



Milton Mount Primary School

Geography Progression Document

EYFS, Key Stage 1 & Key Stage 2

Geography

At Milton Mount, we are GEOGRAPHERS! We want our children to have a curiosity for and a fascination of our dynamic, fast changing and complex planet, so that they build a knowledge rich and awe inspired view of the world.

Geography at Milton Mount has been designed to ensure that our pupils have a strong sense of place within our local area, region, country and the wider world. It aims to give our pupils an understanding of its physical and natural resources as well as our diverse and culturally rich society. We enable our children to study the earth's physical and human processes by understanding how the Earth's features are shaped, inter-connected and how they change over time. As pupils progress, their growing knowledge about the world will help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.

Do More

The curriculum is designed to ensure that our children are actively engaged with Geography by seeking answers to overarching questions. This enquiry-led approach ensures that children develop geographical knowledge and skills which are revisited throughout a unit of work so that our pupils have the confidence to build on prior knowledge and think as Geographers. We aim to plan lessons both in and outside of the classroom which engage and enthuse children in a variety of ways. For example, developing a wide range of mapping skills including digital mapping, engaging in fieldwork both in the locality and the wider area, using sources and evidence to compare and contrast physical features and through questioning and debate.

Know More

We aim for our children to develop a strong knowledge and appreciation of the area in which they live as well as the wider community, to enable them to acquire the skills to investigate and discover the wider world. In the Early Years Foundation Stage children develop oracy skills in order to question and talk about the world around them and to develop a sense of themselves and where they live. Units of work build on prior knowledge and enable children to enhance their geographical vocabulary, map skills, factual knowledge and their understanding of both physical and human world. Planning progression documents ensure that cross-curricular links are made across both subjects in units of work that we teach,

Remember More

Lesson planning ensures that children revisit knowledge from the previous week, term and year. These 'sticky starters' enable pupils to recall their factual knowledge and for teachers to assess how they use recently acquired geographical skills, and how they are developing geographical vocabulary. Learning geography through enquiry allows our children to develop a rich knowledge of key geographical concepts and to acquire skills which allow them to question and debate.

Experience More

We enable our children to become Geographers by using our school grounds and local area wherever we can. From local walks in Year 1 to producing scaled maps in Year 6 through our Forest Schools programme, our curriculum makes the most of our semi-urban environment. All children have the opportunity to experience field work and to take part in visits. These have included a local river study, and a visit to Gatwick airport. In Key Stage 2, we use AI to help develop our children's location knowledge and their experience the planet's rich physical and human geography.

Consider More

We aim for our curriculum to be inclusive and for our pupils to have the knowledge, skills and experience to connect and engage with our culturally rich society. Our aspiration for our children at the end of Year 6 is that they will have a strong knowledge and awareness of the world in which they live through a rich understanding of the processes and forces which shape our planet. They will have the ability to locate, discover and unearth what makes the area and wider world so dynamic in order for them to analyse, question and debate human impact and environmental change in the twenty-first century.

Geography Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Our Natural World – Seasons and Changes	Similarity and difference between life in this country and other countries	Different environments	Drawing simple maps	Contrasting environments	
Year 1	Can you hear a roar? - Weather		Our town – Our Place Investigate our local area		Around the animal world – a focus on Nigeria	
Year 2			Where do we live? Focus on Crawley		Comparative Study – A trip to Nigeria National Park Focus	
Year 3			Mountains and Volcanoes European Place Study – Life Near a Volcano			
Year 4			River Features and Processes Local Area Fieldwork – Impact of human development on the Gatwick Stream			
Year 5			Rainforest - Non-European study: Study of the Amazonas region of Brazil			
Year 6			National Parks of the UK and North America			

