EYFS			
Development matters age range	**ELG framework**		**Programme of Study**
EYFS Three and Four-Year-Olds	Mathematics Understanding the World		• Understand position through words alone. For example, “The bag is under the table,” – with no pointing. • Describe a familiar route. • Discuss routes and locations, using words like ‘in front of’ and ‘behind’. • Use all their senses in hands-on exploration of natural materials. • Begin to understand the need to respect and care for the natural environment and all living things. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
Reception	Understanding the World		• Draw information from a simple map. • Recognise some similarities and differences between life in this country and life in other countries. • Explore the natural world around them. • Recognise some environments that are different to the one in which they live
ELG	Understanding the World	People, Culture and Communities	• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.
		The Natural World	• Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons.

Key Stage 1 National Curriculum

Key stage 1 pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Pupils should be taught to:

Locational knowledge	Place knowledge	Human and physical geography	Geographical skills and fieldwork
• name and locate the world's seven continents and five oceans • name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas	• understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country	• 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 • • 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	• 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 • use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map • 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 • 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.

Year 1			
Unit	**What does my school look like from above?**	**What can I find in my corner of the world?**	**What is my country like?**
Thread	Location, physical features, human features	Location, Diversity, physical features, human features	Location, Diversity, Physical features, human features
Overview	The children will develop simple knowledge about their locality. Develop basic locational knowledge related to their school and homes. Use key terms for common features. Sort simple human and physical features. - Consider how people and places interact by considering how places make them feel and what positive/negative things they observe in a place. We will use aerial photographs and maps to inform their investigation of the school, the grounds and the local area. Pupils will use simple fieldwork and observational skills to measure and record features/processes in their school and the grounds including the weather.	The children will develop knowledge of human and physical features in the locality. Use locational and directional language to describe the location of features and the routes followed on the map. Deploy accurate terminology. Study how people use the local area, observing the effects of people on a place We will use simple local maps and maps of the UK. Use a map to follow a route and add to a basic map, making a map, collecting and labelling field photographs, simple surveying, making use of simple fieldwork information	The children will develop locational and place knowledge of the United Kingdom to include: the four countries which make up the United Kingdom, their capital cities, the names of the surrounding seas, key characteristics of the four countries. Develop knowledge of weather as a physical process. Identify daily weather patterns in the UK. Demonstrate knowledge of some basic similarities of and differences between different parts of the UK, Children will use GIS, globe, basic atlas and UK maps. Weather information. Recording on their own map.
Geographical skills and fieldwork	Fieldwork and observational skills using basic maps and ariel maps Drawing maps and large scale plans taking digital photos (e.g. of buildings in the locality, things seen on a bus journey Local area	Fieldwork and observational skills, basic maps, use and labelling of photographs, geographical language. taking digital photos (e.g. of buildings in the locality, things seen on a bus journey	map skills, photograph use, basic atlas introduction, weather observation Maps and compass directions
Vocabulary	School, home, buildings, location, land, house, land use, city, Thorney Close	Near/far/left/right. Locality weather, plants, soil, village, house, office, shop, settlement, Sunderland, Newcastle, Durham, North Sea, river, River Wear	Earth, ocean, sea, coast, land, continent, island, United Kingdom, Wales, Ireland, Scotland, England, Northern Ireland, Capital city, London, Edinburgh, Cardiff, Belfast, Dublin. North Sea, Atlantic Ocean, The Channel, Irish Sea. Direction, North, South, East, West. Forest, hill, river, weather, city, coast, country, capital.

