



Over St. John's CE Primary School
 'Let your light shine before others.' Matthew 5:16
Geography Progression of Skills and Knowledge

Skill focus	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational	<p>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.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>People, Culture and Communities</p> <ul style="list-style-type: none"> • 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 </div>	Name, locate and identify the four countries and capital cities of the UK and its surrounding seas and explore the characteristics of each country.	Name and locate the world's seven continents and oceans.	<p>Identify the position and significance of latitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn and Arctic and Antarctic Circle.</p> <p>Locate the world's countries, using maps to focus on North America, concentrating on its environmental regions and key physical and human characteristics. countries, and major cities.</p> <p>Identify the position and significance of latitude and longitude.</p>	<p>Name countries outside of Europe and identify their major cities, concentrating on their environmental regions and key physical and human characteristics.</p> <p>Name UK and world rivers and discuss their key features.</p>	<p>Name countries and identify the significance of the northern hemisphere, the Arctic and Antarctic circle and Prime time zones.</p> <p>Identify the key topographical features of a country in South America.</p> <p>Name the location of EU countries with a high population.</p> <p>Latitude Longitude</p>	<p>Name countries below the equator and identify and position and significance of latitude, longitude, equator, Tropics of Cancer and Capricorn and Prime time zones.</p> <p>Develop understanding of world's different countries and their locations in relation to the UK.</p>

Place		<p>countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p>	<p>Recognise the human and physical geography of Winsford. (River, season, weather)</p> <p>Link their homes with other places in the local community.</p> <p>Talk about some present changes that are happening in the local environment.</p>	<p>Make comparisons to small non-EU areas.</p> <p>Focus on similarities and differences using human and physical geography when making comparisons between non EU and UK.</p>	<p>Explain why there are similarities and differences between places, through a study of human and physical geography of North America.</p> <p>Develop an awareness of how places relate to one another.</p>	<p>Recognise the wider context of place: beyond Europe.</p> <p>Use human and physical geography to understand why there are similarities and differences between the UK and a European region.</p>	<p>Explain why there may be differences between UK, Europe and North/South America.</p>	<p>Use human and physical geography to explain why there are similarities and differences between the UK and locality.</p>
Human and Physical Geography	The Natural World	<p>and contrasting environments, drawing on their experiences and what has been read in class.</p> <ul style="list-style-type: none"> 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. 	<p>Describe seasonal weather changes.</p> <p>Identify seasonal and daily weather patterns within the UK.</p> <p>Physical features - beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p>Human features - city, town, village, factory, farm, house, office, port, harbour and shop</p>	<p>Locate hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Use basic geographical vocabulary to refer to human and physical features such as desert, rainforest, savannah.</p> <p>Physical and Human features - location, climate, animals, plants, people, world deserts, food medicine, deforestation, world rainforests, landsc</p>	<p>Describe and explain key aspects of: physical geography, including: climate zones, biomes and vegetation belts.</p> <p>Describe and explain key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of food, minerals and water.</p>	<p>Describe the human features of North/South America (social, economic and environmental).</p> <p>Recognise the effect of landscape features of the development of an area.</p> <p>Recognise physical features of coasts and begin to understand erosion and deposition.</p> <p>Describe how people have been affected by the changes in their environment.</p>	<p>Recognise key aspects of physical geography – volcanoes, earthquakes, mountains, vegetation belts and climate zones.</p> <p>Recognise how humans affect the environment in other parts of the world.</p> <p>Recognise changes in environments across the world.</p> <p>Understand why people strive for sustainability.</p>	<p>Recognise key aspects of physical geography.</p> <p>Recognise the human effect on rivers and oceans and how we can reduce this.</p> <p>Recognise key aspects of human geography such a, types of settlement and land use, economic activity and trade links and distribution of natural resources including energy, food, minerals and water</p>

			ape, weather, wildlife.		Understand natural sources, including food, minerals and water. Understand key aspects of human geography such as types of settlement and land use.		
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<p>Geographical Skills and Fieldwork</p>		<p>Use simple observational skills to study the geography of the school and its grounds.</p> <p>Use simple maps of the local area e.g. large-scale print, pictorial etc.</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries.</p> <p>Use simple locational language (e.g. near and far, left and right north, south, east and west) to describe the location of features and routes.</p> <p>Devise simple maps and plans and construct basic symbols in a key. e.g. pictorial place in a story.</p>	<p>Use world maps, atlases and globes to identify the continents, seas and oceans.</p> <p>Use simple compass directions (North, South, East and West).</p> <p>Describe the location of features and routes on a map.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Make plans using maps and symbols</p> <p>Use four figure grid references and use an 8-point compass</p> <p>Explore features and symbols of OS maps</p>	<p>Use maps to locate rivers, climate zones and areas surrounding it (Google maps).</p> <p>Create their own journey using maps.</p> <p>Measure straight line distances using appropriate scales.</p> <p>Explore features of OS maps using four figure grid references.</p> <p>Draw accurate maps with more complex keys.</p> <p>Plan the steps and strategies for a geography led enquiry.</p> <p>Use maps, atlases, globes and digital computer mapping to local UK rivers and the seas they flow through.</p> <p>Understand the Water cycle and key vocabulary</p>	<p>Use research and map skills to find the answer geographical knowledge questions.</p> <p>Explore features of OS maps using six-figure grid references.</p>	<p>Use the eight points of compass, six figure references, symbols and key.</p> <p>Use fieldwork to observe, measure, record and present the human and physical features of the local area using a range of methods for example sketch maps and digital technology.</p> <p>Use maps, chart to support a decision about the location of new places for example: adding a new building</p>
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Geography Progression of Skills and Knowledge