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<p>Talk about members of their immediate family and community.</p> <p>Explore and talks about the natural world around them</p> <p>Important changes and Seasons</p>	<p>Recognise some similarities and differences between life in this country and life in other countries</p>	<p>Recognise some environments that are different to the one in which they live.</p>	<p>Explain similarities and differences between life in this country and life in other countries.</p> <p>Draw information from a simple map.</p>	<p>Draw information from a simple map.</p> <p>Similarities and differences between the natural world around them and contrasting environments</p>	
Year 1	<p>Can you hear a roar?- Weather Investigate the weather in different parts of the world. Compare and contrast weather in the UK and the local area.</p> <p>Key Enquiries How does the weather change in different seasons? How does a summer's day in Crawley compare with a winter's day? Are our seasons changing?</p>	<p>Toys <i>Changes within living memory – revealing aspects of change in national life</i></p> <p><i>-Where do toys come from?</i></p>	<p>Significant figure of 20th Century (Sir David Attenborough) <i>The lives of significant individuals in the past who have contributed to national and international achievements.</i></p> <p><i>-use maps, atlases and globes to identify where in the world David Attenborough travelled including continents and oceans</i> <i>-identify hot and cold locations in the world that he visited</i></p>	<p>Where shall we go? Our town – Our Place Investigate the local area – map work and directional language Map Work: Map the school grounds through Journey Sticks and map making Sketch the school grounds and local area through field work Use simple compass directions</p> <p>Key Enquiries How does a classroom map show us the way? What does a journey around Pound Hill look like? Are the features of Crawley all the same?</p>	<p>Monarchy – Queen Elizabeth II</p> <p><i>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</i></p> <p><i>-The Queen's Handbag: Identify and locate the towns and cities that Queen Elizabeth II travelled to? -Locate royal palaces in the United Kingdom and the monarch's links with the capital cities of the UK</i></p>	<p>Around the Animal World Map and location work both in the UK and through key reference points including the Equator and the North and South Poles. Non-European focus on Nigeria.</p> <p>Key Enquiries Where will we go to find seven animals on seven continents? Which animal lives in a hot place? A cold place? How different are their homes?</p>
Year 2	<p>Women who changed the world. Looking at 2 significant figures of 20th Century Mary Anning, Chloe Kelly Mala Yousofzai</p> <p><i>the lives of significant individuals in the past who have contributed to national and international achievements.</i> <i>-Use maps to locate where in the UK Mary Anning and Chloe Kelly lived-</i> <i>-Compare the physical geography of Khyber Pakhtunkhwa (the area where Mala was born) with Lyme Regis and the Jurassic coast where Mary Anning lived</i></p>	<p>The Great Fire of London and Guy Fawkes.</p> <p><i>events beyond living memory that are significant nationally or globally.</i></p> <p><i>find out where the Great Fire of London started</i> <i>-why London was a growing city -houses built close together – crowded streets</i> <i>-use compass directions to find out how the fire was spread by the wind</i></p>	<p>Where do we live? Where Crawley is in UK <i>use world maps, atlases and globes to identify the UK and its countries as well as the countries, continents and oceans.</i> <i>Understand the geographical similarities and differences through studying the human and physical geography of a small area of the UK</i> Study the South-East of England through map work and fieldwork. Discover how land is used within Crawley and Gatwick/North and South Down Map Work: Devise a simple map and use construct basic maps with a key Use aerial photographs and plan perspectives to describe the location of features and routes on a map</p> <p>Key Enquiries What makes Crawley special? How does a compass tell us where we need to go?</p>	<p>Looking at our Local history Time line of Gatwick Airport (<i>link with geography hot and cold places</i>)</p> <p><i>significant historical events, people and places in their own locality.</i> <i>-use digital mapping and aerial photographs to compare and contrast the human and physical features of Crawley and Gatwick over time</i></p>	<p>Key Enquiries Comparative Study – A trip to Nigeria <i>-study a non-European country</i> <i>Nigeria, Africa and contrast it with the South-East of England</i> Develop mapping and location skills to compare and contrast the South-East of England with the South of Nigeria. Investigate the physical and human features of the Cross River and Kainji National Parks and discover how local factors such as cold altitudes exist within hot climates near to the equator.</p> <p>Key Enquiries How are we cooler than the equator? How does the landscape of Nigeria change? Where do people choose to live in Nigeria?</p>	
Year 3	<p>Stone Age/Iron Age <i>Changes in Britain from the Stone Age to the Iron Age</i> Locate geographical regions <i>Name and locate key topographical features of a Skara Brae</i> <i>Identify how important the physical features of the British landscape were to early man</i> <i>Compare the physical features of Cissbury Ring/South Downs with the landscape of Skara Brae</i> Mapping Skills: <i>Use 8 points of the compass to describe Shara Brae</i> <i>Use digital maps and aerial photography to identify the physical characteristics of Stonehenge</i> <i>How did Stonehenge begin? – the journey from Wales to Wiltshire</i> <i>Identify the features of a stone age or iron age settlements</i></p>		<p>Mountains and Volcanoes <i>Understand geographical similarities and differences through the study of human and physical geography of a region in a European country.</i> <i>Describe and understand:</i> <i>key aspects of physical geography including volcanoes and earthquakes</i> <i>human geography including types of settlement and land use - economic activity (eg tourism)</i> Identify Europe's major physical and human features and the world's highest regions. A European study of the major volcanoes in and around the Mediterranean with a focus on land use and human development around Mount Etna and Mount Vesuvius Map Work: Use maps, atlases, globes and digital mapping to locate countries and describe features</p> <p>Key Enquiries What makes a mountain? Why does Italy shake and roar? How do the people of Etna or Vesuvius live in the shadow of a volcano?</p>		<p>Romans in Britain <i>the Roman Empire and its impact on Britain</i> (Linked to Roman invasion of Britain and where the Romans came from) <i>-name and locate the counties and cities of the UK using grid references and keys</i> <i>Identify how local land use has changed over time</i> <i>how the Romans used the land in Britain to farm, build roads, develop towns and cities etc</i> <i>how land-use and our local area has changed since the time of the Romans</i> <i>Use 4 (and 6 figure) grid references to identify the physical features of Roman Sites in West Sussex (Bignor and Fishbourne)</i></p>	

