

## Geography – A Progression of Knowledge & Skills

Year group	term	topic	skills	knowledge
<b>Unit Composite:</b>				
To enjoy exploring natural materials both indoors and outdoors. To notice and talk about changes, such as the weather (rain, sun etc...)				
<b>EL2</b>	aut	Me & My Family	<u>The Natural World</u>  To notice detailed features of objects in their environment	
			<b>Communication and Language</b> To learn new words very rapidly and is able to use them in communicating <b>Vocabulary</b> inside, outside, classroom, playground	
	spr	Me & My World	<u>The Natural World</u>  To talk about some of the things they have observed such as plants, animals, natural and found objects	
			<b>Communication and Language</b> To use a variety of questions (e.g. what, where, who) <b>Vocabulary</b> flower, grass, rabbit/guinea pig (school pets)	
	sum	Me Growing Up	<u>The Natural World</u>  To enjoy playing with small world reconstructions, building on first-hand experiences, e.g. visiting farms, garages, train tracks, walking by river or lake	
			<b>Communication and Language</b> To develop an understanding of simple concepts (e.g. fast/slow, good/bad) <b>Vocabulary</b> farm, zoo, train, sea, river	
<b>Unit Composite:</b>				
To create a simple map (birds eye view map)				
<b>YN</b>	aut	Me & My Family	<u>The Natural World</u> • Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world • Talks about why things happen and how things work	
			<b>Communication and Language</b> To begin to use more complex sentences to link thoughts (e.g. using <i>and</i> , <i>because</i> ) <b>Vocabulary:</b> who, what, why	



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	spr	Me & My World	<u>People, Culture and Communities</u> To talk about different environments such as mountains, deserts, forests and the ocean.	<u>The Natural World</u> I know how to show care and concern for living things and the environment
			<b>Communication and Language</b> To build up vocabulary that reflects the breadth of their experiences <b>Vocabulary</b> mountain, deserts, forests, oceans	
	sum	Me Growing Up	<u>The Natural World</u> To begin to understand the effect their behaviour can have on the environment	<u>People, Culture and Communities</u> To know that there are different countries in the world and can talk about some of their differences
			<b>Communication and Language</b> To begin to understand <i>why</i> and <i>how</i> questions <b>Vocabulary</b> world, caring, recycle	

Year group	term	topic	skills	knowledge
<b>Unit Composite</b>				
To talk about features of their own physical environment and draws comparisons with other places and locations				
YR	aut	Me & My Family	<u>The Natural World</u> Looks closely at similarities, differences, patterns and change in nature	
			<b>Communication and Language</b> To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words <b>Vocabulary</b> same, different, similar, change, pattern	
YR	spr	Me & My World	<u>People, Culture and Communities</u> To talk about, and describes, their local community  To show an interest in maps and identifies points of interest from their immediate environment or a story setting  To talk about the features of their own immediate environment and how environments might vary from one another	<u>The Natural World</u> To know about similarities and differences in relation to places, objects, materials and living things





		<p><b>Communication and Language</b> To link statements and sticks to a main theme or intention</p> <p><b>Vocabulary</b> local area, community, poplar, maps, city, man made, natural</p>	
sum	Me Growing Up	<p><u>The Natural World</u> To talk about the changing seasons and their effect on the natural world</p>	
		<p><b>Communication and Language</b> To understand questions such as <i>who; why; when; where</i> and <i>how</i></p> <p><b>Vocabulary</b> seasons, autumn, spring, summer, change, weather</p>	
<p><u>ELG: People, Culture and Communities</u> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</li> <li>- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;</li> <li>- 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.</li> </ul> <p><u>ELG: The Natural World</u> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Explore the natural world around them, making observations and drawing pictures of animals and plants;</li> <li>- 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;</li> <li>- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>			





