|  |  |
| --- | --- |
|  | Nursery |
| Themes to develop sense of place: | **World** | **Local** | **Physical Processes** |
|  | **Small Steps of Knowledge** | **Vocabulary** |
| Locational Knowledge | *Children in Nursery are not required to name and locate anywhere on a map. It is more important that their early sense of place is developed.* |
| Human Geography | - Know that there are different countries in the world and talk about the human differences they have experienced or seen in photos | *Specific vocabulary based on children’s experiences*world, country, difference, photo, holiday |
| - Recognise that they travel between places | home, school, house |
| Physical Geography | - Know that there are different countries in the world and talk about the physical differences they have experienced or seen in photos | *Specific vocabulary based on children’s experiences*world, country, difference, photo, holiday |
| - Begin to understand the need to respect and care for the natural environment and all living things. | tree, plant, animal, respect, recycle |
| - Use all children’s senses in hands-on exploration of natural materials | Hear, smell, see, touch, taste  |
| - recognise that the weather changes | weather, hot, cold, sun, rain, snow |

|  |  |
| --- | --- |
|  | Reception |
| Themes to develop sense of place: | **World** | **Local** | **Physical Processes** |
|  | **Small Steps of Knowledge** | **Vocabulary** |
| Locational Knowledge | *Children in Reception are not required to name and locate anywhere on a map. It is more important that their early sense of place is developed.* |
| Human Geography | - Recognise some human similarities and differences between life in this country and life in other countries | *Specific vocabulary based on direction children take the learning*world, country, difference, similarity |
| - Recognise that their home and school are in Stoke-on-Trent | Stoke-on-Trent |
| - Recognise the human features around them | building, car, road |
| Physical Geography | - Recognise some physical similarities and differences between life in this country and life in other countries | *Specific vocabulary based on direction children take the learning*world, country, difference, similarity |
| - Recognise some environments that are different to the one in which they live | city, beach, forest, farm |
| - Explore the natural world around them | tree, plant, flower, grass, animal, minibeast, respect |
| - Begin to associate certain weather with seasons | season, weather, temperature, Autumn, Spring, Summer, Winter, sun, rain, wind, snow, lightning, thunder |

|  |  |
| --- | --- |
|  | Year 1 |
| Topics to develop sense of place: | **Arctic and Antarctic** | **Local Area and the United Kingdom** | **Weather and Climate** |
|  | **Small Steps of Knowledge** | **Vocabulary** |
| Locational Knowledge | - name and locate the four countries of the United Kingdom | country, England, Northern Ireland, Scotland, Wales |
| - name and locate the four capital cities of the United Kingdom  | capital city, London, Belfast, Edinburgh, Cardiff |
| - name and locate the United Kingdom’s surrounding seas | sea, English Channel, North Sea, Irish Sea |
| - name and locate Stoke-on-Trent on a map of the United Kingdom | city, Stoke-on-Trent, England |
| - identify the North and South Poles, including Antarctica | North Pole, South Pole, Antarctica |
| Human Geography | - describe and understand the human features of children’s local area | city, town, village, office, house, shop |
| - describe and understand the human features of the Arctic and Antarctic | human, feature, research station, Inuit. Snowmobile, sled, igloo |
| - compare the human features of children’s local area to the Arctic and Antarctic |
| Physical Geography | - describe and understand the physical features of children’s local area | forest, hill, river, soil |
| - describe and understand the human features of the Arctic and Antarctic | physical, feature, glacier, iceberg, mountain, Northern Lights, various animals |
| - compare the human features of children’s local area to the Arctic and Antarctic |
| - identify seasonal and daily weather patterns in the United Kingdom | season, weather, temperature, Autumn, Spring, Summer, Winter, sun, rain, wind, snow, lightning, thunder, fog, hail, cloudy |

|  |  |
| --- | --- |
|  | Year 2 |
| Topics to develop sense of place: | **Zambia, Africa** | **Continents and Oceans** | **Hot and Cold Places** |
|  | **Small Steps of Knowledge** | **Vocabulary** |
| Locational Knowledge | - name and locate the world’s seven continents, including our location on a world map | continent, Europe, Africa, North America, South America, Asia, Oceania, Antarctica |
| - name and locate the world’s five oceans | ocean, Pacific Ocean, Indian Ocean, Arctic Ocean, Atlantic Ocean, Southern Ocean |
| - name a selection of countries in the world | France, China, Brazil, USA, Australia |
| - know that Zambia is a country in Africa | Zambia, Africa |
| - identify the location of hot and cold areas of the world in relation to the Equator | hot, cold, Equator |
| Human Geography | - have some understanding that some countries take longer to travel to than other countries | travel, hours |
| - understand what life is like for people in Zambia | Factory, farm, poverty, crops, field, market |
| - compare the similarities and differences between the lives of people in Zambia and the children’s own life |
| - compare the human similarities and differences between living in a hot place and living in a cold place | clothing, settlement |
| Physical Geography | - know that countries make up continents | country, continent |
| - understand some of the key physical features of Zambia | Beach, cliff, valley, coast, mountain, ocean, vegetation, river, drought |