<p>Year 4</p>	<p>Anglo-Saxons/ Vikings <i>-Britain's settlement by Anglo-Saxons and Scots</i> <i>-The Viking and Anglo-Saxon struggle for the Kingdom of England at the time of Edward the confessor.</i> <i>-- use maps and atlases to show how the Angles, Jutes and Saxons settled in Britain with a particular focus on Sussex and the South of England</i> <i>- look at Anglo-Saxon maps of southern England (including East Anglia) and identify the counties of England which have been largely influenced by Anglo-Saxon settlement</i> <i>-make links with place names</i> <i>-a study of the settlement of Sutton Hoo</i></p>	<p>Rivers: <i>key aspects of physical geography including rivers and mountains and the water cycle</i> <i>human geography including trade links and the distribution of natural resources including energy, food, minerals and water</i> <i>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, graphs and digital technologies</i> <i>Trade links River Thames</i> Mapping Skills: <i>Use 8 points of the compass to describe</i> <i>Use eight points of the compass, four and six-figure grid references, symbols and key</i></p> <p>Know and understand the features and course of a river, the location of Europe's major rivers and wider physical and human features within a river environment. Identify how land use has changed over time by studying the course of the Grattons Stream through Gatwick to the River Mole.</p> <p>Map Work: Use 8 points of the compass, four figure grid references, symbols and keys Use the local fieldwork to observe, measure, record and present the human physical feature of the area including sketch maps, plans, graphs and digital maps Understand and use a widening range of geographical terms and vocabulary eg meander, floodplain, settlement</p> <p>Key Enquiries What is a river? What are the features of a river? How has Crawley and Gatwick changed course of the River Mole?</p>	<p>Egyptians: Achievements of the early civilizations <i>An overview of where and when the first civilizations appeared and a depth study of Ancient Egypt.</i> <i>-the impact of the River Nile on the growth, development and the lasting legacy of the Egyptian empire.</i></p>
<p>Year 5</p>	<p>Power in Britain <i>An aspect or theme that takes pupils beyond 1066</i> Monarchy, religion, empire <i>-use maps to locate the countries of the Commonwealth</i> <i>-compare and contrast a British map of the world with maps from the 21st century</i> <i>-Investigate how world trade and economic drove the race for Empire in the 16th and 19th centuries</i></p>	<p>Rainforest - Non-European study: Study of the Amazonas region of Brazil</p> <p>An investigation into the physical and human geography of Brazil with a focus on the Amazonas region. Develop knowledge and understanding of trade and economic links within the region and assess how human activity impacts the local and wider region. Map Work: Use maps, atlases, globes and digital mapping to locate countries and describe the features studied Understand and use a widening range of geographical terms eg climate zones, biomes and vegetations belts and subject-specific vocabulary eg sustainability, urban, rural, trade links etc Use maps, charts to support decision making about the location of places</p> <p>Key Enquiries Why does the Amazonian climate matter to the rainforest? How does deforestation impact the global environment?</p>	<p>Ancient Greeks <i>A study of Greek life and achievements and their influence on the western world.</i> <i>-locate Greece, its major towns and cities as well as its key human and physical characteristics</i> <i>-Compare and contrast the physical features and land use of Athens and Sparta</i> <i>-identify the similarities and differences between</i> <i>-identify how the Ancient Greeks contribute to economic activity through tourism in Greece today</i> <i>-find out how tourism impacts Greece both positively and negatively-</i> <i>-compare land use today with the Ancient Greeks</i></p>
<p>Year 6</p>	<p>World War II – Local history study. <i>An aspect or theme that takes pupils beyond 1066</i> <i>And local history study</i> <i>-Use digimaps and OS maps of Crawley to identify the growth in Crawley before and after WW2</i> <i>-Undertake field work to observe, measure, record and present the human and physical features of Pound Hill or Crawley town centre to create sketch maps, plans and graphs (using digital technologies) to show the change and development since ww2</i> <i>-use six figure grid references and map symbols</i> <i>-focus on land use patterns and how these have changed over time</i> <i>Mapping Skills</i></p>	<p>National Parks of the UK and North America</p> <p>Spring 1:</p> <p>An investigation into the National Parks of the UK, with a focus on South Downs National Park, its topographical landscape, natural resources and the role it plays in generating economic benefits to the wider region.</p> <p>Spring 2:</p> <p>A study of the Yellowstone National Park</p> <p>Map Work: Use 8 points of the compass and six-figure grid references, symbols and keys - including use of OS maps to build 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 Use maps, atlases, globes and digital mapping to locate countries and describe the features studied Understand and use a widening range of geographical terms eg climate zones, biomes and vegetations belts and subject-specific vocabulary eg sustainability, urban, rural, trade links etc Use maps, charts to support decision making about the location of places</p> <p>Key Enquiries</p> <p>What are the economic benefits of tourism on the South Downs National Park? How is Yellowstone a hot spot?</p>	<p>Non-European study – contrast with British History <i>Study chose from early Islamic Civilization - Baghdad c. AD 900</i> <i>-look at the different types of settlements in early civilisations and how land was used – compare with modern day Iraq</i></p>