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Y1	aut	Once Upon a Time	<b>Unit Composite:</b> To plot a journey on a map	
			<b>Locational geography</b> To create a map of a familiar journey	To understand the purpose of a map To understand how a journey is represented on a map To understand a simple key
			<b>Communication and Language</b> <b>Vocabulary:</b> map, building, route, shop, path, office, house road, journey, destination	
	spr	Animal Kingdom	<b>Unit Composite:</b> To plot the location of local wildlife on an aerial map	
			<b>Locational geography</b> To name local wildlife and understand why these animals live in the locations they are in To draw a simple aerial map To use a key to mark the location of wildlife on a map (Take children on a local area walk with their aerial map to mark the location of local wildlife on).	To know some local wildlife (birds, squirrels etc)  To know what a simple aerial map is To know how to mark a location on a simple aerial map
			<b>Communication and Language</b> <b>Vocabulary:</b> local, wildlife, locations, aerial, key, route, scale	
			<b>Unit Composite:</b> To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom	





		<p style="text-align: center;"><b>Locational geography</b></p> <p>To locate London on a map of the UK</p> <p>To use atlases and globes to locate the UK and its countries</p>	<p>To know London is the capital city and the place we live</p> <p>To know some key landmarks in London (London Eye, Buckingham Palace, Tower of London, Palace of Westminster, Millennium Dome)</p> <p>To know the River Thames flows through London and can identify it on a map</p> <p>To know The United Kingdom is an island and is made up of four countries; England, Scotland, Wales and Northern Ireland</p> <p>To name the capital cities of the UK and which country they belong to</p> <p>To identify key characteristics of each country in the British Isles (flag, key cities, seas, important monuments, landmarks or physical features)</p>
<p><b>Communication and Language</b></p> <p><b>Vocabulary:</b> locate, identify, characteristics, capital city, continent, country, landmarks, river vocabulary, island, isles, monuments, sea, physical features, island, atlas, globe</p>			
<p><b>Unit composite:</b></p> <p>To understand geographical similarities and differences through studying the human and physical geography of the local area, and of a small area in a contrasting non-European country</p>			
		<p><b>Locational geography</b></p> <p>To draw a well-known journey (to school or to the shops)</p> <p>To use locational and directional language to give and follow directions (PE, Beebots, Paddington)</p> <p><b>Physical geography</b></p> <p>To make observations of key physical features in my environment</p> <p><b>Human geography</b></p>	





		<p>To make observations of key human features in my environment</p> <p><b>Physical and human geography</b></p> <p>To compare human and physical features of London with a contrasting area</p> <p>To make simple comparisons between London and a contrasting area in another country studied (Paddington-South America, or Bangladesh, Asia)</p>	
		<p><b>Vocabulary</b> country, atlas, globe, flag capital city, physical/human feature, landmarks, city, island, right, left, forward, backwards, town, village, season</p>	

Year group	term	topic	skills	knowledge
Y2	aut	Fire! Fire!	<p><b>Unit Composite:</b> To represent the Great Fire of London on a map</p>	
			<p><b>Locational geography</b></p> <p>To locate where The Great Fire of London started and spread to on a map of London</p>	To know what a key tells you on a map
			<p><b>Communication and Language</b> <b>Vocabulary:</b> map, area, spread, key, represent, locate</p>	
	spr	The Secret Garden	<p><b>Unit composite</b> To locate different places in the local area on a map and using directional language</p> <p><b>Locational geography</b></p> <p>To follow directions using taught vocabulary (left, right, forwards, back, near, far) To use the four points of a compass to give and follow directions To devise a map with a simple key of the school grounds To compare old and new maps of known places in Poplar (Charles Jamrach, Commercial Road )</p> <p><b>Fieldwork</b></p>	<p>To know the four points of a compass</p> <p>To know some important places in Poplar and find them on a map (Idea Store, school, fire station)</p> <p>To know how to give directions to a key location</p> <p>To understand that Poplar is an urban area and describe what makes it special (people, places, location, features)</p>





