



Meole Brace
C of E Primary School and Nursery

Geography Subject Handbook







Our vision and rationale for Geography

At Meole Brace, we are committed to delivering an ambitious, inclusive and engaging geography curriculum that develops pupils' understanding of the world and their place within it. Through exploring the beauty, diversity and fragility of our planet, children develop a sense of belonging to both their local community and the wider world. They learn to appreciate different perspectives, understand the connections between people and environments, and recognise their role in creating a sustainable future.

We believe that every child can succeed in geography. Our inclusive curriculum values the experiences and voices of all learners, enabling them to engage with geographical issues that are relevant to their lives and the world around them. Through high-quality teaching, appropriate support and high expectations, all pupils are empowered to participate, achieve and develop as young geographers.

Fieldwork, enquiry and independent research are at the heart of our curriculum. Children are encouraged to ask questions, investigate real-world issues, collect and analyse evidence, and draw informed conclusions. These authentic learning experiences enable pupils to think geographically, apply their knowledge in meaningful contexts and deepen their understanding of the world around them.

From EYFS to Year 6, learning is carefully sequenced to ensure clear progression in both geographical knowledge and disciplinary skills. As pupils move through the school, they revisit, deepen and apply their learning with increasing independence and sophistication. They develop a secure understanding of key geographical concepts, including place, space, scale, environment and interconnection, while extending their knowledge of physical and human geography. Through this, they learn to explain how places are shaped, how environments and societies interact, and how geographical patterns and processes influence the world in which we live.

Place knowledge lies at the heart of our curriculum. Children begin by exploring their immediate surroundings and local community before extending their understanding to the United Kingdom and the wider world. Through cumulative and comparative learning, pupils develop an increasingly sophisticated understanding of geographical similarities, differences and connections between places at local, national and global scales.

Assessment is integral to our approach, informing responsive teaching that removes barriers, supports progress and maintains high expectations for all learners. Underpinned by our school values of respect, community and perseverance, our geography curriculum ensures that pupils develop both substantive knowledge and disciplinary expertise while strengthening their fieldwork, enquiry and analytical skills.

By the time they leave Meole Brace, pupils are confident, knowledgeable and responsible geographers who can use maps effectively, investigate geographical questions, interpret evidence and communicate their understanding with clarity. Most importantly, they leave with curiosity about the world, respect for people and places, and the knowledge and skills needed to engage thoughtfully with an increasingly interconnected and changing planet.



Curriculum Subject Leader



Miss Megan Coles

National Curriculum Progression for Geography

NC Attainment targets Subject content	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Pupils should: Develop their skills to make sense of their world, through opportunities to explore, observe, and find out about people, places, technology, and the environment; noticing, and having time to recreate, simple patterns and processes in the world around them as they do so.	Pupils should: Develop knowledge about the world, the UK and their locality. Understand and use basic subject-specific vocab relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.		Pupils should: Extend knowledge and understanding beyond the local area to include the UK 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.			
Locational Knowledge	Pupils should be taught to: Develop understanding of space - where am I? What is this place called? Be able to name some places which are important to me - home, school, Meole Brace, Shrewsbury Be able to name and locate familiar places on simple maps	Pupils should be taught to: Name and locate the worlds 7 continents and 5 Oceans Name, locate and identify characteristics of the 4 countries and capital cities of the UK and its surrounding seas		Pupils should be taught to: 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. Name and locate counties and cities of the UK, geographical regions and identifying human and physical characteristics, key topographical features and land-use patterns, and understand how some of these aspects have changed over time. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones			
Place Knowledge	Pupils should be taught to: Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Recognise some similarities and differences between life in this country and life in other countries. 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.	Pupils should be taught to: Understand Geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non-European country		Pupils should be taught to: Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country, and a region of North or South America.			
Human and Physical Geography	Pupils should be taught to: Use their senses in hands-on exploration of natural materials. Explore the natural world around them Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Understand some important processes and changes in the natural world around them, including the seasons.	Pupils should be taught to: Identify seasonal and daily weather patterns in the UK and the locations of hot and cold areas of the world in relation to the equator and the North and South Poles. Use basic geographical vocabulary to refer to: -key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather -key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop		Pupils should be taught to: Describe and understand key aspects of: -Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle -Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.			
Geographical Skills and Fieldwork	Pupils should be taught to: Understand position through words alone Develop an understanding of scale, making comparisons between objects relating to size, length, weight and capacity Describe a familiar route Discuss routes and locations, using words like 'in front of' and 'behind' Draw information from a simple map	Pupils should be taught to: Use world maps, atlases and globes to identify the UK and its countries, as well as countries, continents and oceans studied in this key stage. Use simple compass directions (N,E,S,W) and locational and directional language to describe the location of features and routes on maps. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features, devise a map, and use and construct basic symbols in a key 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		Pupils should be taught to: Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the 8 points of a compass, 4 and 6 figure grid references, symbols and keys (including the use of OS maps) to build their knowledge of the UK and the wider world. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.			