	Autumn	Spring 1	Summer 1
Hatchmere	Where I live - local 1. I know that I live in Winsford. 2. I know the names of some of the surrounding and towns and villages that I visit. 3. I know how to draw simple maps.	Where I live - wider 1. I know that I live in England. 2. I know that England is a country in the United Kingdom	Where I live - beyond 1. I know the differences and similarities between life in my country and life in other countries. 2. I know that some environments are different to one that I live in. 3. I know that I can use stories, non – fiction texts and maps to find out about my country and other countries.
	Seasons – throughout the year 1. I know the names of the four seasons. 2. I know how to describe the changes in the natural world.		
Vocabulary	live house home town Winsford map England country United Kingdom		

Geography Knowledge and Skills

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

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

Place knowledge

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

Human and physical geography

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

Geographical skills and fieldwork

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.

	Autumn 1		Spring 1		Summer 1	
Sandymere	Weather and climate (<i>fieldwork opportunity</i>) <ol style="list-style-type: none"> I know the <i>names and order</i> of the months of the year and the seasons. I know in the UK, there are four different seasons (Autumn, Winter, Spring, Summer) and each season has different weather types. I know how aspects of the weather affects my local environment. I know how to identify daily and seasonal weather patterns in the United Kingdom. I know how to keep a weather chart and collect information to monitor the weather. I know why I would wear different clothes at different times of the year. 		United Kingdom (<i>fieldwork opportunity</i>) <ol style="list-style-type: none"> I know the names and locations of the four nations that make up the UK. (England, Scotland, Wales and Northern Ireland) I know the characteristics of the four nations – flags and symbols. I know the capital cities of the four nations of the United Kingdom. (London, Edinburgh, Cardiff, Belfast) I know the names and locations of the seas surrounding the United Kingdom. (Irish Sea, North Sea, English Channel) I know the basic geographical vocabulary to describe the -key physical features of the UK including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. I know the basic geographical vocabulary to describe the -key human features of the UK including city, town, village, factory, farm, house, office, port, harbour and shop. 		Local Area (Winsford) (<i>fieldwork opportunity</i>) <ol style="list-style-type: none"> I know the difference between rural and urban areas and know the settlement type I live in is a town. I know the main features of our school grounds. (Field, playground, school gates, car park, office, school hall) I know how to locate Winsford on an aerial image in relation to other places around it. (Northwich, Liverpool, Manchester, London, Edinburgh, Cardiff, Belfast) I know how to use the symbols on an Ordnance Survey map. (Public phone, toilets, cycle trail, picnic area, park) I know the features of my local area – shops, pubs, pedestrian crossing, church, graveyard, car park, house types) I know how to use an aerial image to find and describe the key physical and human features of Winsford. (River, soil, town, salt/factory, farm, house, office, shop including links to how Winsford is a slat town) I know how to use fieldwork to observe and record a range of data on the human and physical features in our town. (traffic/shop/building use surveys) I know how to create a map to show the physical and human features of my local area. 	
	Planning link https://www.oddizzi.com/teachers/help/topic-planning/weather-climate-2/		Planning link https://www.oddizzi.com/teachers/help/topic-planning/the-uk/		Planning link https://www.oddizzi.com/teachers/help/topic-planning/local-area-studies/	
Vocabulary	Place names	Antarctica Earth Over St John’s CE Primary Winsford	Place names	Ben Nevis English Channel Europe Ireland Irish Sea North Sea Winsford	Place names	Cheshire Over Winsford
	Locational terms	Arctic	Locational terms	across	Locational terms	east

		inside outside polar		northern		local north south west
	Geographical terms and processes	rain season snow sunshine temperature wind	Geographical terms and processes	Human features Physical features city country river sea town village factory farm house office port harbour shop	Geographical terms and processes	building map office route street symbol

