Bream C of E Primary School

Helping all children to become caring, confident and curious young people

'Be the best you can be; together we grow from acorns to oaks flourishing in God's love'

Geography Curriculum Skills Progression Document

Trust, Friendship, Respect, Forgiveness, Courage, Truthfulness

Intent

At Bream C of E Primary, our geography curriculum is designed to ignite curiosity and foster a deep sense of care for the world around us. Pupils develop a rich and diverse understanding of the planet through the use of geographical skills and fieldwork, exploring key concepts such as location, place, and both human and physical geography.

Our scheme of work builds awareness of how geography influences lives at local, national, and global levels. It draws meaningful connections between the school's unique setting in the Forest of Dean and the wider world, helping children appreciate their local environment while gaining a physical and historical sense of their place within it.

Through engaging units, pupils examine the environmental impact of human activity and are encouraged to become responsible, compassionate citizens—equipped with the knowledge and motivation to make a positive difference.

The curriculum is carefully structured to ensure pupils meet end-of-Key Stage expectations and experience clear progression across all areas. It is organised into four key strands:

- Locational Knowledge
- Place Knowledge
- Human & Physical Geography
- Geographical Skills & Fieldwork

By thoughtfully balancing substantive content with disciplinary thinking, we aim for every child to leave Bream with a confident grasp of geography—ready to thrive in Key Stage 3 and beyond.

Implementation

Each geography lesson begins with a revision of prior knowledge and skills to reinforce learning and establish strong foundations. Teachers facilitate this through weekly reviews that recap key concepts from the current unit, ensuring continuity and coherence. To support long-term retention, units are carefully sequenced to build upon one another, with regular opportunities to revisit and deepen understanding across year groups and key stages.

Staff explicitly model subject-specific vocabulary, knowledge, and skills tailored to each unit and year group, promoting clear progression. Learning is reviewed on a half-termly basis, allowing for timely identification and correction of misconceptions.

Assessment is embedded throughout the curriculum. Formative strategies—including questioning, informal quizzes, weekly reviews, and class discussions—are used in every lesson to monitor understanding and guide instruction. Summative assessments are conducted at the end of each unit to evaluate overall progress.

Learning beyond the classroom is a vital component of our geography provision. Every year group engages in fieldwork through trips, visits, data collection, and exploration of the local area, enriching pupils' geographical understanding and fostering a tangible connection to their environment.

Impact

At Bream C of E Primary, we aim for all children to speak confidently about their geographical learning, using subject-specific vocabulary with clarity and purpose. Through pupil voice, we expect to see that children enjoy geography and can articulate their understanding over time, demonstrating secure retention and meaningful connections.

Planning and progression documents will reflect a curriculum rooted in the aims of the National Curriculum, ensuring that learning is both purposeful and coherent. Pupils' work will show that geography is taught at an age-appropriate standard, with carefully planned opportunities for those working beyond age-related expectations.

Progression will be clearly evident across the school, supported by both pupil voice and workbooks that showcase the development of knowledge and skills. High-quality learning will be visible in every classroom, with evidence that pupils are acquiring geographical understanding in a well-sequenced and thoughtfully structured way.

EYFS: Geography

In the Early Years Foundation Stage (EYFS), geography is woven into children's everyday experiences through exploration, play, and discovery. At Bream, we nurture children's natural curiosity about the world around them by encouraging them to observe their environment, talk about places they know, and begin to understand simple concepts such as weather, seasons, and local landmarks. Through stories, role play, outdoor learning, and hands-on activities, children start to develop a sense of place and begin to make connections between their immediate surroundings and the wider world. These early encounters lay the foundation for geographical thinking, helping children build vocabulary, ask questions, and develop an awareness of their role in caring for the environment.

Early Learning Goals
Understanding the World
The Natural World
• Explore the natural world around them, making observations and drawing pictures of animals and plants. • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world, including the seasons and changing states of matter.
People, Culture and Communities
• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • Explain some similarities and differences between life in this country and life in other countries.

Exploring Maps	Outdoor Adventures	Around the world
1.) Pirate map bingo *To find and name familiar features on maps* **2.) Our school from above** *To consider shapes and positions of features when making a map* **3.) Let's build a map!** *To build and describe a model of a familiar place* **4.) Creating journey sticks** *To describe a journey using found objects as prompts* **5.) Investigating maps** *To explore a range of maps* **6.) Map making** *To apply their knowledge of maps to make their own*	**1.) Nature catchers** *To explore natural objects using the senses* **2.) Observational painting** *To explore and make observations of the world around them* **3.) Exploring the weather** *To describe the effects of different weather conditions* **4.) Senses in nature** *To use the senses to observe and talk about experiences whilst outside* **5.) Exploring the seasons** *To begin to notice some of the features of the changing seasons* **6.) Dress the teddy** *To begin to recognise seasonal weather conditions*	**1.) Home or away?** *To compare features in the local environment to other places around the world* **2.) Bear's UK travels** *To compare contrasting places within the UK* **3.) City or countryside?** *To recognise the difference between city and countryside environments* **4.) Exploring world landscapes** *To compare different landscapes around the world* **5.) Desert explorers** *To understand the characteristics of desert environment, including climate and landscape* **6.) Polar explorers** *To explore and understand life in a cold place, comparing and contrasting it with our own lives*

Bream and Local Links		
• Use simple maps of the school grounds and Bream village to help children identify familiar features like buildings, trees, paths, and nearby water sources. Then compare these with maps in storybooks or atlases to spot land and water in other places. • Take a walk around the school grounds or local area, encouraging children to comment on what they see (e.g. "The big tree is next to the fence") and begin using directional language like "next to," "behind," or "in front of." • Create imaginary maps based on the Forest of Dean's landscape, such as a forest adventure trail or a treasure hunt map. Children can include features like rivers, hills, and caves, inspired by real places they may have visited or seen in photos. • Compare environments in stories with Gloucestershire's countryside, discussing how places like deserts, mountains, or cities differ from the green, wooded surroundings of the Forest of Dean. Encourage children to express what they like or find interesting about each.	• Explore the Forest of Dean's natural features—like ancient woodland, wildlife trails, and seasonal changes—to compare with environments in stories (e.g. snowy mountains, deserts, or cities). Use photographs or simple storybooks to spark discussion. • Observe seasonal changes in the school grounds, such as leaf colour, puddles, frost, or blossom. Encourage children to use the correct seasonal vocabulary (spring, summer, autumn, winter) and describe how the environment looks and feels. • Create simple maps or drawings of the school grounds, marking features like the playground, trees, garden areas, or benches. Children can represent what they see and talk about what they like or wonder about. • Use Gloucestershire's varied landscape—from the River Severn to the Cotswold hills—as a reference point when discussing different environments. Ask questions like "How is this place different from where we live?" or "What would we wear if we visited this place?"	• Use aerial photos or simple maps of Bream and the Forest of Dean to help children identify land (forests, fields) and water (streams, ponds), then compare with maps of other countries or regions in stories. • Explore the school grounds or nearby woodland to observe natural features like trees, hills, and wildlife—then contrast these with deserts, cities, or snowy landscapes from books or images. • Talk about the weather and seasons in Gloucestershire and how they differ from places like the Arctic, rainforest, or tropical islands featured in stories. • Create a class map showing where each child lives or has visited in England, then add imaginary journeys to faraway places, helping them recognise symbols and features on real and pretend maps.