Geography Unit Coverage

	Autumn Term		Spring Term		Summer Term	
Year R	Developing a keen interest in and a desire to learn all about the world around them and early exposure to key geographical vocabulary and concepts through first-hand experiences are essential in setting children up for successful geographical learning later on. Geographical enquiry is underpinned by the geographical concepts: place, space, scale, environment, change, sustainability and making connections. Early Years geography includes asking and finding the answers to questions underpinned by a growing awareness and understanding of these key geographical concepts. Coverage and exploration of these concepts is repeated and revisited in a range of contexts throughout the year.					
	All About Me Beach Balls and Sandy Spades	Autumn Treasure Christmas Sparkle and Shine	People Who Help Us Healthy and Happy, Staying Safe	Superpowers New Beginnings: Easter and Spring	Amazing Africa	Pesky Pirates Crazy Castles
Year 1	Weather and climate		United Kingdom		Local area - Meole Brace and Shrewsbury	
Year 2	Continents and oceans		Hot and cold places		Mugumareno Village, Zambia	
Year 3	Climate zones		North America		Rio and South-East Brazil	
Year 4	Rivers		Local area and region - Birmingham		Rainforests	
Year 5	Mountains		Volcanoes and earthquakes		European region - Greece	
Year 6	United Kingdom				Local area and region - Shropshire	
Ongoing throughout all terms in all classes						
Weather Watch - daily/weekly observation and data collection using key stage weather stations Local, topical and incidental opportunities exploited throughout the year Fieldwork, mapwork, skills and geographical vocab practised and developed in a range of contexts throughout the year						

		EYFS			Year 1			Year 2			Year 3			Year 4			Year 5			Year 6	
		Continuous opportunities throughout each topic			W&C	UK	Local Area	C&O	H&C Places	MV	CZ	NA	Rio	Rivers	LA+R	RF	Mt	V&E	ER	UK	LA
Substantive Knowledge	Locational Knowledge																				
	Place Knowledge																				
	Environmental, Physical and Human Geography																				
Procedural Knowledge	Map Skills																				
	Fieldwork Skills																				
	Communicating Geographical Information																				
Disciplinary Knowledge	Geographical Enquiry																				
	Using Evidence																				
	Recognising Patterns																				

Geography Progression of Knowledge

		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		Substantive Knowledge – What Geographers Know About the World						
Locational Knowledge	**Core Knowledge**	To know that the space around me makes up a place To know that these places have different names to help us tell them apart To know the names of places which are important to me - home, school, Meole Brace, Shrewsbury, England To know how to locate familiar places on simple maps To know that there are different countries in the world	To know the location of the UK on a map To know the names and locations of the 4 countries in the UK To know the names of the surrounding seas of the UK To know the names and locations of the capital cities in the UK To know the location of Shrewsbury/Meole Brace on a map of the UK	To know the location of where we live in the world To know the names and locations of the seven continents To know the names and locations of the five oceans To know the name and location of the Equator, North and South pole To know the name and locations of hot and cold areas of the world in relation to the Equator and the North and South poles To know the name and location of Zambia To know the name and location of Mugurameno Village	To know the location of different lines of latitude, including the equator, on a map To know the location of different climate zones To know the location of North/South America, using latitude and longitude To know the names and locations of key countries in North America To know the location of the United States of America To know the names and locations of key states in the USA To know the location of Mt. St. Helens To know the names and locations of key countries in South America To know the location of Rio De Janeiro	To know the names and locations of the world's longest rivers To know the name and location of the River Severn To know the location of Birmingham in relation to other known areas of the UK To know and locate the position of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn on a map To know the names and locations of the world's rainforests	To know the names and location of the world's 'Seven Summits' To know the names and locations the UK's highest mountains To know the location the Himalayas To know the names and locations of famous volcanoes of the world To know the locations of some of the world's most significant earthquakes To know the location of Europe and some of its key countries To know the names and locations of key cities in Greece	To know the location of where I live in the UK, including the country, region and county To know the location of the UK's major cities
Key Vocabulary		space, place, name, home, school, Meole Brace, Shrewsbury, country, world, map	map, world, country, England, Scotland, Wales, Northern Ireland, capital, London, Edinburgh, Belfast, Cardiff,	continent, ocean, country, world, location, town, village, city, equator, North Pole, South Pole, Arctic, Antarctic	equator, latitude, globe, country, nation, state,	latitude, rainforest, Amazon, longitude, time zone, river, sea, tropical, northern hemisphere, southern hemisphere	mountain, volcano, tectonic plate, Europe, European Union, Mediterranean	country, county, region, area, town, city,

