



St Thomas of Canterbury Primary School

The purpose of this document is to outline the coverage and progression of geographical knowledge and skills across the curriculum at St Thomas of Canterbury from Year 1 to Year 6.

Long Term Plan			
Term			
	Autumn 2	Spring 2	Summer 2
Year 1	Our Local Area What's it like where we live?	People and their Communities Where in the world do these people live?	Animals and their Habitats Where do our favourite animals live?
Year 2	Seasons What are seasons?	Journeys – Food Where does our food come from?	Our Wonderful World What are the seven wonders of our world?
Year 3	Climate and Weather Why is climate important?	Our World Where on Earth are we?	Coasts Do we like to be beside the seaside?
Year 4	The Americas Can you come on a Great American Road Trip?	Rivers and the Water Cycle How does the water go round and round?	Earthquakes and Volcanoes How does the Earth shake, rattle and roll?
Year 5	Changes in our Local Environment How is our country changing?	Europe – A Study of the Alpine Region Where should we go on holiday?	Journeys – Trade Where does all our stuff come from?
Year 6	South America – The Amazon What is life like in the Amazon?	Protecting the Environment Are we damaging our world?	Our World in the Future How will our world look in the future?



Strand	Key Stage 1	
	Progression statement	What to look for guidance (child meeting expectation)
Geographical Knowledge		
1. The UK and local area	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.	Can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas on a map (e.g. using information about food from different parts of the UK, create a map showing where regional foods come from. Prepare a 'Great British Picnic' using these foods).
	Develop knowledge of the human and physical geography of a small area of the United Kingdom.	Know about the local area, and name and locate key landmarks. Create a vocabulary list of the human and physical features of the local area and describe these features and locate them on a map using images or drawings.
2. The World and continents	Name and locate the world's seven continents and five oceans.	Can name and locate the seven continents and five oceans on a globe or atlas (e.g. use some specific place knowledge of continents to describe the location of the habitat of a significant animal).
Geographical Understanding		
3. Physical themes	Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the equator and the north and south poles.	Can identify seasonal and daily weather patterns in the United Kingdom. Can describe which continents have significant hot or cold areas and relate these to the poles and equator (e.g. prepare some questions about the weather to ask a person who lives in one of the capital cities of the UK, use a webcam or a weather forecast to answer these questions, and make comparisons with the weather in your area.)
	Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest,	Can recognise a natural environment and describe it using key vocabulary (e.g. make a place in a box that



St Thomas of Canterbury Primary School

	hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.	shows the habitat of an animal, with several aspects of the environment labelled including the landscape, food and weather).
4. Human themes	Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.	Can identify a range of human environments, such as the local area and contrasting settlements, and describe them and some of the activities that occur there using key vocabulary (e.g. from a number of world cities from different continents, identify key features of a city from images or a video using a geography bingo card, and using two of the cities, draw two differences and two similarities to the area in which they live).
5. Understanding places and connections	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom.	Can make observations about, and describe, the local area and its physical and human geography (e.g. make the first page of a 'World Wonders' book with reasons why their local area is wonderful, using different colours to identify its physical and human characteristics).
	Understand geographical similarities and differences through studying the human and physical geography of a small area of a contrasting non-European country.	Can describe the physical and human geography of a distant place. Can describe their locality and how it is different and similar to the distant place (e.g. complete a travel document to visit a place they have studied; work with a peer in a role play to explain why they wish to visit this place, mentioning its physical and human characteristics).
Geographical Skills and Enquiry		
6. Map and atlas work	Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.	Can use a world map, atlas or globe to name and locate the seven continents and five oceans. Can use a UK wall map or atlas to locate and identify the four countries and capital cities of the United Kingdom and its surrounding seas (e.g. locate the continents where different animals live on a blank base map of the world using an atlas).



St Thomas of Canterbury Primary School

	Use simple compass directions (north, south, east and west) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map.	Can describe a journey on a map of the local area using simple compass directions and locational and directional language (e.g. after a walk to a nearby green space, describe the route taken on a large-scale map using compass directions and locational language prompted by their journey stick).
7. Fieldwork and investigation	Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features, devise a simple map and use and construct basic symbols in a key.	Can use aerial photos to identify physical and human features of a locality. Can draw a simple map with a basic key of places showing landmarks (e.g. create models of landmarks seen on a local walk, order the landmarks and correctly locate them on a large-scale map on the classroom or hall floor).
	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.	Can keep a weekly weather chart based on first-hand observations using picture symbols and present this data. Can locate features of the school grounds on a base map (e.g. go into the playground to observe the weather and record this, building up a table of information to be discussed and described).