| - compare the similarities and differences between Zambia’s physical features and the children’s local area |
| - compare the physical similarities and differences between the landscape in a hot place and the landscape in a cold place | season, weather, temperature, climate, desert, rainforest, poles, habitat, adapt |
|  | **Year 3** |
| Topics to develop sense of place: | **Brazil, South America** | **Climate Zones** |
|  | **Small Steps of Knowledge** | **Vocabulary** |
| Locational Knowledge | - name and locate a number of South American countries | Brazil, Argentina, Chile, Peru, Columbia |
| - name and locate a number of South American capital cities | Brasillia, Buenos Aires, Santiago, Lima, Bogata |
| -identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere and the Arctic and Antarctic Circle | Equator, Northern Hemisphere, Southern Hemisphere, Arctic Circle, Antarctic Circle |
| Human Geography | - describe and understand economic activity including trade links | import, export, goods, trade, port, harbour, transport, fair trade |
| - understand what life is like for people in Rio de Janeiro | culture, Favela, mining, Christ the Redeemer, Copacabana beach |
| - to compare the similarities and differences between the lives of people in Rio de Janeiro, children’s own life and the lives of people in other places studied. |
| - describe and understand types of settlement and land use for people living in various climate zones | settlement, land use, urban, rural, village, town, city, population |
|  | - compare the similarities and differences between the lives of people in different climate zones |
| Physical Geography | - describe and understand climate zones | climate, environment, Arid, Mediterranean, Temperate, Tropical, Polar, Continental |
| - compare the similarities and differences between the physical features of places with different climate zones |
| - understand some of the key physical features of South America | Amazon Rainforest, The Amazon River, AngelFalls, Sugarloaf Mountain  |
| - to compare the similarities and differences between Brazil’s physical features, children’s local area and other places studied |

|  |  |
| --- | --- |
|  | Year 4 |
| Topics to develop sense of place: | **USA, North America** | **Rainforests** | **Rivers** |
|  | **Small Steps of Knowledge** | **Vocabulary** |
| Locational Knowledge | - name and locate a number of North American countries | USA, Canada, Mexico, Jamaica, Cuba |
| - name and locate a number of North American capital cities | Washington DC, Ottawa, Mexico City, Kingston, Havana |
| - name and locate a number of the rivers in the UK | River Trent, River Severn, River Thames, River Wye, River Clyde |
| -identify the position and significance of latitude and longitude lines and the Tropics of Cancer and Capricorn | Latitude, Longitude, Tropics of Cancer, Tropics of Capricorn |
| - name and locate The Daintree Rainforest in Australia/Oceania | Daintree Rainforest |
| Human Geography | - understand what life is like for people in New York | Central Park, Statue of Liberty, Empire State Building, New York City Subway, congestion, pollution |
| - to compare the similarities and differences between the lives of people in New York, children’s own life and the lives of people in other places studied. |
| - to compare the similarities and differences between the lives of people who live in or near a rainforest and children’s own life | Deforestation, sustainable, indigenous tribe, agriculture, industry |
| - to compare the similarities and differences between the lives of people who live near a river and children’s own life | flooding, leisure, wildlife, fishing |
| Physical Geography | - understand some of the key physical features of New York. | Hudson River, islands, Atlantic Ocean, harbour, coast, temperate climate |
| - to compare the similarities and differences between New York’s physical features, children’s local area and other places studied |
| - describe and understand biomes and vegetation belts | aquatic, grassland, forest, desert, and tundra, biodiversity, ecosystem |
| - describe and understand the main features of a rainforest | emergent layer, canopy, understory, forest floor, rainfall, humid |
| - describe and understand the features of rivers and the water cycle | meander, mouth, source, tributary, confluence |
| - describe how a river may change over time |

|  |  |
| --- | --- |
|  | Year 5 |
| Topics to develop sense of place: | **Scandinavia, Europe** | **Volcanoes and Earthquakes** | **Mountains** |
|  | **Small Steps of Knowledge** | **Vocabulary** |
| Locational Knowledge | - name and locate a number of European countries | Russia, Spain, Germany, Italy, Greece, Romania, Sweden, Norway, Denmark, Finland |
| - name and locate a number of European capital cities | Moscow, Madrid, Berlin, Rome, Athens, Bucharest, Stockholm, Oslo, Copenhagen |
| - name and locate a number of the mountains in the UK | Ben Nevis, Scafell Pike, Snowdon |
| - name and locate the Himalayas in Asia | Himalayas, mountain range |
| - identify the position and significance of the Prime/Greenwich Meridian and time zones (including day and night) |  Prime/Greenwich Meridian, Time zone |
| Human Geography | - understand what life is like for people in Scandinavia | Infrastructure, education, trade, pollution, economy, recycle, employment, unemployment |
| - to compare the similarities and differences between the lives of people in Scandinavia, children’s own life and the lives of people in other places studied. |
| - to compare the similarities and differences between the lives of people who live near a volcano and children’s own life | agriculture, tourism, energy |
| - to compare the similarities and differences between the lives of people affected by an earthquake and children’s own life | tsunami, migration, immigration |