		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Substantive Knowledge – What Geographers Know About the World								
Place Knowledge	**Core Knowledge**	To know that places are made up of different features, and that some features stay the same while others vary from place to place To know some environments that are different to the one in which they live To know some similarities and differences between life in this country and life in other countries To 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.	To know how to identify daily weather patterns in the local area To know how to identify and compare typical weather patterns in each season To know some of the key physical and human characteristic of one of the UK's capital cities To know how to compare our local area to one of the capital cities of the UK To compare and know the differences between rural and urban settlements	To know and explain how the continents are similar and different to each other To know, identify and compare typical weather patterns and climate features in hot and cold areas of the world To know the difference between a village, town and city and identify common characteristics of each To know and compare how the people of Mugurameno use the river with the people of Shrewsbury To know and compare the daily life of people in Mugurameno with our lives in Shrewsbury, including schools, homes, animals and food	To know and explain the differences between the Northern and Southern Hemispheres To know and compare temperate and tropical climates To know and compare key physical and human features in North America and describe their impact To know and compare the time difference between South American cities and the UK To know geographical similarities and differences between life in Brazil and the UK	To know, describe and compare some key topographical and geographical features of the River Severn and Shropshire and river regions around the world To know and compare how rivers are used around the world To know the key physical and human features of Birmingham, and use them to make comparisons with Shrewsbury To know the key features of life in Birmingham and compare it to life in Shrewsbury To know and describe some key topographical and geographical features of the rainforest regions of the world To know how to compare and contrast these features with those of the UK	To know the key physical and human features of the Himalayas and the highest mountains in the UK, and use them to make comparisons To know the key features of different famous earthquakes/ volcanoes and make comparisons To know geographical similarities and differences between life in different European Countries To know the key physical and human features of different areas of Greece and use these to draws comparisons about life in different parts of the country To know some of the key similarities and differences between life of a child in Athens and one in this country	To know the key physical and human features of the four countries of the UK and use these to make comparisons To know the key physical and human features of our local area and region and use these to make comparisons with other regions in the UK To know how and why these features have changed over time
Key Vocabulary		similarity, difference, hot, cold, dry, wet, plants, trees, river	capital city, country, river, sea, town, village, rural, urban, settlement	physical, human, feature, continent, compare,	latitude, equator, climate, hemisphere, sphere, axis, temperate, tropical,	population, culture, region, trade, favela, recreation, forest floor, understory, emergent, canopy, logging, biome, tribe, deforestation, farming,	tectonic plates, agricultural, coastal, industrial, mountain, residential, rural, urban, wilderness	country, region, county, human, physical, landmark,