National Curriculum: Purpose of study

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. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time

Key Stage 1

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

	Strand		
Year Group	**What is it like here?**	**What is the weather like in the UK?**	**What is it like to live in Shanghai?**
	Human and Physical Geography/Geographical Skills & Fieldwork	**Human & Physical/Locational Knowledge**	**Locational Knowledge/Place Knowledge/Human & Physical Geography**
1	**1.) Where in the world are we?** *To locate the school using an aerial photograph.*	**1.) Where is the UK?** *To locate the four countries of the UK.*	**1.) What can we see in our local area?**

	2.) What can we see in our classroom? *To create a map of our classroom.* **3.) What can we find in our school grounds?** *To locate the key features in our playground.* **4.) Where are the different places in our school?** *To draw a simple map.* **5.) How do we feel about our playground?** *To investigate how we feel about a playground.* **6.) Can we make our playground better?** *To create a design to improve our playground.*	**2.) What are the four seasons?** *To identify seasonal changes in the UK.* **3.) What are the compass directions?** *To identify the four compass directions.* **4.) What is the weather like today?** *To investigate daily weather patterns.* **5.) Is the weather the same everywhere in the UK?** *To identify daily weather patterns in the UK.* **6.) How do people prepare for the weather?** *To understand how the weather changes in each season.*	*To recognise physical and human features.* **2.) Can we map our local area?** *To draw a sketch map.* **3.) Where in the world is China?** *To name and locate some continents on a world map.* **4.) What can you see in China?** *To identify physical and human features of a non-European country.* **5.) What is Shanghai like?** *To describe what it is like in Shanghai.* **6.) How is Shanghai different from our local area?** *To compare Shanghai to a small area in the UK.*
Bream and Local Links			

	• Explore physical and human features in Bream and the Forest of Dean, such as hills, woodland, footpaths, churches, and houses. Use aerial photographs to spot landmarks like St. James' Church or the school building itself. • Use directional language during outdoor activities, e.g. "The garden is behind the hall," or "Walk past the big oak tree and turn left at the gate." This helps children follow routes and describe locations in real-world contexts. • Draw sketch maps of the school grounds, encouraging children to include features like the playground, field, benches, and trees. Use simple symbols and colours to represent these features and discuss their placement. • Compare their local area to other parts of the UK using an atlas, helping children locate England and Gloucestershire. Ask questions like "What's different about the seaside compared to Bream?" or "Would you see a mountain here?" • Encourage children to express their feelings about places, such as "I like the quiet garden because it has flowers," or "I don't like the car park because it's noisy." Use simple	• Use maps and atlases to locate England, the UK, and Europe, then zoom in to Gloucestershire and Bream. Help children identify their place in the world and spot London as the capital city—then compare it to their own rural surroundings. • Track daily weather in Bream, using simple symbols or a weather chart. Encourage children to describe what they see and feel—misty mornings, rainy afternoons, frosty playgrounds—and link it to the current season. • Explore seasonal changes in the Forest of Dean, such as leaf colour, wildlife activity, or muddy paths. Use this to build vocabulary around "season" and "weather," and compare with other UK regions (e.g. snowy Scotland or coastal Cornwall). • Use aerial photographs of the school and local area to identify landmarks like the church, playground, and nearby fields. Children can draw sketch maps and use compass points (N, S, E, W) to describe where features are located. • Incorporate directional games and map-based movement, like treasure hunts or route-following challenges around the school grounds. This builds spatial awareness and reinforces vocabulary like "next to," "behind," "north of," etc.	• Compare physical features: Use aerial photos and maps to explore Bream's rural landscape—woodlands, hills, and open fields—then contrast with Shanghai's urban skyline, rivers, and coastal setting. Ask children to describe what they see and how it feels. • Explore human features: Discuss buildings, transport, and population. Bream's village homes and quiet roads can be compared with Shanghai's high-rise apartments, busy streets, and metro system. Children can identify similarities like shops, schools, and parks. • Use maps and globes to locate Asia and Europe, identifying the UK and China. Help children find the Atlantic and Pacific Oceans, and use compass points to describe where Shanghai is in relation to England (e.g. "Shanghai is east of the UK"). • Create sketch maps of the school grounds, then draw imaginary maps of a Shanghai street scene using symbols for tall buildings, busy roads, and the Huangpu River. Encourage children to

	recording techniques like drawing or sentence starters.		label features and use directional language. • Ask reflective questions: "Would you like to live in Shanghai? Why or why not?" or "What do you like about Bream that's different from Shanghai?" Use simple recording techniques like drawings or sentence starters to express their views.

Strand			
Year Group	**Would you prefer to live in a hot or a cold place?**	**Why is our world wonderful?**	**What is it like to live by the coast?**
	Locational Knowledge/Place Knowledge/Human & Physical Geography	**Locational Knowledge/Human & Physical Geography**	**Locational Knowledge/Human & Physical Geography/Geographical Skills & Fieldwork**
2	**1.) Where are the continents?** *To name and locate the seven continents.* **2.) Where are the coldest places on Earth?** *To locate the North and South poles.*	**1.) What are some of the UK's amazing features and landmarks?** *To identify geographical features of the UK.* **2.) Where are some of the world's most amazing places?**	**1.) Where are some of the seas and oceans surrounding the UK?** *To locate the seas and oceans surrounding the UK.* **2.) What is the coast?** *To explain what the coast is.*

	3.) Where is the Equator? *To locate the Equator on a world map.* **4.) What is life like in a hot place?** *To compare the UK and Kenya.* **5.) Do we live in a hot or a cold place?** *To investigate local weather conditions.* **6.) Would you prefer to live in a hot or a cold place?** *To identify key features of a hot and cold places.*	*To locate some of the world's geographical features.* **3.) Where are our oceans?** *To know the names of the five oceans and locate them on a map.* **4.) What is amazing about our local area?** *To understand how to draw human and physical features on a sketch map.* **5.) Why are natural habitats special?** *To investigate local habitats and record surroundings.* **6.) How can we look after natural habitats?** *To understand how to present findings in a bar chart.*	**3.) What are the features of the Jurassic Coast?** *To identify the physical features of the Jurassic coast.* **4.) How do people use Weymouth?** *To identify human features on the coast.* **5.) How do people use our local coast? (Data collection – Lydney Harbour/River Severn)** *To investigate how local people use the coast.* **6.) How do people use our local coast? (Findings)** *To present findings on how people use the local coast.*
Bream and Local Links			