Progression

Skill	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational Knowledge	<ul style="list-style-type: none"> • Knows that there are different countries. • Recognise some similarities and differences between life in this country and life in other countries. • Discuss location using prepositional language 	<ul style="list-style-type: none"> • Names and locations of the 7 continents and 5 oceans • Know how to recognise the basic features of the continents • Name, locate and identify the four countries and capital cities of the United Kingdom 	<ul style="list-style-type: none"> • Names and locations of continents, oceans and <i>some key global cities and mountain ranges</i> • Locate Africa, Nigeria and the surrounding countries • Locate Asia and key countries • Name, locate and describe key • landmarks in the local area • Identify and locate Nigeria in relation to the earth's poles <p>Use simple locational/directional language and the four main compass directions (North, South, East and West) to describe the location of features on a local map.</p> <ul style="list-style-type: none"> - Construct simple maps. • -Use aerial images to recognise basic physical and human features • of simple locational/directional language, the four main compass directions and the terms 'poles' and 'equator' <p>-Draw and locate the locations of continents, with a focus on the</p>	<ul style="list-style-type: none"> • Name, locate and identify the characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas • Locate geographical regions • Name and locate key topographical features • identify the countries of the world with a focus on Europe • identify the mountain ranges across the seven continents of the world and label their associated rivers 	<ul style="list-style-type: none"> • Locate countries of Europe • Locate major cities in Europe. • Locate environmental regions, key physical and human characteristics of rivers – River Danube • Locate geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land use patterns, and understand how some of these aspects have changed over time – Impact of human development on Gatwick Stream • Name and locate the Equator, Northern Hemisphere and Southern Hemisphere 	<ul style="list-style-type: none"> • Locate countries and cities of South America / North America in relation to the Amazon • Locate environmental regions, key physical and human characteristics of South America / North America. • Identify positions of significance of latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn and time zones. - Amazon 	<p>identify the countries of the world with a focus on the UK , its major physical and human features including rivers as well as countries, major cities and their National Parks</p> <p>-know the position, significance of latitude and longitude, the Equator, Tropics of Cancer and Capricorn, Northern and Southern Hemisphere, Arctic and Antarctic Circle, the Greenwich and Prime Meridian and time zones</p> <p>-identify and locate the 15 National Parks of the United Kingdom</p> <p>-know and understand how and why National Parks have protected status for their biodiversity, cultural significance and heritage</p> <p>-use digital maps and atlases to compare and contrast the differences between low and high elevation National Parks and identify the colours used to show height and relief and explore how a key shows the height of land</p> <p>-use a topographical map of the UK to know that the topography of an area impacts its landscape and environment</p>