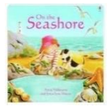
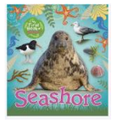
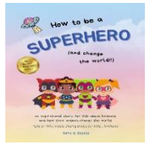
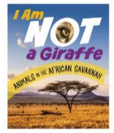
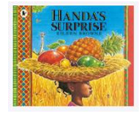
		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		Substantive Knowledge – What Geographers Know About the World						
Environmental, Human and Physical Geography	**Core Knowledge**	To know how to use my senses to explore materials and the world around me To know how to use simple vocabulary to describe the world around me To know the names of some common types of weather To know that the weather changes every day and throughout the year To know and order the days of the week To know the names of the different seasons and some of the most common types of weather associated with each season To know how to describe our immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. To know some important processes and changes in the natural world around us, including the seasons.	To know and order the months of the year To know the names of, recognise the key features of and order the 4 seasons To know and name common types of weather in the UK To know how to identify daily and seasonal weather patterns in the UK To know what a physical feature is and use basic geographical vocabulary to refer to them To know what a human feature is and use basic geographical vocabulary to refer to them To know what a rural and urban areas are and use basic geographical vocabulary to describe them	To know and identify the most significant physical and human features of each continent and use geographical vocabulary to describe them To know and explain how the location of a place in relation to the equator affects it's weather patterns and climate To know and use key geographical vocabulary to describe the key features of hot and cold places (weather, animals, plants, animal adaptations) To know and identify the most significant physical and human features of Africa To know and explain the differences between a village, town and city To know and describe the key physical and human features of Mugurameno To know how the people of Shrewsbury and Mugurameno use the river	To know the difference between weather and climate To know the names of and describe different climate zones around the world To know which climate zone the UK is in To know the significance of key lines of latitude, including the equator, and how this shapes climate, landscape and vegetation To know the key characteristics of different climate zones around the world To know the location of the USA and explain its name To know the difference between a state, country and nation and identify common characteristics of each To know and describe some key physical and human features in North America To know what a volcano is To know that Mt St Helens is a volcano and describe the volcanic eruptions that happened there To know the impact the volcanic eruptions at Mt St Helens had on the surrounding area To know how eruptions can result in changing the landscape of a place To know and describe the key aspects of human and physical geography of Rio, Brazil, South America To know that longitude creates time zones To know which time zones named cities in South America and the UK are in To know that some things we buy in this country come from other countries and why To know some of the UK's trade links with South East Brazil	To know and describe the stages of the water cycle To know what a river is and its key features from source to mouth To know the names of the world's longest rivers To know the key characteristics of one of the world's longest rivers To know the significance of rivers in the development of settlements To know and explain how the physical geography of rivers shape the human geography around it and vice versa To know the key differences between rural and urban environments and explain why they are located where they are To know what a settlement is and identify different types of settlement within the local area To know and describe some of the main human and physical features of Birmingham To know and describe how the physical and human geography of an area has changed over time and explain why To know what a rainforest is and explain why they are located where they are To know and describe the key features of rainforests, including layers, vegetation, climate and wildlife To know the name, location and key characteristics of the Amazon Rainforest To know the environmental significance of rainforests To know how human activity impacts the physical geography of rainforests To know how rainforests are changing over time and around the world	To know and explain what a mountain is, their key features, how they are formed and their different types To know some of the ways in which humans can work in mountainous areas To know some of the advantages and disadvantages of living in a mountainous area To know and describe the key features of a mountain environment found in the UK To know and explain the importance of the Himalayas to the people who live there To know about the structure of the earth and label a diagram To know what happens at the boundaries between the Earth's plates To know and describe the key processes involved in an earthquake To know the effects of earthquakes on land and people To know some of the ways in which humans have adapted to living in earthquake zones and consider the risk related to living near tectonic plate boundaries To know what a volcano is and describe its key features To know some of the implications and dangers associated with living near an active volcano To know some of the advantages a Volcano can have on the human population To know some of the key features of tourism in the Mediterranean To know and describe the key physical and human features of Greece To know some of the key reasons behind migration into Europe through Greece To know some of the implications of the migration of refuges on the people who live in Greece	To know the main human and physical features of each of the UK's countries To know the difference between country, region and county To know the main physical characteristics of the UK To know some of the ways in which human have affected the UK's landscape To know and explain the different types of industries in which people in the UK work To know how the UK produces energy and understand how and why these have changed over time To know the advantages and disadvantages of different ways of producing energy To know the main physical and human characteristics of our local area and region To know some of the ways in which humans have affected and shaped Shropshire's landscape and how this has changed over time To know some local, regional, national and international links to our local area To know the key human needs and processes linked to our local area
	Key Vocabulary	day, week, month, season, weather, sun, rain, wind, snow, spring, summer, autumn, winter	time, month, weather, season, spring, summer, autumn, winter, temperature, cloud, rain, frost, snow, sun, warm, windy, the months of the year, features, human, physical, nature, capital city, country, river, sea, town, village	land, ocean, physical, human, features, hot, cold, equator, north pole, south pole, temperature, weather, climate	climate, weather, latitude, equator, hemisphere, sphere, axis, temperature, precipitation, tropical, arid, temperate, polar, mountain, volcano, eruption, urban, rural, state, city, town, village	export, manufacturing, temperate, tropical, tourism, trade, port, mining, culture, development, recreation, favela, population,	volcano, core, mantle, plates, tectonic, crust, boundaries, magma, ash could, eruption, lava, effect, impact, short-term, long-term, civilisation, resort, leisure, service industry, tourism, border, migrant, refugee,	region, country, county, city, physical features, coastline, mountain range, river, human feature, land use, landscape, industry, National Park, retail, farming, manufacturing, tourism, finance, energy, renewable, fossil fuels