		<p>To conduct fieldwork to explore physical and human features in different parts of Poplar (canal, park, market, roads, river, woods, shops, vegetation )</p>	
		<p><b>Communication and Language</b>  <b>Vocabulary:</b>          location, navigate, near, far, miles, North, South, East, West</p>	
sum	Globe troppers	<p><b>Unit composite:</b>          To know and locate the seven continents and describe some of their features</p>	
		<p><b>Locational geography</b></p> <p>To use atlases, globes and maps to locate the five oceans</p> <p>To use atlas, globes and maps to locate the seven continents and countries studied</p>	<p>To name the seven continents</p> <p>To know that continents are made up of countries</p> <p>To know that the large amounts of water between continents are oceans and name these</p> <p>To provide key facts about some of the continents and oceans (hot or cold, which animals live there, position related each other and to the North and South Poles - linked to the four points of a compass)</p>
		<p><b>Communication and Language</b>  <b>Vocabulary:</b>          locate, continents, features, atlases, globes, oceans, coordinates</p>	
		<p><b>Unit composite:</b>          To compare physical and human features of the local area and a non-European location</p>	
		<p><b>Physical and human geography</b></p> <p>To identify human and physical features of Poplar on aerial photographs, maps or plans (school, landmarks, homes)</p> <p>To describe and compare some of the human and physical features of key places from another continent to our own locality (Asia, link to class books)</p>	<p>To name the countries and capital cities of the UK and places I have studied and locate them on a map</p> <p>To know the geographical language to describe a range of human and physical features (e.g. soil, coast, mountain, town, factory, village)</p>
		<p><b>Vocabulary</b>          coast, cliff, forest, mountain, river, soil, vegetation, docks, port, harbour , aerial, key, continent, ocean, sea, Equator, canal, market,</p>	





Year group	term	topic	skills	knowledge
Y3	aut	Invaders and Settlers	<b>Unit composite:</b> To use maps to locate areas and countries of the United Kingdom	
			<b>Locational geography:</b>  To use maps to track the migration of Vikings, Romans and Anglo Saxons to the UK.  To use maps, atlases and globes to locate countries and regions of the UK	
			<b>Vocabulary</b> region, migration, trade, coast	
	spr	Super humans	<b>Unit composite:</b> To use atlases and maps to locate specific countries (focusing on Europe (including the location of Russia) and North and South America)	
			<b>Locational geography</b>  To use atlases and globes to locate countries quickly and accurately (see history- links to Superhumans studied)	To know the countries that Superhumans studied & live in (see history- links to Superhumans studied)
			<b>Vocabulary</b> border, nationality	
sum	Rainforest Explorers	<b>Unit composite:</b> To know the features of rainforests, their importance and what threats they face.		
		<b>Physical and human geography</b>  To compare the human and physical geography of a region with a rainforest to a differing locality.	To know the physical features of a rainforest, including the four key layers (emergent, upper canopy, forest floor, understory)  To understand rainforests are important because they provide food and medicine, are biodiverse and create oxygen  To know how the land in and around rainforests is used by humans (settlement, farming, minerals)  To know rainforests are vital and fragile ecosystems	







			To know that rainforests are under threat due to human activity (deforestation, settlement, pollution, farming)
<b>Unit composite:</b>			
To locate rainforests on maps and understand the significance of their location (near the equator)			
<b>Locational geography</b>			
To identify the Northern and Southern Hemispheres			To know the countries with the world's rainforest are close to the equator (Africa, Asia, Australia and North and South America)
To identify the location of hot areas of the world in relation to the equator			
To use maps and atlases to locate the continents and countries with the world's rainforest			
<b>Vocabulary:</b>			
conservation, deforestation, settlement, emergent, upper canopy, forest floor, understory, ecosystem, topographical, Northern/Southern Hemisphere, equator, biodiversity, land use			
<b>Unit composite:</b>			
To use fieldwork to identify local environmental issues and draw connections with global environmental issues (the rainforest)			
<b>Fieldwork</b>			
To conduct fieldwork to identify ways to protect the environment in the local area			To understand some of the ways in which we can help to conserve rainforests (recycling, campaigning, supporting charities)
<b>Environmental geography</b>			
To express views and opinions on conservation, based on facts			
<b>Vocabulary</b>			
conservation, deforestation, settlement, emergent, upper canopy, forest floor, understory, ecosystem, topographical, Northern/Southern Hemisphere, biodiversity, land use, global, human geography, physical geography, environmental			