Year 2			
Unit	**Why is my world wonderful?**	**Wherever next?**	**What might we see on holiday?**
Thread	Location, physical features, human features, Diversity	Location, Physical features, Human features	Location, physical features, human features
Overview	The children will know locations of the continents and oceans. Identify North/ South/ East / West. Identify major mountains and rivers of the world. Identify simple similarities/ differences. We will use of simple world maps showing continents, oceans, mountains and rivers and the equator. Use simple Atlases, satellite images of the earth and then the continents, aerial photographs to recognise land marks and basic physical features. We will study world maps and use these to produce comparative writing.	The children will develop knowledge of globally significant places: -Poles and Equator, looking at their location and some of the basic defining physical and human characteristics. Pupils will begin to develop an understanding of some features of the weather in hot and cold areas of the world and their effects. Pupils will use world maps of different types and globes to identify the continents, oceans, poles and equator. Pupils will use simple locational and directional language to describe features on different maps. Pupils will use and label photographs of key features.	Children will revisit the location of the world's continents, location of the equator, location of the UK and its capitals Comparison of the human and physical geography of two areas. (Sunderland and Kenya) Use of aerial photographs, use of atlases. Devising a simple map, using simple compass directions to describe location of features on a map
Geographical skills and fieldwork	Observational skills using maps and photographs. Geographical language • collecting quantitative data (e.g. to create a pictogram of favourite places	• using a questionnaire (e.g. to find out the most popular options for improving playtimes) • using a simple recording technique (e.g. smiley/sad faces worksheet) to express their feelings about a specific place and explaining why they like/dislike some of its features	Observational skills using maps and photographs. Geographical language Annotated drawings Draw maps taking digital photos (e.g. of buildings in the locality, things seen on a bus journey Seaburn and Roker – using public transport
Vocabulary	Earth, land, continent, ocean, sea, river, city, mountain, valley, Equator, Europe, Asia, Africa, North America, South America, Oceania, Antarctica. The 5 oceans – Arctic, Atlantic, Indian, Pacific and Southern.	Earth, poles, Equator, continent, ocean, climate, weather, location, globe, physical feature, compass, North, South, East, West	United Kingdom, North East, Sunderland, Seaburn, Roker, Wear. Human feature: town, city, house, farm, shop, road, Physical feature: beach, sea, cliff, hill, vegetation, river, ocean, World, Continent Location, Africa, Kenya, Masai Mara Compass points, North, South, East, West

Key stage 2 National Curriculum

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

Pupils should be taught to:

Locational Knowledge	Place knowledge	Human and physical geography	Geographical skills and fieldwork
• 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 United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land • use patterns; and understand how some of these aspects have changed over time • 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)	• understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America	• 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	• 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 United Kingdom, geographical regions and their identifying human and physical characteristics, key features (including hills, mountains, coasts and rivers), 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 (including day and night) • understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America • 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 • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • use the eight points of a compass, four and 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 -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.

Year 3			
Unit	**Is the UK the same everywhere?**	**Where does my food come from?**	**We've got it all! Why is the North –East special?**
Thread	Human and Physical geography - hills, coasts, rivers, farms, industry, population.	Human and physical features Location	Human and physical features Location
Overview	• Develop locational knowledge of the United Kingdom to include Counties, major towns/ cities, physical features, some human features • Key topographical features of the UK including physical features such as hills, mountains, coasts and rivers. • Contrasting places in the UK • physical features in different parts of the country, differences in the weather. • Use of a satellite image, use of physical features maps, use of political organisations map, use of Atlas maps of the UK, use of OS maps. • Adding detail to a base map, using OS maps with symbols and four figure grid references • Annotation of photographs, base maps, satellite images. • Description of information suggested by a map/ image. • Summarising new knowledge and its sources. Fact files and simple factual accounts.	Children will learn about farming – where land is farmed in the UK and why some parts of the country are more suited to farming than others. Find out about the differences between arable and pastoral farming and also learn about the journey of food from 'farm to fork'. You will make links between what happens on a farm in different seasons as a result of the weather. Children will consider the link between sustainability and food miles. We learn about sourcing some food locally and the positive environmental impact these choices as consumers can have.	Pupils will develop their knowledge of human and physical geography by looking in depth at one region of the UK –The North East of England. Pupils will be able to identify the region and component counties on maps across a variety of scales –moving from global/continental/national down to England. Pupils will identify key features to include types of settlement and land use, cities, rivers, hills, port, forest, valley, towns, harbour, and beach in the region. There is a special focus on economic activity (what is made in the region) in the human geography element and rivers for the physical geography elements of the unit. Understanding of geographical similarities and differences, interactions of people, processes and places: pupils will.
Geographical skills and fieldwork	Observational skills, using maps, generating information, contrasting locations	Using maps and atlases to find out where in the UK the most farms are located and make links to the landscape. We use maps, atlases and globes to locate where the food we consume originates and what its journey is to our plate. Supermarket	Using geographical information from OS maps, information texts, photographs and fieldwork. Pupils will be developing their field work knowledge via new methods of collection and undertaking fieldwork beyond the local area

