

Geography – Substantive Knowledge Progression (Mixed Age)

| Key Area | | Reception | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|--|---|-----|--|-----|-----|-----|----|---|-----|---|-----|-----|-----|---|--|-----|---|-----|-----|-----|---|---|-----|--|-----|-----|-----|---|---|-----|-----|-----|---|---|--|---|-----|-----|-----|---|---|---|--|-----|-----|-----|---|---|---|
| Location Knowledge <i>boundaries cartography climate settlements</i> | LK.A The UK KS2 NCa.2 | LK.A - Know where their school is . <table border="1"> <tr><td>Aut</td><td>Spr</td><td>Sum</td></tr> <tr><td></td><td></td><td></td></tr> </table> | Aut | Spr | Sum | | | | LK.A - Know the locality where they live. <table border="1"> <tr><td>Aut</td><td>Spr</td><td>Sum</td></tr> <tr><td>A/B</td><td>B</td><td>A</td></tr> </table> | Aut | Spr | Sum | A/B | B | A | LK.A - Know their locality and the city where they live. <table border="1"> <tr><td>Aut</td><td>Spr</td><td>Sum</td></tr> <tr><td>A/B</td><td>B</td><td>A</td></tr> </table> | Aut | Spr | Sum | A/B | B | A | LK.A - Know physical characteristics of the countries and cities in the UK, including where they live. <table border="1"> <tr><td>Aut</td><td>Spr</td><td>Sum</td></tr> <tr><td>A</td><td>B</td><td></td></tr> </table> | Aut | Spr | Sum | A | B | | LK.A - Know physical and human characteristics of the countries and cities in the UK, including where they live. <table border="1"> <tr><td>Aut</td><td>Spr</td><td>Sum</td></tr> <tr><td>A</td><td>B</td><td></td></tr> </table> | Aut | Spr | Sum | A | B | | LK.A - Know the land use patterns of areas of the UK, including the local area and how these are affected by human activity. <table border="1"> <tr><td>Aut</td><td>Spr</td><td>Sum</td></tr> <tr><td>B</td><td>A</td><td>A</td></tr> </table> | Aut | Spr | Sum | B | A | A | LK.A - Know what changes have occurred over time in land use in the UK, focusing on the local area. <table border="1"> <tr><td>Aut</td><td>Spr</td><td>Sum</td></tr> <tr><td>B</td><td>A</td><td>A</td></tr> </table> | Aut | Spr | Sum | B | A | A |
| | Aut | Spr | Sum | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Aut | Spr | Sum | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| A/B | B | A | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Aut | Spr | Sum | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| A/B | B | A | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Aut | Spr | Sum | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| A | B | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Aut | Spr | Sum | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| A | B | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Aut | Spr | Sum | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| B | A | A | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Aut | Spr | Sum | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| B | A | A | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| LK.B Continents Countries & Capitals KS1 NCa.1 KS1 NCa.2 KS2 NCa.1 | LK.B - Know the country they live in. | LK.B - Know the 4 countries and capital cities of the United Kingdom and the surrounding seas. <table border="1"> <tr><td>Aut</td><td>Spr</td><td>Sum</td></tr> <tr><td></td><td>A/B</td><td></td></tr> </table> | Aut | Spr | Sum | | A/B | | LK.B - Know how to locate the world's 7 continents and 5 oceans. <table border="1"> <tr><td>Aut</td><td>Spr</td><td>Sum</td></tr> <tr><td></td><td></td><td>A</td></tr> </table> | Aut | Spr | Sum | | | A | LK.B - Know and locate some countries in Europe, including France, Germany, Spain, and