			<p>countries on the continent of Africa and oceans on globes and world maps or atlases</p>				<p>-know the North and West of the UK are areas of high elevation and the South and the East are areas of low elevation High: Lake District, Northumberland, North York Moors, Peak District, Yorkshire Dales, Dartmoor and Exmoor</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>Low: New Forest, South Downs, The Broads Wales: Brecon Beacons, Snowdonia, Pembrokeshire Coast</p>
<p>Place Knowledge</p>	<ul style="list-style-type: none"> • Talk about what they see, using a wide vocabulary. • Describe immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps • Recognise features of school and grounds and places visited 	<ul style="list-style-type: none"> • Name and describe features of the school grounds and the local area. • Evaluate features in local area • Compare and contrast rural and urban regions in the UK • Identify that the North and South Poles are cold and the equator is hot • Identify, locate and draw London, Brighton and Crawley 	<ul style="list-style-type: none"> • Compare and contrast Lyme Regis and the Jurassic coast with Khyber Pakhtunkhwa in Afghanistan - 	<ul style="list-style-type: none"> • Describe geographical similarities and differences within the UK – Stone/Iron Age • Describe how the locality of the school has changed over time 	<ul style="list-style-type: none"> • From source to mouth: River Mole <p>The development of Pound Hill and Gatwick through a study of the Gatwick Stream</p>	<ul style="list-style-type: none"> • Describe geographical similarities and differences between the UK and case study areas: Brazil <ul style="list-style-type: none"> • Explain how locations around the world are changing and explain some of the reasons for change South America 	<p>Place Knowledge Physical and Human Geography:</p> <ul style="list-style-type: none"> -Know the location of the South Downs National Park as well as its physical: Chalk hills, floodplain, river valleys, downland, farmland, heathland, coastal plain, shoreline, river basin -know the human features of the South Downs NP including the Rampion Wind Farm 117,000 people live within the park and 2.2 million within 10km - discover the role of tourism within the and investigate its impact on natural resources, economic activity and the environment know the six major world biomes, their climate, ecosystems and vegetation -impact of deforestation on