Year 1 Prior Knowledge and Skills

<p><u>Geographical Enquiry</u></p> <ul style="list-style-type: none"> • say what they like about their locality. • sort things they like and don't like. • answer some questions using different resources, such as books, the internet and atlases. • think of a few relevant questions to ask about a locality. • answer questions about the weather • keep a weather chart. 	<p><u>Physical Geography</u></p> <ul style="list-style-type: none"> • tell someone their address. • explain the main features of a hot and cold place. • describe a locality using words and pictures. • explain how the weather changes with each season. • name key features associated with a town or village, e.g. 'church', 'farm', 'shop', 'house' 	<p><u>Human Geography</u></p> <ul style="list-style-type: none"> • begin to explain why they would wear different clothes at different times of the year. • tell something about the people who live in hot and cold places. • explain what they might wear if they lived in a very hot or a very cold place. 	<p><u>Geographical Knowledge</u></p> <ul style="list-style-type: none"> • identify the four countries making up the United Kingdom • name some of the main towns and cities in the United Kingdom • point out where the equator, north pole and south pole are on a globe or atlas.
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	Autumn 1	Spring 1	Summer 1
Delamere	<p>Continents and Oceans</p> <ol style="list-style-type: none"> 1. I know where I live in the world. 2. I know the names and locations of the world's seven continents. (Asia, Africa, North America, South America, Antarctica, Europe, Australia/Oceania/Australasia) 	<p>Hot and Cold Places</p> <ol style="list-style-type: none"> 1. I know the location of the Equator and the North and South Poles on a map or globe. 2. I know where the main hot and cold regions of the world are in relation to the Equator and the North and South Poles. 	<p>Mugamareno Village, Zambia - Non-EU Country</p> <ol style="list-style-type: none"> 1. I know where Zambia is on a world map. 2. I know the main human and physical features of Zambia. https://www.oddizzi.com/teachers/explore-the-world/places/africa/zambia/sneek-peek/

<p>3. I know the names and locations of the world's five oceans. (Pacific, Atlantic, Indian, Arctic, Southern)</p> <p>4. I know how to use world maps, atlases and globes to identify the continents and oceans.</p> <p>5. I know key facts such as temperature, animals, population and some physical features about each of the continents. (See key facts links below)</p> <p>Africa - https://www.oddizzi.com/teachers/explore-the-world/places/africa/</p> <p>Antarctica https://www.oddizzi.com/teachers/explore-the-world/places/antarctica/</p> <p>Asia https://www.oddizzi.com/teachers/explore-the-world/places/asia/</p> <p>Europe https://www.oddizzi.com/teachers/explore-the-world/places/europe/</p> <p>North America https://www.oddizzi.com/teachers/explore-the-world/places/north-america/</p> <p>South America https://www.oddizzi.com/teachers/explore-the-world/places/south-america/</p> <p>Oceania https://www.oddizzi.com/teachers/explore-the-world/places/oceania/</p> <p>Planning link https://www.oddizzi.com/teachers/help/topic-planning/continents-and-oceans/</p>	<p>3. I know some key facts about what hot regions (deserts) are like. https://www.oddizzi.com/teachers/explore-the-world/physical-features/ecosystems/deserts/where-are-they/ (location, climate, animals, plants, people, world deserts)</p> <p>4. I know some key facts about what hot regions (rainforests) are like. (Location, Climate, Animals, Plants, People, Food and Medicine, Deforestation, World Rainforests) https://www.oddizzi.com/teachers/explore-the-world/physical-features/ecosystems/rainforests/rainforest-layers/</p> <p>5. I know some key facts about what cold regions (Antarctica) are like. https://www.oddizzi.com/teachers/explore-the-world/places/antarctica/landscape-antarctica/ Antarctica, Landscape, Weather, Wildlife, People, Shackleton</p> <p>6. I know how to use atlases and globes and annotate maps to identify hot and cold countries.</p> <p>7. I know the main differences between hot and cold regions when comparing contrasting localities.</p> <p>Planning link https://www.oddizzi.com/teachers/help/topic-planning/hot-cold-places/</p>	<p>3. I know where Mugumareno Village is using a map of Zambia, Africa.</p> <p>4. I know the key physical features of Zambia and Mugumareno Village. (River Zambezi, Victoria Falls/waterfall, national park)</p> <p>5. I know the key human features of Zambia and Mugumareno Village. (Market, village, shop, house, school)</p> <p>6. I know how the people of Mugurameno use the River Zambezi and can compare with the ways in which we use rivers near us.</p> <p>7. I know about the traditional food (Nshima) from Mugurameno and how it is prepared compared to the food in the UK.</p> <p>8. I know how the people of Mugurameno protect themselves and their homes from wild animals – and how they make use of animals in their everyday lives.</p> <p>Planning link file:///C:/Users/willi/Downloads/Oddizzi-KS1-Contrasting-Locality-Medium-Term-Plan-40%20(1).pdf</p>
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Vocabulary	Place names	Australia Brazil China Egypt France India Spain United States of America	Place names	Amazon Rainforest Atacama Desert Canada Norway Russia Sahara Desert	Place names	Africa Lusaka River Zambezi Southern Africa Victoria Falls Zambia
	Locational terms	east hemisphere north south South Pole west	Locational terms	Antarctic Circle Arctic Circle The Equator North Pole South Pole	Locational terms	eastern northern southern western
	Geographical terms and processes	atlas continent globe human ocean physical	Geographical terms and processes	adapt desert habitat iceberg rainforest savanna	Geographical terms and processes	crop farm flood market waterfall wildlife

Key Stage 1 Prior Knowledge and Skills

<p><u>Key Stage 1 NC requirements.</u> Pupils should be taught to:</p> <p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> 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 	<p><u>Place knowledge</u></p> <ul style="list-style-type: none"> 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. 	<p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> 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 	<p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> 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
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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.

