="list-style-type: none"> <li>□ Draw information from a range of sources, including photos, video, maps, satellite images and eyewitness accounts.</li> <li>□ Record an observation of human impact on the local area in several ways (maps, sketches, graphs, photos and digital data)</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> </ul> <p><b>Human and Physical Geography</b></p> <ul style="list-style-type: none"> <li>• describe and understand key aspects of: <ul style="list-style-type: none"> <li>➤ physical geography, including: climate zones, biomes and vegetation belts, rivers,</li> <li>• mountains, volcanoes and earthquakes, and the water cycle;</li> <li>➤ 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.</li> </ul> </li> </ul> <p><b>Geographical Skills and Fieldwork</b></p> <ul style="list-style-type: none"> <li>• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied;</li> <li>• use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to</li> </ul>
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	Year 5	<ul style="list-style-type: none"> <li>□ Identify geographical regions of the UK and key topographical features (hills, rivers etc.)</li> <li>□ Name and locate at least six countries in North/South America.</li> <li>□ Identify the position and significance of the Tropics of Cancer and Capricorn</li> </ul>	<ul style="list-style-type: none"> <li>□ Describe, compare and contrast climate zones and vegetation belts (e.g. rainforest, savannah, desert)</li> <li>□ Name and locate volcanoes in South America and explain how these affect the physical and human geography of the locality</li> <li>□ Describe the causes and effects of at least two natural disasters (e.g. volcanoes &amp; earthquakes).</li> <li>□ Name, locate and explain key aspects to mountain ranges in South America and UK</li> </ul>	<ul style="list-style-type: none"> <li>□ Describe the key aspects of economic activity and trade links (as part of a country study).</li> <li>□ Discuss the impact of trade on life in a particular area (e.g. issues surrounding Fairtrade).</li> </ul>	<ul style="list-style-type: none"> <li>□ Describe similarities and differences between countries in Europe, North America and South America.</li> <li>□ Understand the way that physical and human geography are related and change over time.</li> </ul>	<ul style="list-style-type: none"> <li>□ Correctly use a range of maps (including digital and ordinance), atlases and globes to locate, investigate and describe mountains, cities and countries.</li> <li>□ Use the eight points of a compass to describe positions.</li> <li>□ Devise detailed keys and maps to support fieldwork and research of areas studied</li> </ul>	<ul style="list-style-type: none"> <li>□ Record an observation in several ways (e.g. maps, sketches, graphs, photos and digital data).</li> <li>□ Present data from observations and begin to draw conclusions independently.</li> </ul>	<ul style="list-style-type: none"> <li>build their knowledge of the United Kingdom and the wider world;</li> <li>• 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.</li> </ul>
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	Year 6	<ul style="list-style-type: none"> <li>□ Identify topographical features of the UK and begin to recognise how they have changed over time.</li> <li>□ Name and locate at least seven European countries and seven in North America.</li> <li>□ Locate major cities or regions in these countries.</li> <li>□ Identify the significance of time zones and Prime/Greenwich Meridian</li> </ul>	<ul style="list-style-type: none"> <li>□ Describe key features of a wide range of physical features (e.g. <i>rivers, mountains, volcanoes, earthquakes, cities, rainforests</i>).</li> <li>□ Describe climate zones and vegetation belts and explain how these are related to latitude, the tropics, the poles, proximity of oceans etc.</li> </ul>	<ul style="list-style-type: none"> <li>□ Describe the key aspects of economic activity and trade links and recognise similarities and differences in these across a range of countries / regions.</li> <li>□ Compare and contrast the distribution of natural resources (energy, food, minerals and water) over time</li> <li>□ Explain the significance and effect this had on lives then and now</li> </ul>	<ul style="list-style-type: none"> <li>□ Compare and contrast between several European and South American countries.</li> <li>□ Develop a deeper understanding of interactions between physical and human geography (e.g. the impact that humans are having on the planet and the long-term consequences).</li> </ul>	<ul style="list-style-type: none"> <li>□ Correctly use maps (including digital and ordinance), atlases and globes, and recognise what these do and don't tell you about life in a certain place.</li> <li>□ Compare different map projections (particularly on maps of the world) over time.</li> <li>□ Use four- and six-figure grid references to describe and share locations.</li> <li>□ Read and use contour lines on a map</li> </ul>	<ul style="list-style-type: none"> <li>□ Plan and carry out fieldwork to answer a given question.</li> <li>□ Record observations using maps, sketches, graphs, photos and digital data</li> <li>□ Present data and conclusions in a range of ways, including graphs, diagrams, extended writing, maps and presentations.</li> </ul>	