Italy and their capital cities. <table border="1"> <tr><td>Aut</td><td>Spr</td><td>Sum</td></tr> <tr><td>A/B</td><td></td><td>B</td></tr> </table> | Aut | Spr | Sum | A/B | | B | LK.B - Know how to use a world map to locate the world's countries with a focus on Europe, concentrating on their major cities and physical/human characteristics. <table border="1"> <tr><td>Aut</td><td>Spr</td><td>Sum</td></tr> <tr><td>A/B</td><td>B</td><td>B</td></tr> </table> | Aut | Spr | Sum | A/B | B | B | LK.B - Know where North/South America is located using maps, focusing on environmental regions, key physical and human features and major cities. <table border="1"> <tr><td>Aut</td><td>Spr</td><td>Sum</td></tr> <tr><td>B</td><td>A</td><td></td></tr> </table> | Aut | Spr | Sum | B | A | | LK.B - Know how to locate the world's countries and their capital cities, comparing their key physical and human features. <table border="1"> <tr><td>Aut</td><td>Spr</td><td>Sum</td></tr> <tr><td>B</td><td>A</td><td>B</td></tr> </table> | Aut | Spr | Sum | B | A | B | | | | | | | |
| Aut | Spr | Sum | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | A/B | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Aut | Spr | Sum | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | A | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Aut | Spr | Sum | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| A/B | | B | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Aut | Spr | Sum | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| A/B | B | B | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Aut | Spr | Sum | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| B | A | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Aut | Spr | Sum | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| B | A | B | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| LK.C Latitude & Longitude KS2 NCa.3 | | | | LK.C - Know the significance of the position of the Equator and the northern and southern hemispheres. <table border="1"> <tr><td>Aut</td><td>Spr</td><td>Sum</td></tr> <tr><td>B</td><td>A</td><td></td></tr> </table> | Aut | Spr | Sum | B | A | | LK.C - Know the significance of lines of latitude and longitude, including the Tropics of Cancer and Capricorn. <table border="1"> <tr><td>Aut</td><td>Spr</td><td>Sum</td></tr> <tr><td>B</td><td>A</td><td></td></tr> </table> | Aut | Spr | Sum | B | A | | LK.C - Know and identify the positional significance of latitude and longitude, including time zones and the Greenwich Meridian. <table border="1"> <tr><td>Aut</td><td>Spr</td><td>Sum</td></tr> <tr><td>A</td><td>B</td><td>B</td></tr> </table> | Aut | Spr | Sum | A | B | B | LK.C - Know and understand the features of the Arctic and Antarctic Circles, including the North and South Poles, using knowledge of lines of latitude. <table border="1"> <tr><td>Aut</td><td>Spr</td><td>Sum</td></tr> <tr><td></td><td>B</td><td></td></tr> </table> | Aut | Spr | Sum | | B | | | | | | | | | | | | | | | | | | | | |
| Aut | Spr | Sum | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| B | A | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Aut | Spr | Sum | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| B | A | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Aut | Spr | Sum | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| A | B | B | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Aut | Spr | Sum | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | B | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Geography – Substantive Knowledge Progression (Mixed Age)