Vocabulary	United Kingdom, capital. Country, county, region. Landscape, relief, landmark. Physical –rivers, mountains, hill climate, weather, vegetation. Climate change. Coastline, granite, pebble, sandy, chalk, river, lake, peninsula. Satellite image, symbol, grid reference, 4 figure grid references.	Farm, source, consumer, produce, farming, agriculture, availability, sustainable, seasonality, farmer, supermarket	County, region, hills. River, stream, tributary, source, mouth, flood, estuary, current, erosion, flow, deposition. Energy, power, transport, employment, resources.

Year 4			
Unit	**Why does the Earth rumble and roar?**	**What can we discover about Europe? More detailed focus on Italy**	**The River Wear**
Thread	Physical	Human and physical features and locations.	Human and physical features, location
Overview	This unit concentrates on the study of earthquakes and tsunamis and combines the physical geography of the Earth's crust with the human geography of living in an area prone to natural disasters and coping with the impact. You will learn how an earthquake is caused, where they are most likely to happen and the human and physical impact. You will compare the impact of two different earthquakes in different regions of the world.	• Location of key countries, capitals and physical features in Europe. • Location of climate zones and an introduction to biomes. • Place knowledge, key human and physical characteristics. • Developing knowledge of differences across Europe -Relief, climate, different biomes.	Revisiting aspects of geography from Year 3 the children learn about rivers – how they are formed, how they change as they journey from source to mouth and how they are used. You will also learn about flooding and the impact it can have on a community, as well as the impact we can have on rivers in our local area. River walk
Geographical skills and fieldwork	Use of maps, atlases and digital mapping to identify the location of plate tectonics and make links to the Ring of Fire. Use grid references to pinpoint earthquake epicentres in New Zealand and Haiti before making comparisons about the impacts.	• Use of geographical information -Developing use of atlas maps, thematic maps and GIS, geographical information from research. -Sketch/photographic annotation. Describing places geographically	We use maps, atlases and digital maps to identify the location of rivers around the world. We carry out fieldwork on a local walk to investigate the impact humans have on our local river • observe changes in buildings and land use
Vocabulary	Aftershock, epicentre, fault line, main shock, magnitude, micro quake, Ritcher scale, Mercalli scale, mantle, magna, volcano, active, eruption, dormant, core, ash, extinct, tectonic shift, fault zone, ring of fire	Biome, settlement, country, Europe, continent, river, mountain, biome, vegetation, earthquake, volcano, fjord, dense/sparse. Population, trade, natural resource, city, landmark.	Bank, basin, bed, current, confluence, delta, downstream, erosion, estuary, floodplain, freshwater, meander, mouth, salt water, silt, source, stream, tidal river, tributary, upstream, watershed