	• Compare Bream's temperate climate with hot places (e.g. the Sahara Desert or parts of India) and cold places (e.g. Antarctica or northern Canada). Use maps and globes to locate these regions and discuss their position relative to the Equator and the Poles. • Explore physical features: Children can identify hills, forests, and rivers in the Forest of Dean, then compare with deserts (sand dunes, cacti) or polar regions (icebergs, snowfields). Use aerial photos to spot these features and discuss how climate affects them. • Discuss human features: Compare homes, clothing, and transport in Bream with those in hot or cold places. For example, "Why do people in cold places wear thick coats?" or "Why might houses in hot places have flat roofs?" • Use compass points and locational language: Describe features in the school grounds (e.g. "The garden is south of the playground") and then apply this to maps of the world—e.g. "India is east of Africa." • Encourage reflective thinking: Ask children to express their preferences—"Would you rather live somewhere hot or cold?"—and	• Use maps and atlases to locate the UK and its capital cities, then zoom in to Gloucestershire and Bream. Help children see their village in relation to London, and describe its location using compass points (e.g. "Bream is west of London"). • Explore the River Wye or River Severn as a local physical feature. Use vocabulary like "riverbank," "current," "meander," and "floodplain," and compare it with rivers in other UK cities like the Thames in London or the Clyde in Glasgow. • Classify features on a walk around the school grounds into human (buildings, fences, benches) and physical (trees, hills, soil). Use aerial photographs to support this and draw simple sketch maps with agreed symbols and a title. • Locate all seven continents and five oceans on a world map, then identify which ocean is closest to the UK (the Atlantic). Encourage children to describe routes using compass points (e.g. "To get from Europe to Africa, go south"). • Present findings in tally charts or pictograms, such as counting types of trees, buildings, or animals spotted during a walk. Use this data to	• Compare coastal features with the Forest of Dean landscape: Use aerial photographs and maps to explore cliffs, beaches, harbours, and erosion at places like Weston-super-Mare or the Welsh coast. Contrast these with Bream's wooded hills, footpaths, and rural village layout. • Use maps and atlases to locate the UK's surrounding seas—the North Sea, Irish Sea, English Channel, and Atlantic Ocean—and identify which is closest to Gloucestershire. Then use compass points to describe their location (e.g. "The Atlantic Ocean is west of the UK"). • Explore the difference between a city, town, and village: Compare Bream (a village) with coastal towns like Tenby or cities like Plymouth. Discuss human features such as promenades, piers, and lighthouses, and how these change over time due to tourism or erosion. • Conduct a mini fieldwork survey in the school grounds: Ask children to record human and physical features they see (e.g. buildings, trees, fences), then present their findings in tally charts or pictograms. Use

	explain their reasoning. Use drawings, simple writing, or discussion to explore different viewpoints.	answer questions like "What's the most common feature in our school grounds?"	this data to answer questions like "Are there more natural or built features in our school grounds?" • Create sketch maps of the school or playground, adding titles, symbols, and keys. Use directional language and compass points to describe routes (e.g. "Walk north past the garden, then turn east at the bench").

Key Stage 2

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Strand			
Year Group	**Why do people live near volcanoes?**	**Are all settlements the same?**	**Who lives in Antarctica?**
	Physical Geography	**Place knowledge, Human and Physical Geography, Geographical Skills & Fieldwork**	**Locational/Place Knowledge, Human, Physical and Environmental Geography, Geographical Skills**
3	**1.) How is Earth constructed?** *To name and describe the layers of the Earth.* **2.) Where are mountains found?** *To explain how and where mountains are formed.* **3.) *Why and where do we get volcanoes?*** *To explain why volcanoes happen and where they occur.*	**1.) What is a settlement?** *To describe different types of settlement.* **2.) How is land used in my local area?** *To identify the human and physical features of local area.* **Can I explain the location of features in my local area?** *To discuss why physical and human features are in particular locations.*	**1.) What is climate?** *To understand the position and significance of lines of latitude.* **2.) Where is Antarctica?** *To describe the location and physical features of Antarctica.* **3.) Who lives in Antarctica?** *To describe the human features of Antarctica.*

	4.) What are the effects of a volcanic eruption? *To recognise the negative and positive effects of living near volcanoes.* **5.) What are earthquakes and where do we get them?** *To explain what earthquakes are and why they occur.* **6.) Where have the rocks around school come from?** *To observe and record the location of rocks around the school grounds and discuss findings.*	**How has my local area changed over time?** *To describe how land use in the local area has changed.* **5.) How is land used in New Delhi?** *To identify land use in New Delhi.* **) How does land use in New Delhi compare with my local area?** *To compare land use in two different locations.*	**4.) Who was Shackleton?** *To use four figure grid references to plot Shackleton's route to Antarctica.* **5.) Can we plan an expedition around school?** *To plan a simple route on a map using compass points.* **6.) How did our expedition go?** *To follow instructions involving compass points and map a simple route.*
	Bream and Local Links		
	• Relate rock studies to the Forest of Dean's geology: The area is rich in sedimentary rocks like limestone and sandstone. Pupils can observe and digitally record rock types around the school or nearby trails, then map them using simple symbols and discuss their	• Compare settlement types: Use Bream as a clear example of a village, then contrast it with nearby towns like Lydney or Coleford, and cities like Gloucester or Bristol. Discuss features such as population size, transport links, and land use.	• Compare climates and seasons: Help pupils understand that Antarctica lies in the Southern Hemisphere, where seasons are opposite to the UK. Use Bream's seasonal changes (e.g. autumn leaves,

	origins (e.g. formed from ancient seas or riverbeds). • Contrast local hills with volcanic mountains: While Gloucestershire doesn't have volcanoes, nearby uplands like the Malvern Hills can be used to discuss how mountains form—then compare with volcanic ranges like the Andes (South America) or Mount Fuji (Asia). • Use maps and globes to locate tectonic plate boundaries: Help children understand that the UK is not on a plate boundary, which is why we don't experience volcanoes or major earthquakes. Contrast this with places like Iceland or Japan, where tectonic activity is common. • Explore the consequences of living near volcanoes: Use real-world examples (e.g. Mount Etna in Italy or Mount St. Helens in the USA) to discuss positives like fertile soil and geothermal energy, and negatives like ash clouds and evacuation. Pupils can reflect on whether they'd want to live near one and explain why. • Use diagrams to label shield and composite volcanoes, and link their formation to tectonic activity. Reinforce vocabulary like magma, crater, lava flow, and eruption.	• Use OS maps of the Forest of Dean: Help children identify symbols for woodland, buildings, roads, rivers, and footpaths. Follow a simple route on the map and discuss why certain features (e.g. schools, shops, forests) are located where they are. • Explore land use in Bream and surrounding areas: Identify residential zones, farmland, woodland, and public spaces. Then compare with land use in New Delhi, such as high-density housing, commercial districts, temples, and parks. • Locate New Delhi on a world map, identifying it as the capital of India. Use compass points and locational language to describe its position relative to the UK (e.g. "New Delhi is southeast of England"). • Compare human and physical features: In Bream, children might notice stone cottages, narrow lanes, and forest trails. In New Delhi, they can explore features like apartment blocks, busy roads, markets, and the Yamuna River. Discuss similarities (e.g. both have schools, places of worship) and differences (e.g. climate, building materials, density). • Observe and explain local changes: Encourage children to notice new buildings, roadworks, or changes in land use around Bream. Ask why	spring flowers) to contrast with Antarctica's icy polar climate. • Use digital maps and globes: Locate Antarctica at the bottom of the globe and zoom in to explore its terrain. Then compare with the UK's location in the Northern Hemisphere. Pupils can practise using compass points and four-figure grid references to describe locations. • Explore climate zones: Define zones like tropical, temperate, and polar. Pupils can classify Bream as temperate and Antarctica as polar, noting differences in temperature, vegetation, and wildlife. • Compare life in the UK vs. Antarctica: Discuss similarities (e.g. both have buildings and people working) and differences (e.g. no permanent residents in Antarctica, extreme cold, no shops or schools). Pupils can reflect on what life would be like in each place. • Learn about research and tourism: Explore why people visit Antarctica—scientific research on climate, wildlife, and ice cores, and eco-tourism. Pupils can describe the specialist equipment used (e.g.