# Knowledge progression

## EYFS

	Autumn 1	Autumn 2	Spring 1
	I wonder what it means to be a hero?	I wonder how we celebrate?	I wonder what is out there?
	<ul style="list-style-type: none"> <li>Where do I live?</li> <li>Where is my school?</li> <li>What is it like here?</li> <li>What differences in my environment?</li> <li>What can I see on an aerial map of school?</li> <li>What is the weather like now?</li> <li>What has changed outside?</li> </ul>	<ul style="list-style-type: none"> <li>Where do I go to celebrate?</li> <li>Where is China?</li> <li>Where is Diwali celebrated?</li> <li>Can I find where I live on a map?</li> </ul>	<ul style="list-style-type: none"> <li>What do I know about the Earth?</li> <li>Where are countries that I have visited?</li> <li>What is it like on the moon? How is it different to Earth?</li> <li>How do we move around Earth? How do we move around space?</li> <li>How do day/night views of the Earth from space differ? Why?</li> </ul>
	Spring 2	Summer 1	Summer 2
	I wonder who lives there?	I wonder how it grows?	I wonder how it works?
	<ul style="list-style-type: none"> <li>What features of the countryside can I see?</li> <li>What do homes look like?</li> <li>Where do I live?</li> <li>What symbols can I use on a map?</li> <li>What is the weather like now?</li> <li>How has it changed?</li> </ul>	<ul style="list-style-type: none"> <li>What is this habitat/environment like?</li> <li>How is it different?</li> <li>What are its features?</li> <li>What will grow in a hot climate?</li> <li>What will grow in a cold climate?</li> </ul>	<ul style="list-style-type: none"> <li>Where is it made?</li> <li>What is the weather like now?</li> <li>How has it changed?</li> <li>How can I draw a map of my story?</li> <li>What symbols will I use?</li> </ul>

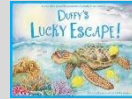
## KEY STAGE 1

	Where in the world do I live? 	I wonder who that could be? Where did you come from? 	How would you survive on a desert island? (Compare a seaside town to our local area) 
Year 1	<ul style="list-style-type: none"> <li><input type="checkbox"/> I know that we live in the country England and can locate it on a map</li> <li><input type="checkbox"/> I know that we go to school in Newport and that it is a market town</li> <li><input type="checkbox"/> I know the UK is made up of Wales, England, Scotland and Ireland</li> <li><input type="checkbox"/> I know that London is England's capital city</li> <li><input type="checkbox"/> I know that there are different ways to locate places for example globes/atlasses and digital maps</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I know what continents are and can identify Europe and Africa</li> <li><input type="checkbox"/> I know what the weather is like in the Antarctic</li> <li><input type="checkbox"/> I know that there are differences between hot and cold countries</li> <li><input type="checkbox"/> I know that hot and cold countries are far apart and find them on a map.</li> <li><input type="checkbox"/> I know the names and locations of two oceans of the world – Pacific and Atlantic</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I know where I live and can name the town/ village/ road</li> <li><input type="checkbox"/> I know what an ariel view is</li> <li><input type="checkbox"/> I know that the UK is an island and can explain how I know using maps</li> <li><input type="checkbox"/> I know the compass points N, E, S, W and can find a location using them</li> <li><input type="checkbox"/> I know that human features are things created by humans and physical features are created by nature</li> <li><input type="checkbox"/> I know some of the physical features of a coastal town and can use the vocabulary</li> </ul>

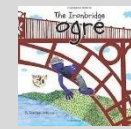
Year 2	<p><b><u>Where in the world are we?</u></b></p> 	<p><b><u>What makes our town unique?</u></b></p> 	<p><b><u>What would the world be like without flowers?</u></b> <b><u>Weather and climate</u></b></p> 
	<ul style="list-style-type: none"> <li><input type="checkbox"/> I know the seven Continents names and identify them on a map</li> <li><input type="checkbox"/> I know the names of the world oceans maps and in atlases</li> <li><input type="checkbox"/> I know where Zambia/ Mexico is and can identify on a map</li> <li><input type="checkbox"/> I know that the equator is a horizontal imaginary line that splits the world in half and has hot countries near it</li> <li><input type="checkbox"/> I know how to draw simple linear maps to show how a journey can be made around the world</li> <li><input type="checkbox"/> I know how Newport is similar and different to Ghana and Mexico and can give examples</li> <li><input type="checkbox"/> I know that Ghana and England have different weathers and landscapes and can give some examples.</li> <li><input type="checkbox"/> I know that aerial photographs and satellite images can recognise basic human and physical features in the UK and Ghana</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I know there are different types of maps that I can locate countries on</li> <li><input type="checkbox"/> I know that Newport is a Market town</li> <li><input type="checkbox"/> I know the countries and capital cities in the UK</li> <li><input type="checkbox"/> I know that Newport is landlocked and what that means</li> <li><input type="checkbox"/> I know the difference between rural and urban locations and can give an example for each</li> <li><input type="checkbox"/> I know a range of physical and human features of Newport and can name examples for each</li> <li><input type="checkbox"/> I know how to devise a simple map and construct basic symbols in a key</li> <li><input type="checkbox"/> I know what population means</li> <li><input type="checkbox"/> I know what people do for work/leisure in Newport</li> <li><input type="checkbox"/> Fieldwork – walk to a local highpoint to observe land use</li> <li><input type="checkbox"/> I know that Newport is south of... north of .... West of...</li> <li><input type="checkbox"/> I know that coastal towns have different geographical features and can name some</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I know what climate is</li> <li><input type="checkbox"/> I know the difference between weather and climate</li> <li><input type="checkbox"/> I know that the climate varies around the world</li> <li><input type="checkbox"/> I know how to locate hot and cold countries around the world on my own</li> <li><input type="checkbox"/> I know what seasons are and can study weather patterns linked to these</li> <li><input type="checkbox"/> I know that different types of plants and flowers grow in different seasons</li> <li><input type="checkbox"/> I know that countries near the Equator do not have the same seasons as the UK and explain why</li> </ul>