		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		Procedural Knowledge – The Skills and Methods Geographers Use						
Map Skills	**Core Knowledge**	To know and understand positional language and how to use it to describe locations To know how to describe a familiar route using positional language To know and understand comparative language and develop an understanding of scale To know how to draw information from a simple map To know how to use images to create simple maps	To know and recognise some common weather symbols To know how to use world maps, atlases and globes to identify the UK and its countries To know how to use aerial photographs to recognise landmarks and basic human and physical features To know how to record the key human and physical features of my local area on a simple map To know and use the compass directions North, East, South and West to describe the location of features on a map To know and use simple directional language to describe the location of features and routes on a map To know and recognise some common Ordnance Survey map symbols To know how to create simple maps of our local area, showing key features	To know how to use world maps, atlases and globes to identify and locate where we live in the world To know how to use world maps, atlases and globes to identify and locate the seven continents To know how to use world maps, atlases and globes to identify and locate the five oceans To know how to use world maps, atlases and globes to identify the Equator, North and South Poles and hot and cold areas of the world To know how to devise a simple map To know how to use simple compass directions and locational and directional language to describe the location of features and routes on a map To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features	To know how to use world maps, atlases and globes to identify and locate different lines of latitude, including the equator and longitude To know how to use world maps, atlases and globes to identify and locate climate zones To know how to use world maps, atlases and globes to identify and locate North America and the USA To know how to use world maps focussing on North America to name and locate key countries To know how to use maps, satellite and aerial images to locate key states in North America To know how to use maps, aerial photos and images to locate Mt. St. Helens and identify the surrounding areas affected by the explosion To know how to use world maps focussing on South America to name and locate key countries and cities	To know how rivers are represented on maps To know how to use maps to locate the world's longest rivers To know how to use online resources (inc. maps) to identify the key characteristics of one of the world's longest rivers To know how to use the 8 points of a compass and 4-figure grid references to describe the location and direction of one of the world's longest rivers To know how to use maps, atlases, globes and digital/computer mapping to locate significant geographical areas, describe features studied and explain how they have changed over time To know how to use world maps, atlases and globes to identify and locate the world's rainforests To know how to use maps, atlases, globes and digital/computer mapping to locate significant geographical areas and describe features studied	To know how to use maps to locate the world's 'Seven Summits' and the UK's highest mountains To know how mountain heights are measured and be able to interpret this kind of data To know how to use maps to locate the world's tectonic plates To know how to use maps to locate famous volcanoes of the world To know how to use maps to locate where famous earthquakes have occurred To know how to use maps, atlases, globes and digital/computer mapping to locate Greece and its key cities and describe features studied	To know how to use world maps, atlases and globes to locate the UK, its countries and key cities To know how to use online resources to find out key facts about parts of the UK To know how to use aerial images to describe the key physical and human features of our local area To know how to use regional maps to locate key sites To know how to use scale on a map to measure approximate distance To know how to use distance and compass points to identify the approximate location of a place To know how to annotate an Ordnance Survey map to accurately locate specific sites To know how to find accurate six-figure grid references for specific areas To know how to create symbols and a key for a simple land-use map
	Fieldwork Skills	To know how to explore the world around us and describe what we can see, hear and feel whilst outside	To know how to observe and record the daily weather in our local area and create a simple weather chart To know how to interpret data collected in our weather log to identify weather patterns To know how to use observational skills to study the geography of my local area	To know how to use observational skills to notice and describe the human and physical features of the local area To know and identify landmarks by exploring the environment and recognising key features seen on the ground and from photographs	To know how to compare local features with distant places using fieldwork evidence alongside maps, images and climate data. To know how to ask and answer geographical questions such as "How is our local area similar to or different from places in North or South America?"	To know how to record observations and collect data linked to local river sources To know how to use fieldwork to observe and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies	To know how to use online resources to find out key facts about a volcano/earthquake	To know how to gather evidence through urban fieldwork of how a region is meeting people's needs
	Communicating Geographical Information	To know how to use drawing to represent our observations of the world around us	To know and recognise some common weather symbols	To know how to use simple compass directions and locational and directional language to describe the location of features and routes on a map To know how to devise a simple map	To know how to present climate data using charts and graphs To know how to compare climate data for different locations, including temperature and rainfall	To know how to use maps, atlases, globes and digital/computer mapping to locate significant geographical areas, describe features studied and explain how they have changed over time To know how to use maps, atlases, globes and digital/computer mapping to locate significant geographical areas and describe features studied	To know how mountain heights are measured and be able to interpret this kind of data To know how to use maps, atlases, globes and digital/computer mapping to locate Greece and its key cities and describe features studied	To know how to create symbols and a key for a simple land use map To know how to annotate an Ordnance Survey map to accurately locate specific sites
Key Vocabulary		forwards, backwards, along, in front, behind, across, up, down, map, picture, route, direction, senses, see, hear, smell, feel	forecast, symbol, map, pattern, observe, log, record, draw, feature, map, compass, direction, North, East, South, West, symbol, key, route	map, land, sea, ocean, country,	latitude, equator, north, south, temperature, precipitation,	latitude, longitude, equator, speed, measure,	map, Europe, North America, Pacific Ring of Fire,	map, region, county, country, compass, scale, measure, distance, Ordnance Survey, six-figure grid reference, symbol, key