	• Discuss earthquakes in a global context: Explain how they occur at plate boundaries and explore their impact on communities—damaged buildings, disrupted transport, and emotional stress. Pupils can compare this with the relative geological stability of their own area.	these changes might be happening—population growth, tourism, or environmental planning.	snowmobiles, insulated tents) and clothing (thermal layers, goggles). • Study Shackleton's expedition: Share the story of the Endurance and its dramatic rescue. Pupils can discuss resilience and teamwork, and reflect on what went well and what didn't—then apply this thinking to their own mini expeditions around the school grounds. • Apply fieldwork skills locally: Use aerial maps of the school to identify features, then draw a route map of a walk or "expedition" around the grounds. Pupils can note what they saw, what went well, and what was challenging (e.g. muddy paths, tricky directions).

Thread			
Year Group	**Where does our food come from?**	**Why are rainforests important to us?**	**What are rivers and how are they used?**
	Locational Knowledge, Place Knowledge, Human, Physical & Environmental Geography, Geographical Skills & Fieldwork	**Human/Physical/Environmental Geography, Geographical Skills & Fieldwork**	**Physical & Human Geography, Locational Knowledge, Place Knowledge**
4	**1.) How can our food choices impact the environment?** *To explain the impact of food choices on the environment* **2.) What does it mean to trade fairly?** *To understand the importance of trading responsibly* **3.) How do we get our chocolate?** *To describe the journey of a cocoa bean* **4.) Where does our food come from?** *To map and calculate the distance food has travelled* **5.) Are our school dinners locally sourced?**	**1.) Where in the world are tropical rainforests?** *To describe and give examples of a biome and find the location and some features of the Amazon rainforest* **2.) What is the Amazon rainforest like?** *To describe the characteristics of each layer of a tropical rainforest* **3.) Who lives in the rainforest?** *To understand the lives of indigenous peoples living in the Amazon rainforest* **4.) How are rainforests changing?** *To describe why tropical rainforests are important and understand the threats to the Amazon*	**1.) What is the water cycle?** *To describe how the water cycle works.* **2.) How is a river formed?** *To recognise the features and courses of a river.* **3.) Where can we find rivers?** *To name and locate some of the world's longest rivers.* **4.) How are rivers used?** *To describe how rivers are used.* **5.) What can we find out about our local river? (River Severn)**

	To design and use data collection methods to find where our food comes from **6.) Is it better to buy local or imported food?** *To discuss the advantages and disadvantages of buying both locally and imported food*	**5.) How is our local woodland used?: Data collection** *To understand how local woodland is used using a variety of data collection methods* **6.) How is our local woodland used?: Findings** *To analyse and present findings on how local woodland is used*	*To identify and locate human and physical features on a map.* **6.) What features does our local river have?** *To collect data on the features of a local river.*
	Bream and Local Links		
	• Explore local vs global food sources: Use Gloucestershire's farming heritage—dairy, apples, and cereals—as examples of temperate biome produce. Then contrast with tropical foods like bananas, cocoa, and coffee, which grow in hot, humid biomes due to climate and soil conditions. • Investigate environmental impact: Discuss foods with high carbon footprints, such as beef or air-freighted produce. Pupils can reflect on how choosing seasonal, local food (like Forest of Dean apples) can reduce environmental harm.	• Compare biomes: Help pupils define a biome as a large area with a specific climate, plants, and animals. Use the temperate woodland biome of the Forest of Dean as a local example, and contrast it with the tropical rainforest biome of the Amazon. • Explore the Amazon's location and features: Locate the Amazon rainforest in South America, mainly in Brazil, and describe its hot, wet climate, dense vegetation, and incredible biodiversity. Compare this with the cooler, seasonal woodland near Bream.	• Explore local water stores and the water cycle: Use nearby rivers like the River Wye or River Severn to illustrate water stores (rivers, lakes, groundwater) and processes like evaporation, condensation, and precipitation. Pupils can observe puddles, dew, or stream flow in the school grounds. • Describe the three courses of a river: Use the River Severn as an example—source in the Cambrian Mountains (upper course), meanders through Gloucestershire (middle course), and estuary near Bristol (lower course). Pupils can sketch the

	• Introduce responsible trading: Explore the concept of Fairtrade, especially through the journey of a cocoa bean—from farms in Ghana or Ivory Coast to chocolate in UK shops. Discuss how fair prices and working conditions support communities. • Use atlases and scale bars: Pupils can locate cocoa-producing countries and measure approximate distances to the UK. This helps them understand the journey food takes and the implications of long-distance transport. • Conduct a mini interview project: Pupils can ask family members or staff questions like "Where do you buy your fruit?" or "Do you check where your food comes from?" Then analyse responses to answer an enquiry question such as "How aware are people of food origins?" • Spot trends in data: Present findings in tally charts or pictograms and discuss patterns—e.g. "Most people buy food from supermarkets," or "Few people know where their chocolate comes from." This builds analytical thinking and links geography with real-world choices.	• Introduce the four rainforest layers: Emergent, canopy, understory, and forest floor. Pupils can compare these with the structure of local woodland—e.g. tall oaks vs. ground-level ferns—and discuss how plants adapt to light and moisture levels. • Discuss plant adaptations: In the Amazon, trees grow tall to reach sunlight and have drip-tip leaves to shed water. Locally, plants like holly or ivy adapt to shade and seasonal changes. Pupils can explore these through observation walks. • Define "indigenous": Explain that indigenous peoples are native to a region and live in harmony with the land. In the Amazon, they use resources like medicinal plants, fruits, and wood sustainably. Pupils can reflect on how local people use the Forest of Dean—e.g. for walking, education, or conservation. • Explore changes to the Amazon: Deforestation is a major issue. Pupils can discuss causes (e.g. logging, farming) and consequences (loss of habitat, climate impact), then suggest actions like supporting reforestation or choosing Fairtrade products. • Articulate the rainforest's importance: It produces oxygen, stores carbon, supports biodiversity, and provides resources. Pupils can	journey and label features like waterfalls, meanders, and floodplains. • Identify physical features of a river: Introduce terms like source, mouth, tributary, meander, and delta. Pupils can spot some of these on maps or during a local field trip to a stream or riverbank. • Locate major rivers: Use atlases to find the Thames, Severn, Amazon, and Nile, and discuss their importance. Pupils can compare their size, location, and uses. • Discuss river uses: Explore how rivers are used for transport, farming, drinking water, recreation, and hydroelectric power. Pupils can reflect on how the River Wye supports tourism and wildlife in the Forest of Dean. • List problems around rivers: Talk about pollution, flooding, erosion, and habitat loss. Pupils can research or observe litter, blocked drains, or signs of erosion in their local area. • Use OS maps to locate rivers: Practise identifying the River Wye or Severn on an Ordnance Survey map, using symbols and