Key Stage 2

**Can there be life everywhere on Earth?**



**What makes up Shropshire?**



**Flying food airways- Why is trade important?**

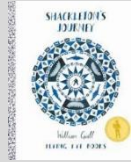
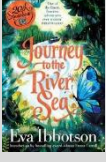
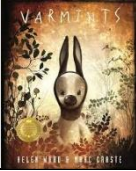



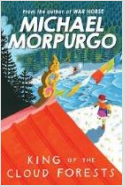
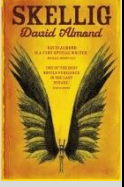
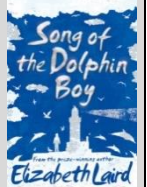
Year 3

- I know and can locate the continents and main oceans/seas using various maps and digital mapping.
- I know where the northern and southern hemisphere located on maps and know why it is a hotter climate around the equator
- I know how to locate a variety of countries using digital maps/ atlases and globes
- I know all the biomes of the world
- I know that flora means plants and vegetation and fauna means animals
- I know that the climate and terrain can change in the biomes
- I know the environmental aspects of each biome
- I know that there is negative human impact on biomes and can explain what they are

- I know how to Investigate patterns and places in our town and surrounding area
- I know how to carry out a field study of significant human impact of littering in Newport
- I know how to use the 4 points of a compass, four figure reference grid, symbols and key to communicate knowledge of the UK
- I know that I can use a range of maps including digital to find and source information about Shropshire
- I know what a county is
- I know at least 5 counties that are near Shropshire
- I know the difference between urban and rural and the different types of land use in these places
- I know that River Severn runs through Shropshire and where the source starts
- I know some of the landmarks in our county
- I know that the population and physical geography has changed in Newport
- I know how to use digital maps to find highly populated areas
- I know how to draw a linear map with a simple key

- I know how to locate the UK and other countries including European ones such as Germany/ Ukraine/ Spain/ Portugal
- I know how to describe locations using geographical language.
- I know what exported and imported means
- I know where some foods originate and can identify on a map
- I know that seasonal produce is grown on farms in the UK
- I know some ways food travels around the world
- I know that food miles tell you how far produce has travelled
- I know that food miles impact the environment and quality of the produce
- I know that import means bring in and export means send out
- I know what the different food labels mean and why they are important
- I know that Fairtrade ensures farmers around the world get a fair pay
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	<p><b><u>Which Pole is the most successful? Polar explorers</u></b></p> 	<p><b><u>Journey to the river sea- Why are rivers important to us?</u></b></p> 	<p><b><u>Who pays the price?</u></b></p> 
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Year 4</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I know the geographical features of the continents using a range of maps and atlases</li> <li><input type="checkbox"/> I know what the poles are and can locate Antarctica and The Arctic</li> <li><input type="checkbox"/> I know the physical features of the Antarctica</li> <li><input type="checkbox"/> I know that the climate of Antarctica and The Arctic differ and have different biomes/ eco-systems</li> <li><input type="checkbox"/> I know how the poles differ from the UK and can give examples</li> <li><input type="checkbox"/> I know the human effect on regions including climate change on the Poles</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I know what the water cycle is and can draw a diagram to explain the process</li> <li><input type="checkbox"/> I know and can name the major rivers in the UK and locally to us</li> <li><input type="checkbox"/> I know that maps, atlases, globes and digital computer mapping can help me locate rivers</li> <li><input type="checkbox"/> I know and can locate some major rivers across the world including Nile</li> <li><input type="checkbox"/> I know the key aspects of rivers and label them</li> <li><input type="checkbox"/> I know what erosion and deposition is</li> <li><input type="checkbox"/> I know the names of some mountains in the UK and around the world</li> <li><input type="checkbox"/> I know that Spain is in Europe and is partly landlocked</li> <li><input type="checkbox"/> I know where the mountain terrain can be found using digital and topographical maps</li> <li><input type="checkbox"/> I know what life is like in Spain based on an understanding of weather, climate and land use.</li> <li><input type="checkbox"/> I know that maps tell us about the range of environments and climate zones within the country (e.g. Sierra Nevada / cities / Mediterranean coast).</li> <li><input type="checkbox"/> I know some similarities and differences between Spain and the UK</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I know that chemical weathering impacts our environment negatively</li> <li><input type="checkbox"/> I know that transport in the UK and across the world impact human and physical features</li> <li><input type="checkbox"/> I know that some modes of transport for trade are more environmentally friendly than others</li> <li><input type="checkbox"/> I know that erosion and deposition happens on the coastline</li> <li><input type="checkbox"/> I know how international transportation is used including shipping lanes and how this impacts the environment</li> <li><input type="checkbox"/> I know how to use maps to identify national road networks and world trade routes.</li> </ul>