| Key Area | | Reception | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|--|--|---|--|---|--|--|-----|-----|-----|---|--|--|--|-----|-----|-----|--|--|-----|---|-----|-----|-----|-----|---|--|---|-----|-----|-----|-----|---|--|--|-----|-----|-----|-----|---|---|---|-----|-----|-----|---|--|---|
| <p>Place Knowledge</p> <p><i>boundaries</i> <i>cartography</i></p> <p>Key Places:</p> <p>Yorkshire Brazilian Rainforest The Arctic Circle The Nile in Egypt</p> | <p>PK.A</p> <p>Similarity & Difference</p> <p>KS1 NCb.1 KS2 NCb.1</p> | <p>PK.A - Know how to describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps and drawing from their own knowledge.</p> | <p>PK.A - Know and increase knowledge of a small area of the United Kingdom.</p> | <p>PK.A - Know how to compare the local area with a non-European country using the similarities and differences of human and physical geography.</p> | <p>PK.A - Know the geographical similarities and differences of regions of a region of the UK compared to a region within Europe.</p> | <p>PK.A - Know and compare the geographical similarities and differences of human and physical geography of a region of the UK compared to a region within Europe.</p> | <p>PK.A - Know and compare the geographical similarities and differences of human and physical geography of a region of the UK compared to a region within North/South America.</p> | <p>PK.A - Know and compare the geographical similarities and differences of human and physical geography of countries worldwide and understand how these impact human migration.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;">Aut</td> <td style="width: 33%;">Spr</td> <td style="width: 33%;">Sum</td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> </table> | Aut | Spr | Sum | | | | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;">Aut</td> <td style="width: 33%;">Spr</td> <td style="width: 33%;">Sum</td> </tr> <tr> <td style="background-color: #f08080;">A</td> <td> </td> <td> </td> </tr> </table> | Aut | Spr | Sum | A | | | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;">Aut</td> <td style="width: 33%;">Spr</td> <td style="width: 33%;">Sum</td> </tr> <tr> <td> </td> <td> </td> <td style="background-color: #90ee90;">A/B</td> </tr> </table> | Aut | Spr | Sum | | | A/B | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;">Aut</td> <td style="width: 33%;">Spr</td> <td style="width: 33%;">Sum</td> </tr> <tr> <td style="background-color: #f08080;">A/B</td> <td style="background-color: #ffd700;">B</td> <td> </td> </tr> </table> | Aut | Spr | Sum | A/B | B | | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;">Aut</td> <td style="width: 33%;">Spr</td> <td style="width: 33%;">Sum</td> </tr> <tr> <td style="background-color: #f08080;">A/B</td> <td style="background-color: #ffd700;">B</td> <td> </td> </tr> </table> | Aut | Spr | Sum | A/B | B | | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;">Aut</td> <td style="width: 33%;">Spr</td> <td style="width: 33%;">Sum</td> </tr> <tr> <td style="background-color: #f08080;">A/B</td> <td style="background-color: #ffd700;">A</td> <td style="background-color: #90ee90;">B</td> </tr> </table> | Aut | Spr | Sum | A/B | A | B | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;">Aut</td> <td style="width: 33%;">Spr</td> <td style="width: 33%;">Sum</td> </tr> <tr> <td style="background-color: #f08080;">B</td> <td> </td> <td style="background-color: #90ee90;">B</td> </tr> </table> | Aut | Spr | Sum | B | | B |
| Aut | Spr | Sum | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Aut | Spr | Sum | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| A | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Aut | Spr | Sum | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | A/B | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Aut | Spr | Sum | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| A/B | B | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Aut | Spr | Sum | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| A/B | B | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Aut | Spr | Sum | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| A/B | A | B | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Aut | Spr | Sum | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| B | | B | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Geography – Substantive Knowledge Progression (Mixed Age)