							South Downs NP (national parks education resources) -Understand that tourism is a significant part of the economy of the South Downs and assess its positive and negative impact on the National Park -look at the challenges of global warming and extreme weather events on the National Park eg coastal erosion
Human and Physical Geography	<ul style="list-style-type: none"> Explore the natural world around them. Recognise some environments that are different from the one in which they live Begin to name specific features of the world. Observe the natural world around them. Understand some important processes and changes in the Recognise main types of weather and can be introduced to seasons 	<ul style="list-style-type: none"> Use 4 points of the compass to name physical and human features Describe these features in relation to each other Begin to use geographical vocabulary to refer to the physical features of the local area and the UK Identify seasonal weather patterns in the UK and compare with the hot and cold places Recognise the differences between hot and cold locations Know how weather changes over a short period of time Identify, locate and compare the position and significance of the North and South Poles Key physical features: mountain, weather, hill, coast, sea, harbour, river, valley, vegetation. Key human features: city, town, village, factory, port, harbour, house 	<ul style="list-style-type: none"> Identify problems created by human activity Investigate more about the seasonal and daily weather patterns in the UK in relation to the equator and the countries around Nigeria Key physical features: mountain, weather, hill, coast, sea, harbour, river, valley, vegetation. Key human features: city, town, village, factory, port, harbour, house Use basic geographical vocabulary to refer to key physical features identify of Nigeria and how land is used in different locations 	<ul style="list-style-type: none"> Ask and answer geographical questions about the physical and human characteristics of a location Describe key aspects of physical geography, including rivers, climate zones, biomes, vegetation belts of an area in the UK: Roman West Sussex Describe key aspects of human geography including settlements, land use, economic activity, food, of a place In local area Key human features linked to global trade: economic activity, trade links, natural resources Discuss change to the physical environment (coastal) on the Sicily Identify agricultural change and land use 	<ul style="list-style-type: none"> Know what a river is and how it is formed Identify the key features of a river Ask and answer geographical questions about the physical and human characteristics of a location Describe key aspects of physical geography, including rivers, mountains, climate zones, seas, coasts, rivers, and the impact of physical geography on human geography Describe key aspects of human geography including settlements, economic activity, and land use and trade links 	<ul style="list-style-type: none"> Describe key aspects of human geography, including settlement and land use of the Amazonian basin Describe key aspects of physical geography including rivers and the Water cycle, climate zones, biomes and vegetation belts in the regions studied - Amazon Identify and describe how the physical features affect the human activity within a location - Amazon Identify and describe the main human and physical characteristics of South and Central America Understand and explain how countries and geographical regions are interconnected and interdependent 	<p>Time Zones and Biomes in Yellowstone NP</p> <ul style="list-style-type: none"> -use atlases and climate maps to identify and compare global biomes and to investigate how climate and vegetation are connected in each biome - use the eight points of a compass, six figure grid references maps, symbols and keys -explain some ways biomes are under threat and how they can be protected - use digital mapping and atlases to map the location as well as the physical features of
Geographical Skills: Mapping	<ul style="list-style-type: none"> Communicate/describe a simple route using positional language Draws information from a simple map 	<ul style="list-style-type: none"> Use the four compass points to give simple directions within familiar space (e.g. classroom) Create simple plan of familiar space (e.g. classroom) using photographs Locate the UK and its 	<ul style="list-style-type: none"> Use 4 compass points to give simple directions within familiar space (e.g. school site) Create simple map of familiar space (e.g. school site) using photographs to mark key landmarks 	<ul style="list-style-type: none"> Use 8 compass points to describe Skara Brae in relation to Cissbury Ring and other pre-historic sites in the UK Use map of the United Kingdom (identifying and describing the locations of capital cities 	<ul style="list-style-type: none"> Use OS map Use OS Maps to map the River Mole including grid references Use 4 figure grid references Introduce scale Use map symbols and 	<ul style="list-style-type: none"> Use OS maps of West Sussex including the South Downs Understand contour lines Make links between 2D representation and 3D models Use maps of South America and Brazil to 	<ul style="list-style-type: none"> Use OS map of local area Use 6 figure grid references Locate significant locations on local area maps (hard copy and digital maps) Use maps of local area

		<p>four countries on a map.</p> <ul style="list-style-type: none"> • Represent enquiry findings through simple plans. • Use locational and positional language <p>Use simple fieldwork and observational skills to study the geography of the classroom and the local area</p>	<ul style="list-style-type: none"> • Locate continents and oceans on a world map. • Locate the equator and the North and South poles. • Identify key countries, cities and physical features on a world map. 	<p>and own city/town)</p> <ul style="list-style-type: none"> • Identify routes on a map • Locate key countries on world map (linked to trade) • Atlas and globe skills to identify different climate zones and build knowledge of UK countries and continents of the world • Use four and six figure grid references • Understand different map symbols 	<p>map key</p> <p>Atlases and globe</p> <ul style="list-style-type: none"> • s to describe physical geography of regions studied • use digital mapping to introduce scale 	<p>locate countries and describe features.</p> <ul style="list-style-type: none"> • Use maps of North America and the USA to locate countries and describe features. • Interpret graphs using regional data 	<p>for field study</p> <ul style="list-style-type: none"> • Draw annotated diagrams of volcanic eruption
<p>Geographical Skills: Fieldwork</p>	<p>Draw simple maps of immediate environment including the classrooms and playground</p> <p>Recognise buildings, open space, roads and other simple features within and around Milton Mount</p>	<p>Observe, draw and look at around the school buildings and the playground – create a simple map</p>	<p>Use 4 points of the compass to study geography of Milton Mount and the school grounds to create a map</p> <p>Use simple fieldwork and observational skills to study the human and physical geography of the school, its grounds and the local area</p> <p>-Carry out a simple survey of Poundhill</p>	<p>Use an OS map and 8 points of the compass to plot a route in the Forest School/Grattons Park</p> <p>AI Mapping of the world</p>	<p>River study of the Grattons stream/River Mole</p> <p>AI Mapping of the world</p>	<p>Digitally map the school grounds for the national nature education parks programme - link to Forest Schools</p> <p>AI Mapping of the world</p>	<p>Scaling Mapping using 6 figure grid references in school grounds</p> <p>AI Mapping of the world</p>