	<p><b><u>How does my region in the UK differ to that of South America?</u></b></p> 		<p><b><u>How did the industrial revolution impact our towns? – local field study</u></b></p>
<p>Year 5</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I know how to locate South America and describe its location using geographical knowledge.</li> <li><input type="checkbox"/> I know the name of countries in South America and can locate them using a variety of maps</li> <li><input type="checkbox"/> I know that the climate and biomes in South America are varied and can explain how it compares and contrasts to the UK</li> <li><input type="checkbox"/> I know the names and locations of Volcanoes in South America</li> <li><input type="checkbox"/> I know the names and locations of major mountain ranges of South America and UK</li> <li><input type="checkbox"/> I know that there is a human impact from natural disasters</li> <li><input type="checkbox"/> I know about international trade and industry in South America</li> <li><input type="checkbox"/> I know the similarities and differences between West Midlands and Brazil.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I know some of the human features in Newport that derived from the Industrial Revolution (Canals)</li> <li><input type="checkbox"/> I know that the UK counties/ countries are interconnected</li> <li><input type="checkbox"/> I know that the trade links using rail / canals / roads and rivers developed in the UK over time</li> <li><input type="checkbox"/> I know that land use in the local area has changed over time and can give examples</li> <li><input type="checkbox"/> I know how Settlements have developed in Newport and the human impact of this</li> <li><input type="checkbox"/> I know why there is a growing need for housing in Newport</li> </ul>	
	<p><b><u>How does my region and the USA compare?</u></b></p> 	<p><b><u>How has life evolved?</u></b></p> 	<p><b><u>What is the economic activity of the UK and the world, and how sustainable is it?</u></b></p> 
<p>Year 6</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I know the names of mountains found in North America</li> <li><input type="checkbox"/> I know that the terrain is varied in UK and America and can compare and contrast different regions</li> <li><input type="checkbox"/> I know how to read contour lines on a map</li> <li><input type="checkbox"/> I know that North America has different environmental regions and can name the physical and human features</li> <li><input type="checkbox"/> I know the major cities and populated areas in North America and the UK</li> <li><input type="checkbox"/> I know that UK and North America have similarities and differences and can give several examples</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I know that physical features are significant within the local area in which they are located.</li> <li><input type="checkbox"/> I know that different eco-systems, biomes and vegetation belts that are found across the world.</li> <li><input type="checkbox"/> I know the names the biomes and ecosystems found in the UK.</li> <li><input type="checkbox"/> I can identify the location of the New Forest, Galapagos Islands and Cannock Chase.</li> <li><input type="checkbox"/> I can know how the climate impacts the landscape through biomes and vegetation belts.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I know how to identify key features of a variety of aspects including: economic activity, distributions and trade across a range of regions and countries</li> <li><input type="checkbox"/> I use my knowledge to identify changes over time across a range of regions and countries</li> <li><input type="checkbox"/> I know there are a range of geographical similarities and differences between countries across the world and can explain these</li> <li><input type="checkbox"/> I know that Russia spans across more than 2 continents and can explain the topographical features of the country</li> </ul>

	<ul style="list-style-type: none"><li>□ I know that there are different ways to locate places in North America</li><li>□ I know how to use online mapping and OS maps to locate environmental areas in North America</li></ul>	<ul style="list-style-type: none"><li>□ I know what animals, plants and habitats can be found in a woodland ecosystem in the UK and Galapagos islands.</li></ul>	<ul style="list-style-type: none"><li>□ I know that human impact on the world is effecting lives and natural resources (minerals/energy and water)</li><li>□ I know how climate change is effecting the world and present this using a range of graphs, maps and presentations</li></ul>
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