| Key Area | | Reception | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|--|--|-----|-----|-----|----|----|----|---|-----|-----|-----|-----|-----|---|---|-----|-----|-----|-----|-----|-----|---|-----|-----|-----|-----|-----|-----|--|-----|-----|-----|-----|-----|-----|--|-----|-----|-----|---|-----|---|--|-----|-----|-----|---|-----|---|
| Human and Physical Geog. <i>boundaries</i> <i>cartography</i> <i>change</i> <i>climate</i> <i>interdependence</i> <i>movement</i> <i>resources</i> <i>settlements</i> <i>physical geog.</i> | HP.A Weather & Climate KS1 NCc.1 KS2 NCc.1i | HP.A - Know there are four seasons in the United Kingdom: spring, summer, autumn and winter. Each season has typical weather patterns. Record observations about the way the local environment changes throughout each season. <table border="1"> <tr><td>Aut</td><td>Spr</td><td>Sum</td></tr> <tr><td></td><td></td><td></td></tr> </table> | Aut | Spr | Sum | | | | HP.A - Know how seasonal and weather patterns change in the UK sequentially throughout the year using basic vocabulary to describe the physical features. <table border="1"> <tr><td>Aut</td><td>Spr</td><td>Sum</td></tr> <tr><td></td><td>A</td><td>A</td></tr> </table> | Aut | Spr | Sum | | A | A | HP.A - Know that there are hot and cold parts of the world and can discuss in relation to the equator and north and south pole. <table border="1"> <tr><td>Aut</td><td>Spr</td><td>Sum</td></tr> <tr><td></td><td></td><td>A/B</td></tr> </table> | Aut | Spr | Sum | | | A/B | HP.A - Know and use the word climate when relating to the position of the equator. <table border="1"> <tr><td>Aut</td><td>Spr</td><td>Sum</td></tr> <tr><td>A/B</td><td></td><td>B</td></tr> </table> | Aut | Spr | Sum | A/B | | B | HP.A - Know how to locate lines of latitude and longitude and understand their impact on climate. <table border="1"> <tr><td>Aut</td><td>Spr</td><td>Sum</td></tr> <tr><td>A/B</td><td></td><td>B</td></tr> </table> | Aut | Spr | Sum | A/B | | B | HP.A - Know how climate impacts on the physical characteristics of places, in relation to climate zones. <table border="1"> <tr><td>Aut</td><td>Spr</td><td>Sum</td></tr> <tr><td>A</td><td>B</td><td></td></tr> </table> | Aut | Spr | Sum | A | B | | HP.A - Know how climate change is impacting the natural climates of areas of the globe. <table border="1"> <tr><td>Aut</td><td>Spr</td><td>Sum</td></tr> <tr><td></td><td>B</td><td>B</td></tr> </table> | Aut | Spr | Sum | | B | B |
| | Aut | Spr | Sum | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Aut | Spr | Sum | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | A | A | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Aut | Spr | Sum | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | A/B | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Aut | Spr | Sum | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| A/B | | B | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Aut | Spr | Sum | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| A/B | | B | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Aut | Spr | Sum | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| A | B | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Aut | Spr | Sum | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | B | B | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | HP.B Physical Geog. KS1 NCc.2i KS2 NCc.1i | HP.B - Know that there are some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. <table border="1"> <tr><td>Aut</td><td>Spr</td><td>Sum</td></tr> <tr><td></td><td></td><td></td></tr> </table> | Aut | Spr | Sum | | | | HP.B - Know and use basic vocabulary to refer to the physical features of the local environment including river, forest, sea, coast and mountain. <table border="1"> <tr><td>Aut</td><td>Spr</td><td>Sum</td></tr> <tr><td>A/B</td><td>A/B</td><td>A</td></tr> </table> <p><i>Physical features are naturally-created features of the Earth.</i></p> | Aut | Spr | Sum | A/B | A/B | A | HP.B - Know how to identify features of physical geography, using vocabulary such as beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation, season etc. <table border="1"> <tr><td>Aut</td><td>Spr</td><td>Sum</td></tr> <tr><td>A/B</td><td>A/B</td><td>A</td></tr> </table> | Aut | Spr | Sum | A/B | A/B | A | HP.B - Know how to describe key aspects of physical geography including volcanoes and earthquakes. <table border="1"> <tr><td>Aut</td><td>Spr</td><td>Sum</td></tr> <tr><td>B</td><td>A/B</td><td>A/B</td></tr> </table> | Aut | Spr | Sum | B | A/B | A/B | HP.B - Know and understand key aspects of physical geography such as the water cycle, rivers and mountains. <table border="1"> <tr><td>Aut</td><td>Spr</td><td>Sum</td></tr> <tr><td>B</td><td>A/B</td><td>A/B</td></tr> </table> | Aut | Spr | Sum | B | A/B | A/B | HP.B - Know and explain key aspects of physical geography such as climate zones, biomes and vegetation belts. <table border="1"> <tr><td>Aut</td><td>Spr</td><td>Sum</td></tr> <tr><td>A</td><td>A/B</td><td>B</td></tr> </table> | Aut | Spr | Sum | A | A/B | B | HP.B - Know and discuss key aspects of physical geography by collecting and analysing information in order to draw conclusions about locations. <table border="1"> <tr><td>Aut</td><td>Spr</td><td>Sum</td></tr> <tr><td>A</td><td>A/B</td><td>B</td></tr> </table> | Aut | Spr | Sum | A | A/B | B |
| Aut | Spr | Sum | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Aut | Spr | Sum | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| A/B | A/B | A | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Aut | Spr | Sum | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| A/B | A/B | A | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Aut | Spr | Sum | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| B | A/B | A/B | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Aut | Spr | Sum | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| B | A/B | A/B | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Aut | Spr | Sum | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| A | A/B | B | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Aut | Spr | Sum | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| A | A/B | B | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