Strand	Lower Key Stage 2	
	Progression statement	What to look for guidance (child meeting expectation)
Geographical Knowledge		
1. The UK and local area	Name and locate counties, cities and geographical regions of the United Kingdom and recognise their identifying human and physical characteristics.	Can describe where the UK is located, and name and locate some major urban areas; locate where they live in the UK using locational terminology (north, south, east, west) and the names of nearby counties. Can locate and describe some human and physical characteristics of the UK (e.g. use a map of the British Isles to locate and label the main British rivers and add the names of settlements at the mouth of the rivers).
2. The World and continents	Locate the world's countries, focusing on Europe and North and South America.	Can locate some countries in Europe and North and South America on a map or atlas. Can relate continent, country, state and city, and identify states in North America using a map (e.g. using the words of the song 'Route 66', locate the places mentioned on a map of the USA to show a route across the USA, and describe the route).
	Identify the position and significance of latitude, longitude, the equator, northern hemisphere, southern hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles, the Prime/Greenwich Meridian and time zones (including day and night).	Can identify the position of the Prime/Greenwich Meridian and understand the significance of latitude and longitude (e.g. in a group or individually, make a locational map game, quiz or puzzle for other pupils in their class to test knowledge and understanding of latitude and longitude).
Geographical Understanding		
	Describe and understand key aspects of physical geography including climate zones, biomes and vegetation belts.	Can indicate tropical, temperate and polar climate zones on a globe or map and describe the characteristics of these zones using appropriate vocabulary (e.g. prepare a report, using maps and photographs, about an animal they have chosen; this should contain details of the animal, where it lives in terms of climate and biome, and what it eats). "



St Thomas of Canterbury Primary School

<p>3. Physical themes</p>	<p>Describe and understand key aspects of physical geography including earthquakes and volcanoes, rivers, mountains and the water cycle.</p>	<p>Can use simple geographical vocabulary to describe significant physical features and talk about how they change.</p> <p>Can describe a river and mountain environment in the UK, using appropriate geographical vocabulary.</p> <p>Can describe the water cycle in sequence, using appropriate vocabulary, and name some of the processes associated with rivers and mountains (e.g. make a working model of a volcano, label it with the features of a volcano and explain what happens when it erupts)."</p>
<p>4. Human themes</p>	<p>Describe and understand key aspects of human geography, including types of settlement and land use.</p>	<p>Can identify and sequence a range of settlement sizes from a village to a city.</p> <p>Can describe the characteristics of settlements with different functions, e.g. coastal towns.</p> <p>Can use appropriate vocabulary to describe the main land uses within urban areas and identify the key characteristics of rural areas (e.g. using Google Earth, atlases and images, research several major cities in North and South America and identify how they are different and similar).</p>
<p>5. Understanding places and connections</p>	<p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.</p>	<p>Can understand the physical and human geography of the UK and its contrasting human and physical environments.</p> <p>Can explain why some regions are different from others (e.g. research a coastal locality and make a travel agent style presentation to a group of people to promote the human and physical characteristics of the area and how they combine to form a unique environment).</p>
	<p>Understand geographical similarities and differences through the study of human and physical geography of a region in a European country and a region within North or South America.</p>	<p>Can describe and compare similarities and differences between some regions in Europe and North or South America.</p> <p>Can understand how the human and physical characteristics of one region in Europe and North or South America are connected and make it special (e.g. using photos, information sheets and Google Earth,</p>



St Thomas of Canterbury Primary School

		record information about one city in North America and one in South America and their surrounding areas; compare these cities, drawing out human and physical characteristics; identify differences and similarities).
	Establish an understanding of the interaction between physical and human processes.	Can understand how physical processes can cause hazards to people. Can describe some advantages and disadvantages of living in hazard-prone areas (e.g. investigate the causes and impacts of the 2011 Japanese earthquake using images and internet research).
Geographical Skills and Enquiry		
6. Map and atlas work	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	Can use a map or atlas to locate some countries and cities in Europe or North and South America. Can use a map to locate some states of the USA. Can use an atlas to locate the UK and locate some major urban areas; locate where they live in the UK. (E.g. Use an atlas to locate places using latitude and longitude and be able to describe the location of the place using a nested hierarchy.)
	Use symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.	Can use four-figure grid references. Can give direction instructions up to eight compass points. Can adeptly use large-scale maps outside (e.g. follow a local river downstream on an OS map, identify human and physical features along the river's course and record these with grid references).
7. Fieldwork and investigation	Use a range of methods including sketch maps, plans and graphs, and digital technologies.	Can make a map of a short route with features in the correct order and in the correct places. Can make a simple scale plan of a room. Can present information gathered in fieldwork using simple graphs. Can use the zoom function of a digital map to locate places (e.g. using Google Earth – starting at Denver, Colorado, near to the centre of the USA – zoom out to identify states and cities of the USA and locate them on a map).



St Thomas of Canterbury Primary School

	Use fieldwork to observe, measure, record and present the human and physical features in the local area.	Can, in a group, carry out fieldwork in the local area selecting appropriate techniques (e.g. create a river in the playground using natural materials – using a watering can to form the river, observe and record what happens to the water over different materials; take photographs and label with key river features and processes).
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Strand	Upper Key Stage 2	
	Progression statement	What to look for guidance (child meeting expectation)
Geographical Knowledge		
1. The UK and local area	Identify the geographical regions and key topographical features of the United Kingdom (including hills, mountains, coasts and rivers), and land-use patterns; understand how some of these aspects have changed over time.	<p>Can locate and describe several physical environments in the UK, e.g. coastal and mountain environments, and how they change.</p> <p>Can locate the UK's major urban areas, knowing some of their distinct characteristics and how some of these have changed over time.</p> <p>Can recognise broad land-use patterns of the UK (e.g. use a blank map to create a 'Highest, longest, biggest' challenge – locate the longest river and highest point</p>