		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		Disciplinary Knowledge – How Geographers Think						
Geographical Enquiry	**Core Knowledge**	To know some ways in which we can respect and care for all living things To know and explain some similarities and differences between life in this country and life in traditional African villages (Handa's Surprise) and life in modern African towns and cities To know and begin to explain how places change over time and why	To know some ways in which the weather affects our daily activities To know the types of clothing worn in different weather and begin to explain why To know some ways in which weather affects different jobs To know how to use the physical and human characteristics of the capital cities of the UK to help me describe them To know the differences between rural and urban areas and use what I know to describe which area I live in	To know how to use a simple map to help plan and describe a journey around the world To know how to use the physical and human characteristics of each continent to help me compare them To know how to reason which continent I would most like to live on and why To know some geographical questions I would like to ask about life in Muguramenо Village To know and explain how life in Muguramenо compares to life in Shrewsbury and use this to explain where we would prefer to live and why	To know how to reason about which climate zone I would like to live in and why To know and discuss the advantages and disadvantages of living in each climate zone To know how it affects the environment to buy things from Brazil To know the impact of living near a volcano has on day to day life	To know how the stage of a river's journey impacts what humans can use it for To know, explain and debate the positive and negative implications of living near a river To know, explain and debate how human activity affects rivers and consider the implications for the environment To know, explain and debate the importance of rainforests To know, explain and debate how human activity affects rainforests and consider the implications for the environment (deforestation) To know some ways of conserving the rainforest and explain my own ideas and opinions on the matter	To know, explain and debate some of the advantages and disadvantages of living in a mountainous area and make arguments for and against living there To know and consider the risks associated with living near tectonic plate boundaries and develop a health and safety plan To know, explain and debate some of the advantages and disadvantages of living near a volcano and make arguments for and against living there To know and explain some of the key reasons why the Mediterranean is such a popular place for tourism	To know some of the ways in which humans have affected the UK's landscape, both positively and negatively, and consider how this might change in the future To know how physical geography shapes industry and consider the implications of life in different parts of the UK To know and evaluate the advantages and disadvantages of wind energy To know some of the implications of using renewable energy and consider how the UK might meet its energy needs in the future To know and discuss how my local area fits into the wider world To know and debate the advantages and disadvantages of continued development in Shropshire and consider the impact on the local environment
Using Evidence		To know how to make connections by spotting patterns in the things we have observed and experienced	To know how to interpret data collected in our weather log to identify weather patterns To know how to use key geographical vocabulary to describe daily weather patterns To know how to use data collected from fieldwork to describe a journey through my local area	To know why the location of hot and cold areas of the world in relation to the equator, north and south poles affects their climate To know how weather and climate affects daily life in hot and cold places To know how the climate of hot and cold places affects the type of clothing worn there To know how to reason what I should pack for a trip to a hot or cold place and explain the differences	To know how to use my knowledge of climate zones to write a weather forecast for a typical day in contrasting climates To know how to use the physical and human features of a US state to explain what it would be like to live there To know how to use photographs and information to imagine daily life in Rio De Janeiro	To know the impact flooding has on river regions and the way in which this varies across the world depending on the economic wealth of the country To know and explain how the location, physical and human geography of Birmingham affects and impacts life in the city	To know and consider the risks associated with living near tectonic plate boundaries and develop a health and safety plan To know and explain some of the key reasons why the Mediterranean is such a popular place for tourism	To know and discuss how our region meets the needs of its population To know and evaluate the significance of the impact of humans on Shropshire's landscape
Recognising Patterns		To know how to make connections by spotting patterns in the things we have observed and experienced	To know how to interpret data collected in our weather log to identify weather patterns To know how to use key geographical vocabulary to describe daily weather patterns	To know why the location of hot and cold areas of the world affects their climate Patterns in daily life – To know how weather and climate affects daily life in hot and cold places Patterns in clothing choices – To know how the climate of hot and cold places affects the type of clothing worn there	To know how to explain the significance of the shape of the world and key lines of latitude, including the equator, on climate To know and explain the significance of the Northern and Southern Hemispheres in creating climate zones and seasons To know how eruptions can result in changing the landscape of a place	To know how the stage of a river's journey impacts what humans can use it for To know the impact flooding has on river regions and the way in which this varies across the world depending on the economic wealth of the country To know, explain and debate how human activity affects rivers and consider the implications for the environment To know, explain and debate how human activity affects rainforests and consider the implications for the environment	To know, explain and debate some of the advantages and disadvantages of living in a mountainous area To know and consider the risks associated with living near tectonic plate boundaries To know, explain and debate some of the advantages and disadvantages of living near a volcano To know and explain some of the key reasons why the Mediterranean is such a popular place for tourism	To know how physical geography shapes industry and consider the implications of life in different parts of the UK To know some of the ways in which humans have affected the UK's landscape, both positively and negatively To know some of the implications of using renewable energy
Key Vocabulary		same, different, observe, life, animals, respect, look after, change	Impact, affect, positive, negative, waterproof, dry, warm, cool, clothing,	journey, physical, human, continent, north pole, south pole, climate, equator,	climate zone, hemisphere, weather, forecast, choice, affect, impact, landscape, change, similarities, differences	location, human activity, physical feature, question, information, implication, explain	advantage, disadvantage, eruption, effects, human, aid, civilisation, leisure, resort, tourism, service industry	human features, land use, landscape industry, tourism, finance, Energy, renewable, solar energy, wind, energy, nuclear power, population,