		compare this with the role of their local woodland in supporting wildlife and wellbeing. • Use data collection methods: Pupils can conduct surveys, tally wildlife sightings, or interview staff about how the school uses its outdoor space. Then they can summarise how the local woodland is used and suggest improvements—like planting more trees, adding bird feeders, or creating quiet zones.	grid references. Pupils can describe nearby human and physical features like bridges, footpaths, and woodland. • Assess environmental quality: Pupils can make judgements based on observations—e.g. "The riverbank is clean and has lots of plants" or "There's litter and erosion near the path." Use simple criteria like water clarity, wildlife presence, and human impact. • Suggest improvements: Encourage ideas like litter-picking, planting trees to prevent erosion, adding signs to protect wildlife, or creating quiet zones for nature observation.

Thread			
Year Group	**What is life like in the alps?**	**Why do oceans matter?**	**Would you like to live in the desert?**
	Locational Knowledge, Place Knowledge, Human/Physical Geography, Geographical Skills & Fieldwork	**Locational Knowledge, Place Knowledge, Human/Physical/Environmental Geography, Geographical Skills & Fieldwork**	**Locational Knowledge, Place Knowledge, Human/Physical Geography**
5	**1.) Where are the Himalayas?** *To locate the Himalayas on a map.* **2.) What is it like in the Himalayas?** *To locate the key physical and human characteristics of the Himalayas.* **3.) Why do people visit the Himalayas?** *To describe the human and physical features of an Alpine region.* **4.) What is there to do in our local area?**	**1.) How do we use our oceans?** *To explain the importance of our oceans.* **2.) What is the Great Barrier Reef?** *To locate and describe the significance of the Great Barrier Reef.* **3.) Why are our oceans suffering?** *To explain the impact humans are having on coral reefs and oceans.* **4.) What can we do to help our oceans?** *To understand ways to keep our oceans healthy and begin planning a fieldwork enquiry.*	**1.) What is a hot desert biome?** *To summarise the characteristics of a desert biome.* **2.) Where are deserts located?** *To locate and explore different features of deserts.* **3.) What physical features are found in a desert?** *To describe the physical features of a desert environment.* **4.) How can people use the deserts?** *To explain the different ways humans can use the deserts.* **5.) What are the threats to the deserts?**

	To understand what there is to do in our local area using data collection. **5.) How are the Himalayas different from our local area?** *To understand similarities and differences between the local area and an Alpine area.* **6.) What is life like in the Himalayas?** *To understand the human and physical features of the Himalayas.*	**5.) How littered is our marine environment? Data collection. (Severn River)** *To collect data on the types of litter polluting a marine environment.* **6.) How littered is our marine environment? (Findings)** *To present, analyse and evaluate data collected.*	*To describe some of the different threats facing deserts.* ***6.) Would you like to live in the desert?*** *To explore similarities and differences between two physical environments.*
	Bream and Local Links		
	• Locate the Alps and compare geography: Use a world map to identify the eight countries the Alps span—France, Switzerland, Italy, Germany, Austria, Slovenia, Liechtenstein, and Monaco. Pupils can compare this with the UK's geography and locate Gloucestershire on the map. • Explore physical and human features: In the Alps, physical features include snow-capped peaks, glacial valleys, and pine forests;	• Connect the water cycle to local observations: Use puddles, streams, and rainfall in the Forest of Dean to illustrate evaporation, condensation, precipitation, and collection. Pupils can observe water in their environment and link it to the global cycle. • Explore human uses of the ocean: Discuss fishing, transport, tourism, and energy. Pupils can compare this with how local rivers or lakes are used—e.g. canoeing on the River Wye or	• Compare the temperate woodland biome of the Forest of Dean with hot desert biomes found between the Tropic of Cancer and Tropic of Capricorn—highlighting differences in climate, vegetation, and land use. • Explore how the Mojave Desert is used for tourism, solar energy, and military training, then contrast with how the Forest

	human features include ski resorts, mountain villages, and cable cars. Pupils can compare these with the Forest of Dean's rolling hills, woodland, and historic towns like Coleford or Lydney. • Focus on Innsbruck: Research this Austrian city nestled in the Alps. Pupils can describe its mountain backdrop, river Inn, and winter sports facilities, alongside human features like historic buildings, markets, and transport links. Compare with Bream's rural setting and local amenities. • Use fieldwork methods locally: Pupils can complete a questionnaire about outdoor activities in the Forest of Dean, map a walking route around the school or woodland, and record findings through sketches or photographs. This mirrors how geographers study Alpine environments. • Compare human and physical geography: Discuss how both areas rely on tourism, natural beauty, and seasonal changes, but differ in altitude, climate, and population density. Pupils can reflect on how life in a mountain city like Innsbruck contrasts with life in a forested village like Bream.	fishing in nearby ponds—and reflect on the scale of ocean activity. • Explain climate regulation: Teach that oceans absorb heat and carbon dioxide, helping to stabilise global temperatures. Pupils can compare this with how local forests (like the Dean) also help regulate climate through carbon storage. • Locate the Great Barrier Reef: Use maps and atlases to identify it off the coast of Australia, then explore its benefits—biodiversity, tourism, coastal protection, and scientific research. • Discuss human impact: Pollution, overfishing, and climate change threaten ocean health. Pupils can reflect on local water pollution (e.g. litter in streams) and scale up to global consequences like coral bleaching and plastic islands. • Suggest actions for ocean health: Encourage ideas like reducing plastic use, supporting sustainable seafood, and learning about marine conservation. Pupils can link this to local actions like litter-picking or water-saving habits. • Choose suitable data collection methods: For marine fieldwork, photographs and sketch maps help capture visual features, while tally	of Dean is used for recreation, conservation, and forestry. • Discuss benefits and drawbacks of desert living—e.g. stunning landscapes and solar potential vs. extreme heat and water scarcity—and ask pupils to reflect on whether they'd find it hospitable. • Use maps and atlases to locate major deserts like the Sahara, Gobi, and Mojave, and compare their physical features (dunes, rocky plateaus) with the hills, rivers, and forests around Bream.

		charts are great for counting litter or wildlife. Pupils can practise these methods during a local field trip to a stream or pond.	