The development of SMSC and the promotion of British Values in the Geography Curriculum

<p>Spiritual Children</p> <ul style="list-style-type: none"> • Are given a sense of awe and wonder at the natural world: both physical and human features and at the natural environment such as rivers, mountains, hills, volcanoes and the effect of weather and climate. • Study real people in real places and their relationship with their environment eg How do the people of Etna or Vesuvius live in the shadow of a volcano? (Yr3). • Are encouraged to reflect on their own values and beliefs, and those of others. Eg to think about victims of a natural hazard; to reflect on the beauty of a landscape, the richness of an environment; to explore their own feelings about the people, places and environments they are learning about. • 	<p>Moral Children</p> <ul style="list-style-type: none"> • Recognise that development takes place within a global context and that local decisions affect and are affected by decisions and processes in other countries eg destruction of the rainforest (Yr5). • Debate issues of justice, fairness and democracy using geographical issues as contexts. Environmental relationships provide opportunities for distinguishing a moral dimension; for example, should the rain forest be exploited? • Explore geographical issues through discussion, role-play and decision making exercises • Learn about the views held by society, and various groups within society, and develop their own attitudes and values in relation to these.
<p>Social Children</p> <ul style="list-style-type: none"> • Study their own locality and others in the world so strengthening their sense of identity and community eg Our town, our place (Yr1). • Foster good social behaviours and self - discipline through individual, pair and group work as well as role-play, games and fieldwork. Outside of the classroom, children need a greater degree of self-discipline: a successful trip often relies on each member making a contribution. • Gain an understanding of citizenship eg decision making exercises introduce children to the planning process in a town or city; • Learn about how international trade fosters interdependence of people and places. <p>Develop a knowledge and understanding of sustainable development, and the skills to act upon their understanding eg how biomes are impacted by human activity (Yr6).</p>	<p>Cultural Children</p> <ul style="list-style-type: none"> • Have opportunities for multi-cultural education through recognising commonalities and differences eg Nigeria – a comparative study (Yrs 1and 2). • Are encouraged to reflect on their own personal reality of sense of space. Through its study of real people in real places, geography makes a major contribution to cultural development. • Learn about the characteristics of their local area, why it is like that and contrast where they live with more distant localities, in this country and abroad eg Nigeria (Yr2). • Gain knowledge and understanding of cultural traditions of the people who live there.

British Values

- Children
- develop knowledge and understanding of, and mutual respect and tolerance for, their own and other cultures in a range of places by developing knowledge of diverse places and peoples and understanding the geographical processes leading to change eg How does the landscape of Nigeria change? (Yr2)
 - investigate and understand geographical processes that affect and inter-connect the lives of those in the community, locality and wider world; eg local area studies (Yrs1,2,4)
 - develop global knowledge and understanding and Britain's engagement with the wider world which helps them consider the place of Britain eg how time zones, climate, seasons and vegetation put food on my plate (Yr6)

Geography Vocabulary Progression

Area	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	House School Classroom Shop Town City Map Near Far Next to	Hot cold season Spring Summer Autumn Winter Change time compass: north east south west Crawley Brighton Near Far Left Right Forwards Backwards find field wood stream park road shops town country city town village factory farmhouse port harbour ocean	Landmarks Country Pound Hill Three Bridges Gatwick Grattons Stream Nigeria Town City Urban Rural City Town Village Factory Farm House office port harbour National Park feature Equator Jungle Mountain Forest Lake swamp Climate Ocean symbol	Mountain range mountain peak summit base ridge slope face side altitude height valley stream lake forest fold mountains volcanic mountains height tectonic plates ava crust mantel outer core inner core county	course source channel mouth waterfall tributary meander estuary sea erosion stream current riverbed riverbank flow lower course middle course upper course development impact physical human co-ordinate locate grid reference	climate zones the equator tropics hemispheres- longitude and latitude sub/tropical rainforest- urbanisation- population terrain import export pollution flora/fauna- vegetation networks mineral energy trade renewables- housing poverty inequality	Elevation moorland topography contours altitude relief landscape coastline resources climate relief economic development biome vegetation belt taiga temperate arid time zones Prime Meridian climate zones climate change scale

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