Geography Knowledge and Skills – Key Stage 2

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

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)

Place knowledge

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

Human and physical geography

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

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 Geography 187

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.

	Autumn 1		Spring 1		Summer 1	
Oakmere Year A	Year 3 – Climate Zones		Year 3 – North America – The Rockies		Year 4 – Rivers (fieldwork opportunity) and The Water Cycle	
	<ol style="list-style-type: none"> I can know the difference between weather and climate. I know the names of the different lines of latitude (Arctic, Antarctica Tropic of Cancer, Tropic of Capricorn) including the Equator, on a map. I know the significance of different key lines of latitude (Arctic, Antarctica Tropic of Cancer, Tropic of Capricorn) including the Equator. I know the significance of the Northern and Southern Hemispheres. I can know the location of different climate zones (Arid, Mediterranean, Temperate, Tropical, Polar) around the world. I know the difference between temperate and tropical climate zones using climate data. I know how to complete a bar graph to present precipitation data. I know how to complete a bar graph to present temperature data. I know the key characteristics of different climate zones around the world. Arid, Mediterranean, Temperate, Tropical, Polar) 		<ol style="list-style-type: none"> I know the location of North America on a world map, using latitude and longitude. I know where the United States of America is located on a map and explain its name. I know the Niagara Falls, The Grand Canyon and the Rockies are all physical features in the continent of North America. I know the main physical features of the Rockies are the glaciers (Columbia Icefield, which feeds 8 major glaciers in Jasper National Park, Canada.) and how people use them. I know that volcanic eruptions occurred at Mount St Helens and the impact they had on the surrounding area. I know the main human features of North America. (Statue of Liberty, CN Tower, The Panama Canal, Chichen Itza) I know about different US states and can explain what it would be like to live there. I know the difference between New York and my home area. 		<ol style="list-style-type: none"> I know a river is a long, flowing stream of water which travels across the land. I know the locations of the world's longest rivers on a map. Nile (Africa), Amazon (South America), Yangtze (Asia), Mississippi (North America), Yenisei (Asia), Yellow (Asia), Ob-Irtysh (Asia), Paraná (South America), Congo (Africa), Amur (Europe/Asia). I know how rivers are used around the world. (Cleaning, growing rice, hydroelectric, transporting logs, recreation) I know the stages of a river. (Upper, middle and lower course) I know the features of a river from source to mouth. (meander, tributary, V-shaped valley, ox bow lake, flood plain, confluence) I know and understand the key aspects of how human activity affects rivers including types of settlement and land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water. I know how flooding affects communities. I know the key elements of the water cycle. (Ground water, evaporation, condensation, precipitation) I know that water cycle is the way in which water moves around the earth. 	
	Planning link https://www.oddizzi.com/teachers/help/topic-planning/climate/		Planning link https://www.oddizzi.com/teachers/help/topic-planning/north-america/		Planning link https://www.oddizzi.com/teachers/help/topic-planning/rivers/	
Vocabulary	Place names	Cairo (Egypt) London (UK) Manaus (Brazil) Nuuk (Greenland)	Place names	The Caribbean Central America Denali Great Lakes	Place names	Egypt Ethiopia South Sudan Sudan

		Santiago (Chile) Seville (Spain)		Mississippi River North America		Uganda United States of America
	Locational terms	Equator latitude map index Northern Hemisphere North Pole Southern Hemisphere South Pole	Locational terms	latitude longitude Northern Hemisphere north-east north-west south-east south-west Western Hemisphere	Locational terms	altitude estuary lower course middle course upper course
	Geographical terms and processes	axis meteorologist orbit precipitation (<i>KS1 snow, rain</i>) temperature weather station	Geographical terms and processes	landscape location mountain range rural state urban	Geographical terms and processes	confluence flood plain meander mouth source tributary
Oakmere Year B	Year 5 – European Region (Mediterranean) <ol style="list-style-type: none"> 1. I know where Europe is on a map. 2. I know there are 46 countries within Europe. 3. I know some information about some of the main countries within Europe. (Spain, Russia, Italy, Ukraine, France, Ireland, UK, Germany. Iceland, Greece) 4. I know why tourists visit the Mediterranean. 5. I know some of the reasons why people migrate from Syria to Greece. 6. I know contrasting aspects of the landscape of Greece. https://www.oddizzi.com/teachers/explore-the-world/places/europe/greece/greece-key-facts/ 		Year 4 – Rainforests <ol style="list-style-type: none"> 1. I know that a rainforest is an area of tall, mostly evergreen trees and a high amount of rainfall. 2. I know that the world's rainforests are found north and south of the Equator between the Tropics of Cancer. 3. I know how to find rainforests on a world map. 4. I know the different layers of life in a rainforest are forest floor, understory, emergent, canopy. 5. I know the physical features of a rainforest biome including the climate, food, animals and people. 		Year 3 – Rio & South East Brazil <ol style="list-style-type: none"> 1. I know where South America is located on a world map. 2. I know there are 12 countries within south America. 3. I know the different environmental regions of South America. 4. I know how to identify the position and significance of latitude, longitude and the Equator. 5. I know how to identify the positions of South American countries and the significance of the Prime/Greenwich Meridian and time zones comparing the time difference between them and the UK 6. I know how to identify the position and significance of latitude, longitude and the Equator. 7. I know some ways in which Brazil is similar to, or different from, my own country. (key aspects of: - physical geography, including: climate zones, biomes and vegetation belts) 8. I know some ways in which Brazil is similar to, or different from, my own country. (key aspects of: - human geography, including: types of settlement and land use, economic activity) 	