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
We are Geographers – Year Group End Points						
Children know that places are where people live and can talk about important places in their own life (e.g. home, school). Children know that there are different countries in the world and can talk about some similarities and differences between life here and in other places. Children know the names of common types of weather and can talk about changes in the natural world, including the seasons. Children can notice and describe features of a place using simple geographical vocabulary (e.g. hill, river, road). Children understand that places can be shown in drawings and simple maps and can use basic positional language (e.g. next to, behind) to describe locations and routes. Children begin to understand that places exist at different scales (e.g. home, local area, country, world).	Children know the names of common types of weather and can describe daily and seasonal weather changes. Children understand the four seasons and can describe how weather and the environment change across them. Children can talk about how weather affects people's lives (e.g. clothing, activities). Children can use simple maps, globes and atlases to name and locate the UK and its countries and capital cities. Children can recognise and describe human and physical features in their local area and compare them to another place in the UK. Children can use simple geographical vocabulary to describe places (e.g. town, city, river, road). Children can use and interpret simple maps, aerial photographs and symbols to find and describe places. Children can ask and answer simple questions about places (e.g. Where is it? What is it like?). Children know where their local area is (e.g. Shrewsbury/Meole Brace) within the UK and can describe locations using basic compass directions (N, S, E, W). Children can recognise the difference between rural and urban areas and describe which type of place they live in. Children can use simple fieldwork skills to observe, describe and record features of their local area, including drawing simple maps and describing routes using basic directional language.	Children know the names and locations of the world's continents and oceans, and can locate the UK on a world map. Children can identify and describe key human and physical features of different continents using simple geographical vocabulary. Children can compare different places around the world, describing simple similarities and differences. Children know the location of the Equator and the North and South Poles, and understand that some places are hot and some are cold. Children can describe weather, climate, animals and plants in hot and cold areas, and understand that this is linked to distance from the Equator. Children can explain how climate affects how people and animals live in different parts of the world. Children can use maps, atlases and globes to locate places including Zambia and Mugurameno Village. Children understand the difference between a village, town and city, and can compare places such as Mugurameno and Shrewsbury. Children can describe and compare daily life in different places around the world, giving simple reasons for similarities and differences. Children can create and use simple maps with symbols and labels, and use basic compass directions (N, E, S, W) and directional language. Children can use geographical knowledge to make simple decisions (e.g. what to pack for different climates, where they would prefer to live and why).	Children know key lines on the Earth (Equator, hemispheres, tropics) and understand how they affect climate. Children can describe and compare the main climate zones of the world and explain how location affects weather, temperatures and environments. Children can present and compare simple climate data (e.g. charts/graphs). Children can use maps, atlases and globes to locate North and South America and name some countries and cities. Children understand how latitude and longitude help us locate places and that time zones exist. Children can describe and compare human and physical features of places (e.g. parts of the USA, Brazil, UK). Children understand differences between key geographical terms such as country, state and continent. Children can explain how physical features (e.g. volcanoes) change landscapes and affect how people live. Children understand how people use and change environments (e.g. settlement, trade, tourism). Children can compare life in different places around the world, explaining similarities and differences and giving reasons. Children can use maps, aerial images and geographical vocabulary to describe places. Children can give opinions about places (e.g. where they would prefer to live) and justify their ideas using geographical knowledge.	