| - to compare the similarities and differences between the lives of people who live on or near a mountain and children’s own life | avalanche, landslide, amenities |
| Physical Geography | - understand some of the key physical features of Scandinavia | glaciers, fjords, mountains, lakes, waterfalls |
| - to compare the similarities and differences between Scandinavia’s physical features, children’s local area and other places studied |
| - describe and understand the main features of a volcano | crater, dormant, eruption, magma, lava |
| - describe and understand the main features of an earthquake | tectonic plates, epicentre, magnitude, Richter Scale |
| - describe and understand the key features of mountains | alpine, summit, altitude, range |
| - describe how a mountain may change over time |
|  | **Year 6** |
| Topics to develop sense of place: | **The United Kingdom and Local Area** | **The United Kingdom and Coasts** |
|  | **Small Steps of Knowledge** | **Vocabulary** |
| Locational Knowledge | - name and locate a number of the counties of the United Kingdom | Staffordshire, Greater London, Yorkshire, Lancashire, West Midlands |
| - name and locate a number of the cities of the United Kingdom | Stoke on Trent, London, Leeds, Manchester, Birmingham  |
| - name and locate a number of the coasts in the United Kingdom | The Channel Coast, The West Coast, The North Sea Coast |
| Human Geography | - understand what life is like for people in the four countries that make up the United Kingdom, considering the impact of land use | The Eden Project, The Angel of the North, Stonehenge, Edinburgh Castle, Wembley Stadium, urban, rural, population, overpopulation, poverty, wealth, sustainable development |
| - to compare the similarities and differences between the lives of people in each country of the United Kingdom, children’s own life and the lives of people in other places studied. |
| - describe and understand the distribution of natural resources including energy, food, minerals and water, considering the impact this has on trade and industry | import, export, trade, goods, globalisation, multinational company, economy, renewable energy, climate change, fossil fuels |
|  | - to compare the similarities and differences between the lives of people who live on a coast and children’s own life | tourism, coastal erosion, sea level rise, tidal wave |
| Physical Geography | - describe and understand the main features of a coast | bay, spit, dune, arch, stack, estuary |
| - describe how a coast may change over time |
| - understand some of the key physical features of the four countries that make up the United Kingdom, considering vegetation belts in National Parks | National Parks, vegetation, green belt, mountains, rivers, hills, Loch Ness, The Peak District, Durdle Door |
| - to compare the similarities and differences between the physical features of each country In the United Kingdom, children’s local area and other places studied |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Progression of Skills | Nursery | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Positional Language | Discuss routes and locations, using words like ‘in front of’ and ‘behind’. | Use simple directional language (forwards, backwards, move towards) to move around a space | Use directional language (up, down, left, right, forwards, backwards) to navigate around a map | Use a mix of directional language and the four points of a compass to navigate around a map | Use the four points of a compass to navigate around a map confidently | Use the eight points of a compass to navigate around a map | Use four-figure grid references to navigate around a map | Use six-figure grid references to navigate around a map |
| Drawing Maps | Draw 2D representations of objects | Begin to draw places they know | Draw places they know are close to one another to form a basic map | Draw a map of a real place, including appropriate pictures to represent features | Draw or make a map of a real location that includes a range of human and physical features | Draw a map based on a fieldwork sketch with symbols and a key | Draw a map with positioning of key features located accurately in relation to one another and use OS Symbols | Draw a map that shows appropriate distance between places or features based on a given scale |
| Representation on Maps | Know what a map shows | Begin to recognise represented features on a map | Use own symbols on a basic map | Use class agreed symbols and begin to understand the need for a key | Use standard symbols and a key | Begin to recognise basic symbols on an OS map | Use most OS symbols on a map | Use atlas symbols |
| Using Maps | Know what a map is | Pick out information from a simple map | Use a simple picture map to move around the school | Follow a short route on a small-scale map | Follow a longer route on a small-scale map with increasing accuracy | Follow a route on a large-scale map | Select a type of map for a specific purpose and follow a route | Select an appropriate map at an appropriate scale and follow a route. |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Progression of Enquiry-based Fieldwork Skills | Nursery | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Posing and Planning | Ask simple ‘why’ questions | Ask who, what, where, when and why questions to find out more | Suggest simple geographical questions before taking part in teacher-led enquiries based on their interests | Suggest simple geographical questions before deciding on a whole-class enquiry, planned by the teacher | Suggest geographical questions before deciding on a whole-class enquiry, that they help to plan | Suggest geographical questions before deciding on a whole-class enquiry, that they plan individually | Suggest geographical questions before deciding on an enquiry as a group, planned with guidance from the teacher | Suggest geographical questions before deciding on an enquiry individually or in a group, planned independently |