Year 5

Unit	Can we trade around the world?	Fantastic Forests – Why are they so important?	Can we live off the earth's resources?
Thread	Location, human features and man made features	Human features, physical features, location	Physical geography, impact of human behaviour
Overview	We will recap the work covered in Year 3 about where food comes from. We will extend our locational and place knowledge by looking at trade links across the world. We will understand the link between a place's natural resources and its imports and exports. You will find out about different supply chains, including for chocolate and cotton. You will learn about fair trade and think about global inequality and how different approaches to trade can support goals of sustainability and equality. Consider the ethical, economic and environmental impact of trade.	Knowledge of environmental regions and key features of these areas, vegetation belts • Types of forest, functions, location. • Distribution of natural resources, economic activity • Different types of forests, impact of human activity on vegetation, role of forests as a resource	In this unit, you will learn about the natural resources on our planet and how they can be used as sources of energy. You will understand the difference between renewable and non-renewable energy sources and which are more sustainable. You will learn how fossil fuels are formed and why there are efforts to reduce our reliance on them due to the environmental impact. You will then learn about minerals – what they are, where they are found and how they can impact a country's wealth. The children will also study the water cycle
Geographical skills and fieldwork	We use 8 compass points to describe the location of the regions and countries of the UK. Use information from maps, diagrams and information texts. Look at possible questions, collect/ measure and record data through fieldwork. Use some basic presentation techniques.	Use of geographical information including satellite photographs, charts and information texts Fieldwork and geographical skills to include data collection techniques and methods of presentation. Hamsterley forest	We use maps, atlases, globes and digital mapping to locate where natural resources are found across the world. Produce graphs and charts
Vocabulary	Seller, Price, Moral, Ethical, Exploitation, Demand, Consumer, Exchange, Fair trade, Trade, Fair, Unfair, Producer, farm import, export, goods, global, globalisation, supply chain, economy, multinational	Vegetation, forest, woodland, biome, farming, natural resources, equator, tropics, continent, hemisphere. Deforestation, deciduous, coniferous, temperate, boreal, tropical, plantation.	Precipitation, evaporation, transpiration, condensation, ground, heat, change, alternative fuel, biogas, fossil fuels, geothermal, hydroelectric, renewable, solar, wind far, turbines

Year 6			
Unit	**Where could we go? Fantastic Journeys to Frozen Lands**	**What would we find on an American road trip?**	**What are the key human geographical features of our local area/ focus place? (London/ Lake district link dependent upon residential)**
Thread	Location, impact of human behaviour, physical features	Location human features and physical features	Location, human and physical features
Overview	Life in the Arctic and Antarctic. Locate both the Arctic and Antarctic on a globe and atlas. You will learn how polar bears and penguins have adapted to living in these harsh conditions and you will explore how people live in these regions. Find out about Ernest Shackleton's expedition. Investigate the impact of climate change and pollution	In this unit you will learn about North America. You will develop an overview of the continent by learning about three countries: Mexico, United States and Canada. You will learn about the diversity of this continent and be able to compare and contrast physical and human features from forests to deserts. You will also look at the impact wildfires have on the landscape in California and what measures are taken to deal with them.	Comparison of the local area and focus place – consider population, settlement, housing, land use, shopping, services, change, factory, mine, employment, landscape Setting an enquiry based question and using geographical skills to answer Sunderland and London or Lake District
Geographical skills and fieldwork	Identify the position and significance of latitude and longitude, Northern Hemisphere, Southern Hemisphere, the Arctic and Antarctic Circle, and time zones including day/night We use maps, atlases, globes and digital maps to identify the location of the polar regions and make links to their climate.	Use maps, atlases, globes and digital mapping to identify the location of North America and to differentiate between North America and the USA. We use maps and atlases to zoom in to the location of different states and also to make links between the climate zones and the location of different places.	Collecting primary data, secondary data, map work , analysing and presenting what they learn through fieldwork, including: •annotated drawings and field sketches to record observations • relating large-scale plans to the fieldwork site, identifying relevant features • recording selected geographical data on a map or large-scale plan, using colour or symbols and a key • taking digital photos and annotating them with labels or captions • collecting, analysing and presenting quantitative data in charts and graphs • designing and using a questionnaire to collect qualitative data (e.g. to find out and compare pupils' views on plastic waste) • designing and conducting fieldwork interviews (e.g. to establish the range of views local people hold about a proposed development) • designing and using a tool to record their feelings about the advantages and disadvantages of a proposed development, for instance

			• conducting a transect to observe changes in buildings and land use
Vocabulary	Iceberg Antarctic Arctic Climate Expedition Freeze Glacier Habitat Ice sheet Ice shelf Inuit people Melt North Pole Polar bear Settlement Snow storm Snow drift Temperature Tundra Eco-system Food chain	Climate zone, latitude, longitude, flora/fauna, equator, biome, continent, human, physical, Grand Canyon, Hoover Dam, Niagra Falls, Mississippi, Mount Rushford, Hubbard Glacier, Times Square, Rocky Mountains etc	population, settlement, housing, land use, shopping, services, change, factory, mine, employment, landscape