				including trade links, and the distribution of natural resources) 9. I can explain how my life is connected, through trade, to south east Brazil.
	Planning link https://www.oddizzi.com/teachers/help/topic-planning/europe/	Planning link https://www.oddizzi.com/teachers/help/topic-planning/rainforests/	Planning link https://www.oddizzi.com/teachers/help/topic-planning/brazil/	
Vocabulary	Place names	Athens Belgium European Union Germany Greece Mediterranean Sea	Place names	Amazon River Democratic Republic of the Congo Lake Tanganyika Indonesia Manaus River Niger
	Locational terms	easterly northerly southerly westerly	Locational terms	equatorial Northern Hemisphere Southern Hemisphere Tropic of Cancer Tropic of Capricorn
	Geographical terms and processes	currency migrant retail service industry tourism vegetation belt	Geographical terms and processes	biodiversity biome canopy deforestation emergent layer forest floor understory
	Autumn 1	Spring 1	Summer 1	
Linmere Year A	Local Area and Region 1. I know how to locate the local area on an aerial image in relation to other places around it. (Europe, England, Cheshire, Winsford) 2. I know how to use an aerial image to describe the key physical and human features of Winsford. (bodies of water, boundaries, land use, road networks) 3. I know how the local area has change over time.	Year 5 – Volcanoes and Earthquakes 1. I know what an earthquake is. (an earthquake happens when two of the Earth’s giant plates suddenly slip past each other, snap, crack or make other rapid movements.) 2. I know the names of the Earth's plates and plate boundaries. 3. I know why and where earthquakes occur. 4. I know the locations of famous earthquakes that have occurred. (Haiti, Japan, Nepal, Indian Ocean)	Year 4 –South America – The Amazon 1. I know the location of the Amazon river and rainforest on maps and globes. 2. I know the course of the Amazon river. 3. I know why the Amazon is so important. (key aspects of: - physical geography, including: climate zones, biomes and vegetation belts, rivers and the water cycle - human geography, including: types of settlement and land use, the distribution of natural resources including energy, food, minerals and water.)	

	<ol style="list-style-type: none"> 4. I know how to show the features of the local area using a sketch map 5. I know how to use maps as primary and secondary evidence. 6. I know and understand the processes of settlement and change in the local area. 7. I know how to use Ordnance Survey maps to build my knowledge of the local area. 8. I know how to draw on fieldwork and an understanding of processes of settlement and change to produce a simple report. 9. I know how to create a sketch map of the local area showing possible future changes. <p>Planning link https://www.oddizzi.com/teachers/help/topic-planning/local-area-studies/ LKS2</p>	<ol style="list-style-type: none"> 5. I can identify key physical and human facts about famous earthquakes. (Haiti, Japan, Nepal, Indian Ocean) 6. I know the effects of earthquakes on land. (physical features) 7. I know the effects of earthquakes on people. (human features) 8. I know what kind of help people need after an earthquake. 9. I know what to do in the event of an earthquake. 10. I know how volcanoes and earthquakes are linked. <p>Planning link https://www.oddizzi.com/teachers/help/topic-planning/earthquakes/</p>	<ol style="list-style-type: none"> 4. I know some of the ways in which the Amazon is under threat and why that is important. 5. I know some of the main features of Manaus. (weather and climate and trade) 6. I know the physical and human differences between the Amazon Basin, South East Brazil and the UK. <p>Planning link https://www.oddizzi.com/teachers/help/topic-planning/the-amazon-basin/</p>																		
	<table border="1"> <tr> <td>Place names</td> <td>Landmarks and key features in my region and local area</td> </tr> <tr> <td>Locational terms</td> <td>grid reference 16-point compass terms (e.g. north-north-west, westnorth-west, etc) link to skills</td> </tr> <tr> <td>Geographical terms and processes</td> <td>aerial view international key land use local national</td> </tr> </table>	Place names	Landmarks and key features in my region and local area	Locational terms	grid reference 16-point compass terms (e.g. north-north-west, westnorth-west, etc) link to skills	Geographical terms and processes	aerial view international key land use local national	<table border="1"> <tr> <td>Place names</td> <td>Great African Rift Valley Haiti Japan Nepal Indian Ocean Pacific Ring of Fire</td> </tr> <tr> <td>Locational terms</td> <td>epicentre plate boundary</td> </tr> <tr> <td>Geographical terms and processes</td> <td>disaster tsunami tectonic plates mantle</td> </tr> </table>	Place names	Great African Rift Valley Haiti Japan Nepal Indian Ocean Pacific Ring of Fire	Locational terms	epicentre plate boundary	Geographical terms and processes	disaster tsunami tectonic plates mantle	<table border="1"> <tr> <td>Place names</td> <td>Amazon Basin Bolivia Brazil Ecuador Peru Venezuela</td> </tr> <tr> <td>Locational terms</td> <td>equatorial International Date Line longitude Prime Meridian Tropic of Capricorn Western Hemisphere</td> </tr> <tr> <td>Geographical terms and processes</td> <td>agriculture ecosystem food chain humidity river basin volume</td> </tr> </table>	Place names	Amazon Basin Bolivia Brazil Ecuador Peru Venezuela	Locational terms	equatorial International Date Line longitude Prime Meridian Tropic of Capricorn Western Hemisphere	Geographical terms and processes	agriculture ecosystem food chain humidity river basin volume
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Linmere Year B	<p><u>Year 5 – Mountains</u></p> <ol style="list-style-type: none"> 1. I know what a mountain is. 2. I know the locations of the world's 'Seven Summits' on a map. - Everest (Asia), Aconcagua (South America), Denali (North America), Kilimanjaro (Africa), Elbrus 	<p><u>Year 5 – Volcanoes and Earthquakes</u></p> <ol style="list-style-type: none"> 1. I know the names of the different layers of structure of the Earth. 2. I know what happens at the boundaries between the Earth's plates. 3. I know the location of the earth's plates. 4. I know the key features of a volcano. 	<p><u>Food and Farming</u></p> <ol style="list-style-type: none"> 1. I know where some common foodstuffs come from. 2. I know about the places, people and processes involved in producing some common foodstuffs. 3. I know some of the processes involved in food production and distribution. 																		