Thread			
Year Group	**Why does population change?**	**Where does our energy come from?**	**Can I carry out an independent fieldwork enquiry?**
6	**1.) How is the global population changing?** *To understand the change and distribution of the global population* **2.) What are birth and death rates?** *To define birth and death rates and describe why they change.* **3.) Why do people migrate** *To recognise the push and pull factors influencing migration* **4.) How is climate change impacting the population?** *To begin to understand the impact climate change can have on the global population*	**1.) Why is energy important?** *To know why energy sources are important.* **2.) What is renewable energy?** *To understand the benefits and drawbacks of different energy sources.* **3.) How does the United States generate energy?** *To understand how a settlement has grown around an energy source.* **4.) How does the United Kingdom generate energy?** *To know how energy sources are distributed in an area.* **5.) What is the best way to generate energy?**	**1.) Developing an enquiry question.** *To develop an enquiry question.* **2.) Creating methods for data collection.** *To determine the most effective data collection methods for fieldwork.* **3.) Mapping a route.** *To plan a route for a fieldwork trip.* **4.) Collecting the data.** *To collect the data to answer the enquiry question.*

	5.) How is population impacting our environment? *To collect data showing how population impacts the amount of traffic and litter in an area* **6.) How is population impacting our environment?** *To write a report on the fieldwork process, analyse findings and make suggestions for improvement*	*To explain reasons for choosing an energy source.* **6.) Where is the best place for a solar panel on the school grounds?** *To collect and present data on where to position a solar panel on school grounds.*	**5.) Analysing the data.** *To determine an answer to the enquiry question.* **6.) Presenting the data.** *To present my findings.*
	Bream Local Links		
	• Compare densely populated areas like London with sparsely populated regions such as parts of rural Scotland or even the Forest of Dean, discussing why people choose to live in different environments. • Explore migration by discussing push factors (e.g. natural disasters, conflict) and pull factors (e.g. jobs, safety), and reflect on why some people are forced to leave their homes. • Investigate climate change impacts—rising sea levels, droughts, and extreme weather—and suggest actions like reducing plastic use	• Compare renewable energy sources like wind and solar (e.g. Severn Estuary tidal potential) with non-renewable ones like coal and gas, discussing trading routes and environmental impact. • Use digital and OS maps to locate UK cities and nearby energy infrastructure, then practise six-figure grid references to identify features like pylons, transport hubs, or industrial zones. • Explore how transport links have evolved—from railways and canals in Gloucestershire to modern freight routes—and how these support energy distribution.	• Pupils can explore local issues such as litter in public spaces, traffic near the school, or biodiversity in the woodland, then design questions to investigate these topics (e.g. "How clean is the village centre compared to the school grounds?"). • Use OS maps to plan a safe route through the school or village, identifying key data collection points like the playground, churchyard, or bus stop. Pupils can justify using tally charts, interviews, or sketch maps depending on their enquiry.

	or planting trees locally to help protect the planet. • Use fieldwork skills to collect data from the school community using a Likert scale, then plot findings on a digital map comparing two locations (e.g. school grounds vs. village centre) and suggest improvements like more green spaces or litter bins.	• Conduct a mini fieldwork project: pupils design interview questions about energy use, plot responses on a sketch map of the school or village, and justify where energy sources (like solar panels) could be located.	• Teach pupils to manage risks—e.g. staying in groups, wearing high-vis jackets, and avoiding busy roads—while collecting data responsibly and respectfully. • After the fieldwork, pupils can digitally map their findings, summarise outcomes (e.g. "The quietest area was the garden zone"), and describe the full enquiry process from question to conclusion.

A Progression of Geography Skills

EYFS	• Describe routes and locations using directional language (e.g. "go straight," "turn left") • Identify similarities and differences between places (e.g. beach vs forest) • Use simple maps and globes to locate places (e.g. where they live, where animals come from) • Understand basic concepts of land, sea, and sky • Talk about the environment and how it changes (e.g. leaves falling, snow melting) • Begin to show awareness of other countries and cultures through stories and celebrations			
	Year 1	**Year 2**	**Year 3 & Year 4**	**Year 5 & Year 6**
Locational Knowledge	• To know the name of the two continents (Europe and Asia). • To know that a continent is a group of countries. • To know that they live in the continent of Europe. • To know that an ocean is a large body of water. • To know the name of two of the world's oceans	• To be able to name the seven continents of the world. • To be able to name the five oceans of the world. • To know that a sea is a body of water that is smaller than an ocean. * • To know that there are four bodies of water surrounding the UK and to be able to name them.	• To know where North and South America are on a world map. • To know the names of some countries and major cities in Europe and North and South America. • To know the names of some of the world's most significant mountain ranges. • To know the names of some of the world's most significant rivers. • To know that mountains, volcanoes and earthquakes largely occur at plate boundaries. • To know that climate zones are areas of the world with similar climates. * • To know the world's different climate zones (equatorial, tropical, hot desert, temperate and polar). *	• To know the name of many countries and major cities in Europe and North and South America. • To know the location of key physical features in countries studied. • To name and describe some of the world's vegetation belts (ice cape, tundra, coniferous forest, deciduous forest, evergreen forest, mixed forest, temperate grassland, tropical grassland, Mediterranean, desert scrub, desert, highland).* • To know the name of many counties in the UK. • To know the name of many cities in the UK. • To confidently name the twelve geographical regions of the UK.

	(Atlantic Ocean and Pacific Ocean). • To know that the UK is short for 'United Kingdom'. • To know that a country is a land or nation with its own government. • To know that the United Kingdom is made up of four countries and their names. • To know the name of the country they live in.	• To name some characteristics of the four capital cities of the UK. • To know the four capital cities of the UK. • To know that a capital city is the city where a country's government is located.	• To know that biomes are areas of world with similar climates, vegetation and animals. * • To know the world's biomes. * • To know vegetation belts are areas of the world which are home to similar plant species. * • To know the name of some counties in the UK (local to your school). • To know the name of some cities in the UK (local to your school). • To know the name of the county that they live in and their closest city. • To begin to name the twelve geographical regions of the UK. • To know the main types of land use.* • To know some types of settlement.*	• To know that London and the South East regions have the largest population in the UK. • To know the Prime/Greenwich Meridian is a line of longitude which goes through 0°and determines the start of the world's time zones.
Skills	• Locating two of the world's seven continents on a world map. • Locating two of the world's oceans (Atlantic Ocean and Pacific Ocean) on a world map. • Showing on a map which continent they live in.	• Locating all the world's seven continents on a world map. • Locating the world's five oceans on a world map. • Showing on a map the oceans nearest the continent they live in.	• Locating some countries in Europe and North and South America using maps. • Locating some major cities of the countries studied. • Locating some key physical features in countries studied on a map including significant environmental regions. • Locating some key human features in countries studied. • Locating the world's most significant mountain ranges on a world map and identifying any patterns. • Locating where the world's volcanoes are on a map and identifying the 'Ring of Fire'.	• Locating many counties in the UK. • Locating many cities in the UK. • Confidently locating the twelve geographical regions of the UK. • Identifying key physical and human characteristics of the geographical regions in the UK. • Understanding how land-use has changed over time using examples. • Explaining why a locality has changed over time, giving examples of both physical and human features. • Locating more countries in Europe and North and South America using maps.