HP.C
Human Geog.
KS1 NCc.2ii
KS2 NCc.1ii

HP.C - Know and use basic vocabulary to describe the school environment, as well as their journey to school.

| | | |
|-----|-----|-----|
| Aut | Spr | Sum |
| | | |

HP.C - Know and use basic vocabulary to refer to the human features of the local environment, including city, town, village, house and shop.

| | | |
|-----|-----|-----|
| Aut | Spr | Sum |
| A/B | A | |

Human features are made by people.

HP.C - Know how to identify features of human geography in the UK, using vocabulary such as farm, factory, office, port and harbour.

| | | |
|-----|-----|-----|
| Aut | Spr | Sum |
| A/B | A | B |

HP.C - Know how to describe key aspects of human geography including settlements and land use.

| | | |
|-----|-----|-----|
| Aut | Spr | Sum |
| A/B | B | A/B |

HP.C - Know and understand key aspects of human geography, including energy and natural resources, including water.

| | | |
|-----|-----|-----|
| Aut | Spr | Sum |
| A/B | B | A/B |

HP.C - Know and explain key aspects of human geography, including settlement and land use, economic activity including trade links, and the distribution of natural resources including food and minerals.

| | | |
|-----|-----|-----|
| Aut | Spr | Sum |
| | A/B | A/B |

HP.C - Know and discuss key aspects of human geography by collecting and analysing information in order to draw conclusions about locations.

| | | |
|-----|-----|-----|
| Aut | Spr | Sum |
| B | A/B | A/B |

HP.D
Physical & Human Interaction
KS1 NCc.2i
KS1 NCc.2ii
KS2 NCc.1i
KS2 NCc.1ii

HP.D - Know that some features are man-made and others are natural and to know appropriate places for man-made things to exist.

| | | |
|-----|-----|-----|
| Aut | Spr | Sum |
| | | |

HP.D - Know how to compare and contrast the human and physical features of the countries of the UK.

| | | |
|-----|-----|-----|
| Aut | Spr | Sum |
| | A | |

HP.D - Know how to compare and contrast the human and physical features of a British locality with a non-European locality.

| | | |
|-----|-----|-----|
| Aut | Spr | Sum |
| | | B |

HP.D - Know how to compare and contrast the human and physical features of areas across the world.

| | | |
|-----|-----|-----|
| Aut | Spr | Sum |
| A/B | B | A/B |

HP.D - Know how to compare and contrast the physical features of areas across the world, exploring their impact on human activity.

| | | |
|-----|-----|-----|
| Aut | Spr | Sum |
| A/B | B | A/B |

HP.D - Know how to describe how the physical features of a country affect human activity.

| | | |
|-----|-----|-----|
| Aut | Spr | Sum |
| B | A/B | B |

HP.D - Know how human activity is affecting physical environments across the globe.

| | | |
|-----|-----|-----|
| Aut | Spr | Sum |
| B | A/B | B |

National Curriculum Objectives: KS1

| | | |
|----------|-----------------------------------|--|
| a | Locational Knowledge | |
| | 1 | Name and locate the world's seven continents and five oceans. |
| | 2 | Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas |
| b | Place Knowledge | |
| | 1 | 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. |
| c | Human and Physical Geography | |
| | 1 | 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. |
| | 2 | Use basic geographical vocabulary to refer to: |
| | i. | key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. |
| | ii. | key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. |
| d | Geographical Skills and Fieldwork | |
| | 1 | 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. |
| | 2 | 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. |
| | 3 | 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. |
| | 4 | 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. |

National Curriculum Objectives: KS2

| | | |
|----------|-----------------------------------|---|
| a | Locational Knowledge | |
| | 1 | 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. |
| | 2 | 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. |
| | 3 | 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). |
| b | Place Knowledge | |
| | 1 | 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. |
| c | Human and Physical Geography | |
| | 1 | Describe and understand key aspects of: |
| | i. | physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle |
| | ii. | 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 |
| d | Geographical Skills and Fieldwork | |
| | 1 | Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. |
| | 2 | 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. |
| | 3 | 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. |