	<p>(Europe), Vinson Massif (Antarctica), Carstenz Pyramid (Oceania)</p> <ol style="list-style-type: none"> I know how different types of mountains are formed. I know the names of different types of mountains. I know that mountains have their own climate. I know the location of the UK's highest mountains. I know what a mountain environment is like in the UK. I know the importance of the Himalayas for people living in the region. I know the physical features and the landscape of a world-famous mountain or mountainous region. - Everest (Asia), Aconcagua (South America), Denali (North America), Kilimanjaro (Africa), Elbrus (Europe), Vinson Massif (Antarctica), Carstenz Pyramid (Oceania) <p>Planning Link https://www.oddizzi.com/teachers/help/topic-planning/mountains/</p>	<ol style="list-style-type: none"> I know the location of a range of famous volcanoes. I know how to use online resources (including maps) to find out key facts about a volcano, including when it last erupted. (Soufrière, Eyjafjallajökull, Mauna Loa, Mount Etna, Mount St Helens, Mount Vesuvius, Popocatépetl) I know the effects of a volcanic eruption. I know the advantages and disadvantages of living near a volcano. <p>Planning link https://www.oddizzi.com/teachers/help/topic-planning/volcanoes/</p>	<ol style="list-style-type: none"> I know some of the human and environmental issues involved in food production, trade and distribution. I know the origins of some common foodstuffs and their locations. I know how food miles impact on the environment. <p>Planning link https://www.oddizzi.com/teachers/help/topic-planning/food-farming/</p>
Vocabulary	<p>Place names</p> <p>Ben Nevis Himalayas Mount Snowdon Pacific Ring of Fire Scafell Pike Slieve Donard</p>	<p>Place names</p> <p>Soufrière, Eyjafjallajökull, Mauna Loa, Mount Etna, Mount St Helens, Mount Vesuvius, Popocatépetl Pacific Ring of Fire Great African Rift Valley</p>	<p>Place names</p> <p>Australia Bangladesh Dominica Dominican Republic Ghana Kenya Senegal Uganda United Kingdom</p>
	<p>Locational terms</p> <p>altitude height above sea level map index map reference scale bar</p>	<p>Locational terms</p> <p>epicentre plate boundary</p>	<p>Locational terms</p> <p>latitude map reference northern hemisphere southern hemisphere</p>
	<p>Geographical terms and processes</p> <p>alpine avalanche landform</p>	<p>Geographical terms and processes</p> <p>advantage disadvantage effects</p>	<p>Geographical terms and processes</p> <p>agriculture economy environment</p>