	• Locating the four countries of the United Kingdom (UK) on a map of this area. • Showing on a map which country they live in and locating its capital city.	• Locating the surrounding seas and oceans of the UK on a map of this area. • Locating the capital cities of the four countries of the UK on a map of this area. • Identifying characteristics (both human and physical) of the four capital cities of the UK. • Showing on a map the city, town, or village where they live in relation to their capital city.	• Locating some of the world's most significant rivers and identifying any patterns. • Locating some counties in the UK (local to your school). Locating some cities in the UK (local to your school). • Identifying key physical and human characteristics of counties, cities and/or geographical regions in the UK. • Beginning to locate the twelve geographical regions of the UK. • Identifying how topographical features studied have changed over time using examples. • Describing how a locality has changed over time, giving examples of both physical and human features.	• Locating major cities of the countries studied. • Locating key physical features in countries studied on a map. • Locating key human features in countries studied. • Identifying significant environmental regions on a map. • Using maps to show the distribution of the world's climate zones, biomes and vegetation belts. • Identifying the location of the Prime/Greenwich Meridian and time zones (including day and night) and explaining its significance. • Using longitude and latitude when referencing location in an atlas or on a globe.
Place Knowledge	• To know that life elsewhere in the world is often different to ours. • To know that life elsewhere in the world often has similarities to ours.	• To know some similarities and differences between their local area and a contrasting non-European country.	• To know the negative effects of living near a volcano. • To know the positive effects of living near a volcano. • To know the negative effects an earthquake can have on a community. • To know ways in which communities respond to earthquakes.	• To know some similarities and differences between the UK and a European mountain region. • To know why tourists visit mountain regions.

Skills	• Naming some key similarities between their local area and a small area of a contrasting non-European country. • Naming some key differences between their local area and a small area of a contrasting non-European country.	• Describing and beginning to explain some key similarities between their local area and a small area of a contrasting non-European country. • Describing and beginning to explain some key differences between their local area and a small area of a contrasting non-European country. • Describing what physical features may occur in a hot place in comparison to a cold place.	• Describing and beginning to explain similarities between two regions studied. • Describing and beginning to explain differences between two regions studied. • Describing how and why humans have responded in different ways to their local environments. • Discussing how climates have an impact on trade, land use and settlement. • Explaining what measures humans have taken to adapt to survive in cold places. • Describing and explaining how people who live in a contrasting physical area may have different lives to people in the UK.	• Describing and explaining similarities between two environmental regions studied. • Describing and explaining differences between two environmental regions studied. • Explaining how and why humans have responded in different ways to their local environments in two contrasting regions. • Understanding how climates impact on trade, land use and settlement. • Explaining how humans have used desert environments. • Using maps to explore wider global trading routes.

Human & Physical Geography Knowled	• To know the four seasons of the UK. • To know that 'weather' refers to the conditions outside at a particular time.	• To know that the Equator is an imaginary line around the middle of the Earth.	• To know that the water cycle is the processes and stores which move water around our Earth and to be able to name these. • To know the courses and key features of a river.	• To know vegetation belts are areas of the world that are home to similar plant species. * • To name and describe some of the world's vegetation belts. • To know why the ocean is important.

	• To know that different parts of the UK often experience different weather. • To know that a weather forecast is when someone tries to predict what the weather will be like in the near future. • To know that weather conditions can be measured and recorded. • To know that physical features mean any feature of an area that is on the Earth naturally. • To know that human features mean any feature of an area that was made or built by humans.	• To know that, because it is the widest part of the Earth, the Equator is much closer to the sun than the North and South poles. • To know that the North Pole is the northernmost point of the Earth and the South Pole is the southern-most point of the Earth. • To know that different parts of the world experience different weather conditions and that these are often caused by the location of the place. • To know that coasts (and other physical features) change over time. • To know some key physical	• To know the different types of mountains and volcanoes and how they are formed. • To know that an earthquake is the intense shaking of the ground. • To know that a biome is a region of the globe sharing a similar climate, landscape, vegetation and wildlife.* • To know the world's biomes.* • To know that the hottest biomes are found between the Tropics of Cancer and Capricorn. • To know that climate zones are areas of the world with similar climates.* • To know the world's different climate zones.* • To know that climates can influence the foods able to grow. • To know the main types of land use.* • To know the different types of settlement.* • To know water is used by humans in a variety of ways. • To know an urban place is somewhere near a town or city. • To know a rural place is somewhere near the countryside. • To know that a natural resource is something that people can use which comes from the natural environment. • To know the threats to the rainforest both on a local and global scale. • To know that fair trading is the process of ensuring workers are paid a fair price, have	• To know the global population has grown significantly since the 1950s. • To know which factors are considered before people build settlements. • To know migration is the movement of people from one country to another. • To know that natural resources can be used to make energy. • To know some positive impacts of humans on the environment. • To know some negative impacts of humans on the environment.

		features of the UK. • To know that a sea is a body of water that is smaller than an ocean. • To know that human features change over time. • To know some key human features of the UK.	safe working conditions, and are treated with respect and equality. • To know the UK grows food locally and imports food from other countries.	

Skills	• Describing how the weather changes with each season in the UK. • Describing the daily weather patterns in their locality. • Confidently using the vocabulary 'season' and 'weather.' • Recognising some physical features in their locality. •	• Describing and understanding the differences between a city, town, and village. • Describing the key human features of a coastal town using subject specific vocabulary (e.g., cliff, beach, shoreline etc.)	• Mapping and labelling the seven biomes on a world map. • Understanding some of the causes of climate change. • Describing how physical features, such as mountains and rivers are formed, and why volcanoes and earthquakes occur. • Describing where volcanoes, earthquakes and mountains are located globally. • Describing and explaining how physical features such as rivers, mountains, volcanoes, and earthquakes have had an impact upon the surrounding landscape and communities. • Describing how humans use water in a variety of ways.	• Describing and understanding the key aspects of the six biomes. • Describing and understanding the key aspects of the six climate zones. Understanding some of the impacts and causes of climate change. • Describing and understanding the key aspects and distribution of the vegetation belts in relation to the six biomes, climate, and weather. • Giving examples of alternative viewpoints and solutions regarding an environmental issue and explaining its links to climate change. • Describing and understanding economic activity including trade links.

			• Describing and understanding types of settlement and land use. • Explaining why a settlement and community has grown in a particular location. • Explaining why different locations have different human features. • Explaining why people might prefer to live in an urban or rural place. • Describing how humans can impact the environment both positively and negatively, using examples.	• Suggesting reasons why the global population has grown significantly in the last 70 years. • Describing the 'push' and 'pull' factors that people may consider when migrating. • Understanding the distribution of natural resources both globally and within a specific region or country studied. • Recognising geographical issues affecting people in different places and environments. • Describing and explaining how humans can impact the environment both positively and negatively, using examples.