St Thomas of Canterbury Primary School

		of each country of the UK, as well as their own categories such as waterfall, lake or city population).
2. The World and continents	Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.	<p>The pupil can locate cities, countries and regions of Europe and North and South America on physical and political maps.</p> <p>The pupil can describe key physical and human characteristics and environmental regions of Europe and North and South America.</p> <p>(E.g. Use physical and political maps of Europe to create a junk model of the Alps. Draw the borders of the countries, and label main cities and mountains.)</p>
	Identify the position and significance of latitude, longitude, the equator, the northern hemisphere, the southern hemisphere, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles, the Prime/Greenwich Meridian and time zones (including day and night).	Can locate places studied in relation to the equator, the Tropics of Cancer and Capricorn, latitude and longitude, and relate this to their time zone, climate, seasons and vegetation (e.g. produce a world fruit map based around a world map locating the origin of several fruits and relate this to latitude, longitude, the equator, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles and climate zone).
Geographical Understanding		
3. Physical themes	Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts.	<p>Can understand how climate and vegetation are connected in biomes, e.g. the tropical rainforest and the desert.</p> <p>Can describe what the climate of a region is like and how plants and animals are adapted to it.</p> <p>Can understand how food production is influenced by climate (e.g. produce a world fruit map showing where the fruit we eat is grown and the key aspects of the climate in these locations).</p>
	Describe and understand key aspects of physical geography, including rivers, mountains, volcanoes and earthquakes, and the water cycle.	<p>Can describe and understand a range of key physical processes and the resulting landscape features.</p> <p>Can understand how a mountain region was formed (e.g. make a clay model to show the formation of fold mountains of the Alps in Europe and annotate it with simple explanations of what it shows).</p>
	Describe and understand key aspects of human geography including economic activity including trade	Know and understand what life is like in cities and in villages and in a range of settlement sizes.



St Thomas of Canterbury Primary School

<p>4. Human themes</p>	<p>links, and the distribution of natural resources including energy, food, minerals and water.</p>	<p>Can understand that products we use are imported as well as locally produced. Can explain how the types of industry in the area have changed over time. Can understand where our energy and natural resources come from (e.g. prepare a presentation for a decision-making exercise selecting an energy source to generate power for nearby houses).</p>
<p>5. Understanding places and connections</p>	<p>Understand geographical similarities and differences and change through the study of human and physical geography of the United Kingdom.</p>	<p>Understand how a region has changed and how it is different from another region of the UK (e.g. produce a presentation showing how the site of the 2012 London Olympic and Paralympic Games has changed, including the views of local people).</p>
	<p>Understand geographical similarities and differences through the study of human and physical geography of the United Kingdom, a region in a European country and a region within North or South America.</p>	<p>Know information about a region of Europe and North or South America, its physical environment and climate, and economic activity (e.g. design an app/webpage/leaflet for tourists to the Alps, selecting a range of information about the physical and human environment).</p>
	<p>Deepen an understanding of the interaction between physical and human processes.</p>	<p>Can explain some ways biomes (including the oceans) are valuable, why they are under threat and how they can be protected. Understand how human activity is influenced by climate and weather. Understand hazards from physical environments and their management, such as avalanches in mountain regions. Can explain several threats to wildlife/habitats (e.g. make an animation to show why the Amazon Rainforest is valuable and under threat, and why it should be protected).</p>
<p>Geographical Skills and Enquiry</p>		
	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<p>Can use physical and political maps to describe key physical and human characteristics of regions of Europe or North and South America.</p>



St Thomas of Canterbury Primary School

6. Map and atlas work		<p>Can use globes and atlases to locate places studied in relation to the Equator, latitude and longitude and time zones.</p> <p>Can use thematic maps for specific purposes (e.g. use physical and political maps to identify the Alps, its countries, cities and topography).</p>
	<p>Use the eight points of a compass, four/six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p>	<p>Can use four-figure grid references and find six-figure grid references.</p> <p>Can describe height and slope from a map.</p> <p>Can read and compare map scales (e.g. use a large-scale OS map of the local area to annotate with photographs and information about a local issue).</p>
7. Fieldwork and investigation	<p>Use a range of methods including sketch maps, plans and graphs, and digital technologies.</p>	<p>Can make sketch maps of areas using symbols, a key and a scale.</p> <p>Can use digital maps to investigate features of an area.</p> <p>Can present information gathered in fieldwork using a range of graphs (e.g. research into how the local area is changing, using a range of digital sources including historical maps, images and newspapers).</p>
	<p>Use fieldwork to observe, measure, record and present the human and physical features in the local area.</p>	<p>Can plan and carry out a fieldwork investigation in an urban area and/or a rural area using appropriate techniques (e.g. plan and carry out an enquiry to investigate how sustainable one aspect of the school's work is; collect evidence from surveys, photographs and interviews, and present findings to the head teacher and school council).</p>