		slope summit valley		eruption crater disaster dormant eruption magma tsunami		export fairtrade food miles import irrigation plantation production chain trade
	Autumn 1		Spring 1		Summer 1	
Blakemere Year A	<u>The UK (inc sustainability)</u> <ol style="list-style-type: none"> 1. I know the differences between the four countries of the UK. 2. I know the location of famous landmarks in the UK. 3. I know the location of the UK's major cities. (Aberdeen, Belfast, Birmingham, Bristol, Cambridge, Cardiff, Edinburgh, Glasgow, Leeds, Liverpool, London, Manchester, Newcastle, Norwich, Nottingham, Oxford, Sheffield.) 4. I know the physical characteristics of the UK including rivers and coastlines 5. I know how human activities have affected the UK's landscape. 6. I know the sort of industries in which people in the UK work. 7. I know the different types of energy sources used in the UK. 8. I know the advantages and disadvantages of wind energy. 		<u>Local Area and Region</u> <ol style="list-style-type: none"> 1. I know the name and locations of my region and local area in relation to other places 2. I know how to use an aerial image to describe the key physical and human features of my region and local area. 3. I know the local, regional, national and international links to my local area. 4. I know the principal features of a region within the UK. 5. I know the location of key sites on a regional map. (counties, rivers, national trust, green spaces) 6. I know how to use scale on a map to measure approximate distances. 7. I know how to use distance and compass points to identify the approximate location of a place. 8. I know how my region can meet the needs of its population. (housing, recreation, trade, green spaces) 9. I know how to gather evidence through urban fieldwork of how my region is meeting people's needs. (housing, recreation, trade, green spaces) 10. I know how to annotate an Ordnance Survey map to accurately locate specific sites. 11. I know how to create symbols and a key for a simple land use map. 12. I know how to create accurate six-figure grid references for specific sites. 		<u>World Trade (mini topic)</u> <ol style="list-style-type: none"> 1. I know why people in different places trade with others and some of the resources involved in this. 2. I know the reasons why people trade in different parts of the world. 3. I know the difference between imports and exports. 4. I know some of the processes, places and issues involved in a global supply chain. 5. I know how to plan a supply chain for a product, from raw materials to the finished thing. 6. I know the importance of fair trade. 	

	Planning Link https://www.oddizzi.com/teachers/help/topic-planning/the-uk/		Planning Link https://www.oddizzi.com/teachers/help/topic-planning/local-area-studies/		Planning Link https://www.oddizzi.com/teachers/help/topic-planning/world-trade/	
Vocabulary	Place names	Great Britain Greater London London Array North Sea UK – the main cities, counties and regions	Place names	Landmarks and key features in my region and local area Do we need a 'such as...?'	Place names	Caribbean China Germany Japan Port of Santos South Korea Taiwan Netherlands Ukraine UK USA Zhengzhou
	Locational terms	coastline development economy energy source industry landmark sustainable development	Locational terms	grid reference 16-point compass terms (e.g. north-north-west, west north-west, etc)	Locational terms	map key scale trade route
	Geographical terms and processes	offshore onshore scale bar	Geographical terms and processes	aerial view international key land use local national grid reference	Geographical terms and processes	agriculture container economy environment export Fairtrade import industrial manufactured raw materials services supply chain transport
Blakemere Year B	The UK – Living in the UK <ol style="list-style-type: none"> I know the differences between the four countries of the UK. I know the location of famous landmarks in the UK. I know the location of the UK's major cities. (Aberdeen, Belfast, Birmingham, Bristol, 				Local Area and Region <ol style="list-style-type: none"> I know the name and locations of my region and local area in relation to other places I know how to use an aerial image to describe the key physical and human features of my region and local area such as national trust, green spaces, rivers, coastlines, landmarks. 	

	<p>Cambridge, Cardiff, Edinburgh, Glasgow, Leeds, Liverpool, London, Manchester, Newcastle, Norwich, Nottingham, Oxford, Sheffield.)</p> <ol style="list-style-type: none"> 4. I know the physical characteristics of the UK including rivers and coastlines. 5. I know how human activities have affected the UK's landscape. 6. I know the sort of industries in which people in the UK work. 7. I know the economic and trade links in the UK. 8. I know the advantages and disadvantages of trade. <p>https://www.oddizzi.com/teachers/explore-the-world/country-close-up/united-kingdom/living-in-the-uk/</p> <p>Planning Link https://www.oddizzi.com/teachers/help/topic-planning/the-uk/</p>			<ol style="list-style-type: none"> 3. I know the local, regional, national and international links to my local area. 4. I know the principal features of a region within the UK. 5. I know the location of key sites on a regional map. (counties, rivers, national trust, green spaces) 6. I know how to use scale on a map to measure approximate distances. 7. I know how to use distance and compass points to identify the approximate location of a place. 8. I know how my region can meet the needs of its population. (housing, recreation, trade, green spaces) 9. I know how to gather evidence through urban fieldwork of how my region is meeting people's needs. (housing, recreation, trade, green spaces) 10. I know how to annotate an Ordnance Survey map to accurately locate specific sites. 11. I know how to create symbols and a key for a simple land use map. 12. I know how to create accurate six-figure grid references for specific sites. <p>Planning Link https://www.oddizzi.com/teachers/help/topic-planning/local-area-studies/</p>		
Vocabulary	Place names	<p>Great Britain Greater London London Array North Sea UK – the main cities, counties and regions</p>	Place names		Place names	<p>Great Britain Greater London London Array North Sea UK – the main cities, counties and regions</p>
	Locational terms	<p>coastline development economy energy source industry landmark sustainable development</p>	Locational terms		Locational terms	<p>coastline development economy energy source industry landmark sustainable development</p>

	Geographical terms and processes	offshore onshore scale bar	Geographical terms and processes		Geographical terms and processes	offshore onshore scale bar
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(Progression in map work on next page)

Framework for Progression in Map Work

By the end of Key Stage 1...