Geographical & Fieldwork skills • Question • Observe • Measure • Record • Present	• Ask questions about the world around them. • Commenting on the features they see in their school and school grounds on a walk around the respective places. • Asking and answering simple questions about the features of their school and school grounds. • Drawing some of the features they notice in their school and school grounds in correct relation to each other on a sketch map. • Using a simple recording technique to express their feelings about a specific place and explaining why they like/dislike	• Using a simple recording technique to express their feelings about a specific place and explaining why they like/dislike some of its features. • Discussing the features they see in the area surrounding their school when on a walk. • Asking and answering simple questions about human and physical features of the area surrounding their school grounds. • Collecting quantitative data through a small survey of the local area/school to answer an enquiry question.	• Beginning to choose the best approach to answer an enquiry question. • Mapping land use in a small local area using maps and plans. • Planning for how they wish to collect data to answer an enquiry-based question, with the support of a teacher. • Asking and answering one- step and two-step geographical questions. • Observing, recording, and naming geographical features in their local environments. • Using simple sampling techniques appropriately. • Making digital audio recordings for a specific purpose. • Designing a questionnaire / interview to collect quantitative fieldwork data. • Taking digital photos and labelling or captioning them. • Making annotated sketches, field drawings and freehand maps to record observations during fieldwork. • Begin to use a simplified Likert Scale to record their judgements of environmental quality. • Using a questionnaire/interview to collect qualitative fieldwork data. • Presenting data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital	• Developing their own enquiry questions. • Choosing the best approach to answering an enquiry question. • Making sketch maps of areas studied including labels and keys where necessary. • Making an independent or collaborative plan of how they wish to collect data to answer an enquiry-based question. • Selecting appropriate methods for data collection. • Designing interviews/questionnaires to collect qualitative data. • Beginning to use standard field sampling techniques appropriately. • Using GIS (Geographical Information Systems) to plot data sets (e.g prevalence of crime in certain areas) onto base maps which can then be analysed. • Using a simplified Likert Scale to record their judgements of environmental quality. • Conducting interviews/questionnaires to collect qualitative data. • Interpreting and using real-time/live data. • To identify and mitigate potential risks during fieldwork. • Deciding how to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing at length and digital technologies when communicating geographical information.

	some of its features.	• Classifying the features they notice into human and physical with teacher support. • Taking digital photographs of geographical features in the locality. • Making digital audio recordings when interviewing someone. • Presenting data in simple tally charts or pictograms and commenting on what the data shows. • Asking and answering simple questions about data.	technologies when communicating geographical information. • Suggesting different ways that a locality could be changed and improved. • Finding answers to geographical questions through data collection. • Analysing and presenting quantitative data in charts and graphs.	• Drawing conclusions about an enquiry using findings from fieldwork to support your reasonings. • Evaluating evidence collected and suggesting ways to improve this. • Analysing quantitative data in pie charts, line graphs and graphs with two variables.

Geographical Skills	• Using an atlas to locate the UK. • Using a map of the UK to locate the four countries. • Beginning to use an atlas to locate the four capital cities of the UK. • Using a world map and globe to locate two of the world's seven continents (Europe and Asia) • Using an atlas to locate the Atlantic Ocean and Pacific Ocean. • Using directional language to describe the location of objects in the classroom and playground. • Using directional language to describe features on a map in relation to other features (real or imaginary).	• Recognising why maps need a title. • Using an atlas to locate the four capital cities of the UK. • Using a world map, globe, and atlas to locate all the world's seven continents. • Using a world map, globe, and atlas to locate the world's five oceans. • Using locational language and the compass points (N, S, E, W) to describe the location of features on a map. • Using locational language and the compass points (N, S, E, W) to describe the route on a map. • Using locational language and the compass points (N, S, E, W) to plan a route in the	• Beginning to use maps at more than one scale. • Using atlases, maps, globes, satellite images and beginning to use digital mapping to locate countries studied. • Using atlases, maps, globes and beginning to use digital mapping to recognise and describe physical features and human features in countries studied. • Using the scale bar on a map to estimate distances. • Finding countries and features of countries in an atlas using contents and index. • Zooming in and out of a digital map. • Beginning to use the key on an OS map to name and recognise key physical and human features in regions studied. • Accurately using 4-figure grid references to locate features on a map in regions studied. • Beginning to locate features using the 8 points of a compass. • Using a simple key on their own map to show an example of both physical and human features. • Following a route on a map with some accuracy. • Saying which directions are N, S, E, W on an OS map. • Making and using a simple route on a map. • Labelling some features on an aerial photograph and then locating these on an	• Confidently using and understanding maps at more than one scale. • Using atlases, maps, globes and digital mapping to locate countries studied. • Using atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied. Identifying, analysing and asking questions about distributions and relationships between features using maps (e.g settlement distribution). • Using the scale bar on a map to calculate distances. • Recognising an increasing range of Ordnance Survey symbols on maps and locating features using six-figure grid references. • Recognising the difference between Ordnance Survey and other maps and when it is most appropriate to use each. • Beginning to use thematic maps to recognise and describe human and physical features studied. • Using models and maps to talk about contours and slopes. • Selecting a map for a specific purpose. • Confidently using the key on an OS map to name and recognise key physical and human features in regions studied. • Accurately using 4 and 6-figure Grid References to locate features on a map in regions studied.

	• Responding to instructions using directional language to follow routes. • Beginning to use the compass points (N, S, E, W) to describe the location of features on a map. • Recognising local landmarks on aerial photographs. • Recognising basic human features on aerial photographs. • Recognising basic physical features on aerial photographs. • Drawing freehand maps (of real or imaginary places) using simple pictures or symbols. • Drawing a simple sketch map of the classroom and playground using simple pictures,	playground or school grounds. • Using a map to follow a prepared route. • Using locational language and the compass points (N, S, E, W) to describe the location of features on a map. • Using locational language and the compass points (N, S, E, W) to describe the route on a map. • Using locational language and the compass points (N, S, E, W) to plan a route in the playground or school grounds. • Using a map to follow a prepared route. • Recognising landmarks of a city studied on aerial photographs and plan perspectives.	OS map of the same locality and scale in regions studied.	• Confidently locating features using the 8 points of a compass. • Following a short pre-prepared route on an OS map. • Identifying the 8 compass points on an OS map. • Planning a journey to another part of the world using six figure grid references and the eight points of a compass.

	colours or symbols to represent features. • Adding labels to sketch maps. • Using simple picture maps and plans to move around the school.	• Recognising human features on aerial photographs and plan perspectives. • Recognising physical features on aerial photographs and plan perspectives. • Drawing a map and using class agreed symbols to make a simple key. • Drawing a simple sketch map of the playground or school grounds using symbols to represent human and physical features. • Finding a given OS symbol on a map with support. • Beginning to draw objects to scale (e.g show the school playground is smaller than the school or school field).		

		• Using an aerial photograph to draw a simple sketch map using basic symbols for a key.		