Children know the names and locations of some of the world's major rivers and can locate the River Severn in the UK. Children understand how rivers are formed, including the water cycle and the stages of a river, and can describe key river features. Children can describe and compare river landscapes in the UK and around the world. Children can use maps, atlases, digital mapping and fieldwork to locate and describe places, using the 8 points of a compass and 4-figure grid references. Children can explain how rivers influence where people live and how land is used, including the benefits and risks (e.g. flooding). Children can identify and describe different types of settlement (e.g. village, town, city) and compare rural and urban areas. Children can describe and compare features of places such as Birmingham and Shrewsbury, explaining how location and geography affect how people live. Children can use fieldwork to observe, record and present information about their local area using maps, sketches and simple data. Children know the location of key global lines (Equator, Tropics, hemispheres) and can locate major rainforest regions. Children can describe the key features of tropical rainforests and compare them to the UK. Children understand why rainforests are important and can explain how human activity (e.g. deforestation) affects them. Children can use geographical vocabulary and evidence to compare places, explain ideas and give informed opinions.	Children can use maps, atlases and globes to locate major mountain ranges (including the Himalayas) and name some of the highest mountains in the world and the UK. Children understand how mountains are formed and can describe and compare mountain environments using geographical vocabulary. Children can explain how people live and work in mountainous areas and discuss the advantages and challenges of living there. Children can use maps to locate tectonic plate boundaries, volcanoes and earthquake zones around the world. Children understand how volcanoes and earthquakes occur and can describe their key features and effects. Children can explain how people are affected by and adapt to living in areas at risk from volcanoes and earthquakes. Children can use maps, atlases and digital mapping to locate Europe and key countries, including Greece. Children can describe and compare human and physical features of a European country (e.g. Greece) and the UK. Children understand how geography influences daily life, including comparisons between different places (e.g. Athens and Shrewsbury). Children understand key human geography processes such as tourism and migration and can explain their impact on people and places. Children can use geographical vocabulary, data and evidence to compare places, explain patterns and give informed opinions.	Children can use maps, atlases and digital mapping to locate the UK, its countries, regions and major cities, including their local area. Children understand the difference between country, region and county and can give examples. Children can describe and compare the key physical and human features of the UK and explain how these have changed over time. Children understand how humans both shape and are affected by the environment in the UK, including land use and industry. Children can explain how energy is produced in the UK, compare renewable and non-renewable sources and discuss their advantages and disadvantages. Children can use a range of map skills confidently, including scale, compass directions, Ordnance Survey symbols and 6-figure grid references. Children can describe their local area and region, explaining how it connects to the wider world (e.g. economically, environmentally, culturally). Children can use fieldwork to observe, record and analyse features of their local area and explain how it has changed over time. Children understand how human needs and activities shape places and can explain links between local, national and global trade. Children can evaluate the impact of human activity on the environment and suggest ways to improve sustainability. Children can use geographical vocabulary, data and evidence to explain ideas, compare places and form reasoned arguments.

Curriculum Reading

	Autumn Term	Spring Term	Summer Term
EYFS	    	    	    
Year 1	  		
Year 2			
Year 3			
Year 4			
Year 5			
Year 6			