...children will have engaged in a range of activities that develop their environmental awareness, wayfinding, basic map competencies and map interpretation skills. They will have engaged with the materials available on the Oddizzi website (we have linked them to the relevant Schemes, below). They will have had regular opportunities to use and play with a variety of maps and globes, including the online interactive map on the Oddizzi website and our downloadable map worksheets.

Extracts relating to map work from Pathways progression narrative

By the end of Year 1, children should be *able to*:

- annotate a simple map of the UK with some of its key features;
- look at simple maps and aerial views of the local area, discussing and asking questions about its main features and the way symbols have been used;
- work together to create a simple map of the local area.

In addition, children should have had opportunities to develop their skills of mapwork through incidental opportunities within other subjects and via fieldwork and 'geography in the news'.

By the end of Year 2, children should be *able to*:

- use globes and atlases – and annotate maps – to identify continents and oceans, including the location of the UK, Europe, Zambia and Africa;
- use globes and atlases – and annotate maps – to identify the world's hot and cold regions, locating the UK and Zambia within them;
- look at simple maps and aerial views of a contrasting locality in Zambia, discussing and asking questions about its main features and comparing these with the UK;
- make use of the four main compass points when describing the location of these key locations and regions.

In addition, children should have had the opportunity to develop their skills of enquiry and fieldwork (including the use of data and mapwork), and to make regular use of globes and atlases, through incidental opportunities within other subjects, via 'geography in the news' and through dedicated fieldwork days.

By the end of Lower KS2 (Year 4)...

...children will have engaged in a range of activities that develop their environmental awareness, wayfinding, basic map competencies and map interpretation skills. They will also have engaged with materials available on the Oddizzi website (we have linked them to the relevant Schemes, below). They will have had regular opportunities to use and play with a variety of maps, globes and atlases. This includes the online interactive map on the Oddizzi website and the downloadable map worksheets.

Extracts relating to map work from Pathways progression narrative

By the end of Year 3, children should be *able to*:

- use globes and atlases to identify climate zones and consider their impact on different parts of the Americas, including South-East Brazil;
- use globes, atlases and maps to identify the main human and physical features of North and South America;
- interpret maps and aerial views of the Americas, South-East Brazil and Rio de Janeiro at a variety of scales, discussing and asking questions about their main features, and comparing these with places previously studied;
- use appropriate vocabulary when describing place locations and map features (e.g. the Equator, the tropics, the world's hemispheres).

In addition, children should have had the opportunity to further develop their skills of enquiry and fieldwork (including the use of data and mapwork), and to make regular use of globes and atlases, through incidental opportunities within other subjects, via 'geography in the news' and through dedicated fieldwork days.

By the end of Year 4, children should be *able to*:

- use globes, atlases and maps to locate the world's principal rivers, rainforests (and other biomes), including the Amazon;
- interpret a range of maps and aerial views of the Amazon and apply this information to their understanding of it.

In addition, children should have had the opportunity to further develop their skills of enquiry and fieldwork (including the use of data and mapwork), and to make regular use of globes and atlases, through incidental opportunities within other subjects, via 'geography in the news' and through dedicated fieldwork days.

By the end of Key Stage 2 (Year 6)...

...children will have engaged in a range of activities that develop their environmental awareness, wayfinding, basic map competencies and map interpretation skills. They will have engaged with materials available on the Oddizzi website (we have linked them to the relevant Schemes, below). They will have had regular opportunities to use and explore a variety of maps, globes and atlases. This includes the online interactive map on the Oddizzi website and the downloadable map worksheets.

Extracts relating to map work from Pathways progression narrative

By the end of Year 5, children should be *able to*:

- interpret a range of maps and aerial views of Athens, Greece and the Mediterranean region and apply this information to their understanding of it (e.g. when arguing the case for tourism in the Mediterranean);
- use globes and atlases to identify the location of Greece and the Mediterranean.

In addition, children should have had the opportunity to further develop their skills of enquiry (and to make regular use of globes and atlases), through incidental opportunities within other subjects, via 'geography in the news' and/or through dedicated fieldwork days.

By the end of Year 6, children should be *able to*:

- interpret a range of maps of the UK and the local region and apply this information to their understanding of it;
- use maps and supporting information to route-plan a tourist trip around the capital cities of the UK;
- use and annotate Ordnance Survey maps, including the use of grid references, in order to present arguments about change in the local region.

In addition, children should have had the opportunity to further develop, use and apply their skills of enquiry and fieldwork (including the use of data and mapwork), and to have done so with a greater degree of confidence and independence. They should have continued to make regular use of globes and atlases, including considering some of the key questions and choices involved in their construction and creation. This should have taken place through opportunities within other subjects, via 'geography in the news' and through additional dedicated fieldwork days that include a degree of independent investigation.