Year group	term	topic	skills	knowledge
Y4	aut	Robots	<b>Unit composite:</b> To understand trade	
			<b>Human geography</b> To describe the journey of goods from around the world that we use in the UK (e.g. fruit/vegetables)	To know that the buying and selling of goods is called trade  that countries have to trade with others to get certain goods
			<b>Vocabulary</b> import, export, goods, distribute, raw materials	
	spr	All the world's a stage	<b>Unit composite:</b> To compare maps over time	
			<b>Locational geography</b> To compare maps of the world at the start and end of Elizabeth I's reign (link to history-legacy & explorers)	To know that sailing the globe was the only way Tudor explorers could create accurate maps of the world
			<b>Vocabulary</b> voyage, explorer	
			<b>Unit composite:</b> To use the eight points of a compass to give and follow directions	
			<b>Locational geography</b> To use the eight points of a compass to give and follow directions	To know the eight points of a compass, the symbols and keys
			<b>Vocabulary</b> north east, northwest, south east, south west, symbols	
	sum	Extreme Earth	<b>Unit composite:</b> To locate and describe mountains, volcanoes and earthquakes, and understand the physical processes that form them, with reference to their geographical location (tectonic plates)	
			<b>Physical and human geography</b> To describe the features of a mountain and volcanoes, including mountainous climates	To know the parts of a volcano and how they are formed  To know how earthquakes occur





		<p><b>Locational geography</b></p> <p>To use an online mapping tool to explore an unfamiliar location (e.g. tectonic plates - volcanoes/earthquakes)</p>	<p>To know what a mountain is and how mountains are formed</p>
<p><b>Unit composite:</b></p> <p>To locate physical landmarks and evidence of human settlement in regions of the UK and other regions of the world</p>			
<p><b>Locational geography</b></p> <p>To use maps to locate physical landmarks and evidence of human settlements</p> <p>To use keys and simple coordinates to read maps and locate places on a grid</p>		<p>To name, locate and describe the different mountainous regions in the UK (Ben Nevis, Snowdon, Scafell Pike, Ben Lomond)</p> <p>To name significant mountains/mountain ranges and mountainous regions around the world (including the world's seven summits)</p>	
<p><b>Unit composite:</b></p> <p>To describe and compare physical features of regions of the UK with other regions of the world, and to understand how these physical features impact human life.</p>			
<p><b>Physical and human geography</b></p> <p>To explain the importance of the Himalaya for people living in the region (food, resources, energy, trade)</p> <p>Explain the impact of geographical features on people and how people respond (weather, volcanoes, earthquakes, tsunamis, tornadoes)</p> <p>To compare the physical and human features of mountainous regions in the UK to contrasting rural or urban geographical areas (towns, cities, coastal areas)</p>		<p>To understand how mountains, volcanoes, earthquakes and/or extreme weather affect the environment and people</p> <p>To understand the geographical similarities and differences in mountainous regions across the world</p>	
<p><b>Unit composites:</b></p> <p>To use fieldwork to understand the local area</p> <p>To understand the water cycle</p>			





			<p><b>Fieldwork</b></p> <p>To use field work to observe, measure, record and present the physical features of the local area (e.g. rain data) (log boxes: science, sketches, surveys)</p>	To understand the water cycle
			<p><b>Vocabulary</b></p> <p>climate, summit, peak, tectonic plates, landform, island, valley, slope, avalanche, altitude mountain range, sea-level, rural, urban, precipitation, condensation, evaporation, surface run-off, groundwater</p>	

Year group	term	topic	skills	knowledge
Y5	aut	Meet the Greeks!	<b>Unit composite:</b>	
			To know and locate the key countries of Europe	
			<p><b>Locational geography</b></p> <p>To locate the key countries of Europe on a map</p>	To know key countries in Europe and their capital cities
			<b>Unit composite:</b>	
			To understand how the location and physical features of a place affect how humans live	
			<p>To understand how the location and physical features of Greece affected how the Ancient Greeks lived (travel, food, natural barriers of mountain and sea, climate)</p>	
			<b>Vocabulary</b> natural barrier	
Y5	spr	Space Race	<b>Unit Composite:</b>	
			To identify the different time zones and the position and significance of longitude and latitude	
			To use digital maps	
			<p><b>Locational Geography</b></p> <p>To use knowledge of time zones to tell the time in different places across the globe</p>	To know the position and significance of longitude and latitude
			<p><b>Physical and human geography</b></p> <p>To observe, measure, record and present human and physical features on a map</p>	To know time zones are divided by imaginary lines called meridians and this is used to tell the time in different countries