| Collecting Data | Data is collected by speaking to an adult | Data is collected by speaking to an adult and through self-discovery play | Data is collected as a whole class using a method chosen by the teacher | Data is collected in groups using a method chosen by the teacher | Data is collected individually using a method chosen by the teacher | Data is collected using a method chosen by the learner | Data is collected using a range of methods chosen by the learner | Data is collected with increasing accuracy using a range of methods chosen by the learner, some with standardised measure |
| Reflecting and Evaluating | Repeat back the answer they receive to the adult, showing understanding | Discuss their answers with their friends and family | Discuss their fieldwork findings as a class | Discuss their fieldwork findings in groups | Begin to formally present their findings with a question they would like to find out next time | Formally present their findings with some consideration to what they would do differently next time | Formally present their findings with some consideration to what they could do next time and a whole-class discussion on whether the evidence and method of collection was reliable | Formally present their findings with consideration to what they could do next time and whether their evidence and method of collection was reliable |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Progression of Key Knowledge Concepts | Interdependence | SpaceScale | Human FeaturesCultural Diversity | Physical FeaturesEnvironmental Impact |
| ***Developing a sense of place runs through all the key concepts above.*** |
| Nursery | Children discover the similarities and differences between their own lives and the lives of their friends. | Children discover their local area. | Children use their senses to discover natural materials. | Children use their senses to discover natural materials. |
| Reception | Children discover the similarities and differences between their own lives and the lives of people in different countries | Children discover they live in a city. | Children discover the human features around them | Children discover the physical features around them |
| Year 1 | Children discover the similarities and differences between the **Arctic** **and Antarctic** and their own lives in England. | Children discover their city is part of England and England is part of the **United Kingdom**. | Children discover the human features and culture of their local area and the **Arctic and Antarctic**. | Children discover the physical features of their local area and the **Arctic and Antarctic**. |
| Year 2 | Children discover the similarities and differences **between Zambia, Africa** and their own lives in England. | Children discover The United Kingdom is part of Europe, one of the **continents** that make up the world. | Children discover the human features and culture of **Zambia** and **hot and cold places**. | Children discover the physical features of **Zambia** and **hot and cold places**. |
| Year 3 | Children discover the similarities and differences between **Brazil, South America** and their own lives in England. | Children discover **South America** in more detail. | Children discover the human features and culture of **Brazil**. They are introduced to the concepts of **trade links, settlements and land use**. | Children discover the physical features of **Brazil**. They are introduced to the concept of **climate zones** and their environmental impact. |
| Year 4 | Children discover the similarities and differences between **the USA, North America** and their own lives in England. They also explore Australia/Oceania in minor detail. | Children discover **North America** in more detail. | Children discover the human features and culture of **the** **USA**. They consider the differences in lives between people who live near a **river**, in a **rainforest** and their own lives. | Children discover the physical features of **the USA**. They are introduced to the concept of **vegetation belts, biomes, rivers** and **rainforests**, and their environmental impact. |
| Year 5 | Children discover the similarities and differences between **Scandinavia, Europe** and their own lives in England. They also explore Asia in minor detail. | Children discover **Europe** in more detail. | Children discover the human features and culture of **Scandinavia**. They consider the differences in lives between people who live near a **mountain**, a **volcano**, an **earthquake**-hit area and their own lives. | Children discover the physical features of **Scandinavia**. They are introduced to the concept of **volcanoes**, **earthquakes** and **mountains**, and their environmental impact. |
| Year 6 | Children discover the similarities and differences between the countries in the **United Kingdom** in further detail | Children discover the **United** **Kingdom** in more detail. | Children discover the human features and culture of the countries in the **United Kingdom**, using the skills they have learnt through their time at Hillside. They consider the differences in lives between people who live near a **coast** and their own lives. They are introduced to the concepts of **natural resources distribution** and **industry**. | Children discover the physical features of the countries in the **United Kingdom**, using the skills they have learnt through their time at Hillside. They are introduced to the concept of **coasts** and their environmental impact. |