		(Use a digital map to plan the journey and then go for a walk/ observational mapping task and then record this data)	
		<b>Vocabulary</b> border, boundary, state, ordnance survey, meridians, latitude, longitude, human features and physical features	
sum	Eco-Warriors	<b>Unit composite:</b> To understand and locate climate zones and biomes	
		<b>Locational geography</b> To use maps, globes and atlases to locate climate zones and identify biomes  To locate countries on maps/atlas/ globes, using digital technology across Europe and North and South America (including their environmental regions)	To know the climate and weather patterns of each climate zone and countries studied  To know why the Northern and Southern Hemispheres experience different types of weather at the same time of the year
		<b>Unit composite:</b> To understand human settlements and land use, and their impact on the natural environment	
		<b>Fieldwork</b> To plan and conduct a land-use survey of the local area  <b>Physical and human geography</b> To explain global geographical issues around human settlement	To understand the impact of human activity on a country or environmental region (settlements, land use, economic activity, distribution of environmental resources)
		<b>Unit composite:</b> To understand climate change	
		<b>Environmental geography</b> To present different opinions on how to help protect the environment, using first-hand evidence and data  To use digital technology to show reusable energy across the UK	To understand what climate change is and know the key environmental issues of a country studied  To know how environmental issues can affect climate, humans (migration, pollution) and plants and animals in an area  To know what countries are doing to try to protect the planet from climate change (local and international initiatives, 2015 Paris agreement)





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		(location, changes over time e.g wind farms, power stations)	
		<b>Vocabulary</b> climate zone, climate change, international, biomes, axis, latitude, meteorologist, precipitation, arid, Mediterranean, temperate	





Year group	term	topic	skills	knowledge
Y6	aut	The World at War	<b>Unit composite:</b>	
			To use maps to show movements of people and changes over time	
			<b>Locational geography</b> To use maps to show the movement of The Allies and The Axis of Power in World War II  To describe some of the ways countries change (borders, States)	To know the regions in the UK children were evacuated to (urban to rural)
	<b>Vocabulary</b> borders, states, evacuation,			
Y6	spr	Rivers of Time	<b>Unit Composite:</b>	
			To describe and understand key physical and human aspects of rivers	
			<b>Locational geography</b> To use maps/globes/digital mapping to plot the course of a river and human settlements nearby  To use keys on maps to measure length of rivers and convert to distance  <b>Physical and human geography</b> To describe the features of rivers  To use evidence and data to identify the negative human impact on rivers and explain how we can care for our rivers and minimise pollution  To compare the use and significance of the River Thames to the River Nile	To know the features of a river (source, meander, river, ox bow lake, estuary)  To know why people settle near rivers  To know what a river is and how they can be used (trade links, energy, distribution of natural resources, food)  To describe the impact of flooding on an area and know how floods can be managed  To know how The River Thames has benefited London  To name and locate key rivers around the world (Nile, Ganges, Amazon, Mississippi)  To know the negative impact of humans on rivers (pollution, litter, waste)
			<b>Unit Composite:</b>	
To use fieldwork to observe, measure, record and present the human and physical				





		<p>features in the local area ( including sketch maps, plans and graphs, and digital technologies).</p>	
		<p><b>Fieldwork</b></p> <p>To use field work to observe, measure and present information about rivers and canals, using a range of methods (sketching maps, plans, graphs, digital technology)</p> <p>To present the results of fieldwork undertaken and offer suggestions for geographical issues</p>	
		<p><b>Vocabulary</b> trade links, upper/middle/lower course, source, confluence, meander, flood plain, mouth, tributaries, estuary, ox-bow lake</p>	
sum	Who am I?	<p><b>Unit composite:</b></p> <p>To understand migration</p>	
		<p><b>Locational geography</b></p> <p>To map migration over time to Britain</p>	<p>To understand why some people migrate to other countries</p> <p>To know the effects of migration to a region</p> <p>To know how a region has changed due to migration</p>
		<p><b>Vocabulary</b> immigrate, emigrate, economic migrant</p>	

