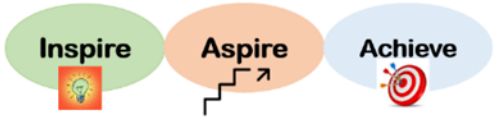
Hannah Ball Academy



Geography Curriculum Statement

Intent

At Hannah Ball Academy, our Geography curriculum is designed to inspire pupils' curiosity and fascination about the world and its diverse peoples, equipping them with knowledge and skills that will stay with them for life. We aim to develop pupils' understanding of the natural and human aspects of the world, fostering an awareness of the interconnectedness of places, people, resources, and environments at multiple scales.

Our curriculum ensures pupils develop substantive geographical knowledge—such as the location and characteristics of significant places and environments—and disciplinary knowledge, which includes understanding how geographical knowledge is constructed and applied through enquiry and investigation. This dual focus helps pupils deepen their understanding of the interaction between physical and human processes, and how these shape landscapes and environments over time.

Geography at Hannah Ball supports pupils' spiritual, moral, social, and cultural development by encouraging them to think critically about global issues and their role as responsible citizens. Through progressively sequenced learning, pupils build a strong foundation of geographical knowledge and skills, preparing them for further education and lifelong learning.

Implementation

Geography is taught in thoughtfully planned blocks throughout the year, enabling pupils to immerse themselves fully in each topic. The curriculum is carefully mapped across key stages to ensure knowledge and skills build progressively and coherently, aligned with the National Curriculum's subject content and attainment targets for Key Stages 1, 2, and 3.

At the start of each unit, pupils' prior knowledge is assessed using the KWL strategy (What I Know, What I Want to Know, What I Have Learned), ensuring teaching is responsive to pupils' starting points and interests, and promoting pupil voice.

Learning activities are designed to provide appropriate challenges for all pupils, fostering independence, resilience, and confidence in line with our inclusive ethos. Vocabulary mats and classroom displays support the development of subject-specific language and reinforce key knowledge visually.

Teachers use progressive questioning techniques to develop higher-order thinking skills, encouraging pupils to analyse, evaluate, and apply their geographical understanding critically. Fieldwork and practical inquiry are integral to the curriculum, enabling pupils to collect, analyse, and communicate geographical data using a range of methods, including maps, graphs, and digital technologies such as GIS.

Key Stage 1 Geography National Curriculum Content

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

Key Stage 2 National Geography Content

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
- 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.

GEOGRAPHY – Knowledge and Understanding Progression

	End KS1 Expectations	End of LKS2 Expectations	End of UKS2 Expectations
Location – UK 	Name and locate the four countries of the UK on a map or globe	Name and locate vegetation belts across the UK and explain how some of these have changed over time.	Name and locate counties and cities of the UK identifying and describing the physical characteristics. Describe in detail the human characteristics of some of the largest cities in the UK taking into account population, economic activity and transport systems.
Location – World 	Find and name some continents on a world map. Name and locate the world's continents and oceans on a map or globe.	Make comparison of the same geographical features in different countries including hills, mountains, coasts and rivers. Focus on North America. Locate the countries of Europe (including Russia).	Describe the environmental regions, key human and physical characteristics, countries and major cities of Europe and South America.
Positioning 	Locate hot and cold areas of the world. Locate the equator and North and South pole.	Name and locate the countries of Europe and identify their main physical and human characteristics	Locate and explain the significance of latitude and longitude and Prime/Greenwich Meridian. Locate and explain the significance of the equator, Northern hemisphere, southern hemisphere, tropics of Cancer and Capricorn to a range of countries in the world.
Place 	Describe and compare the physical similarities /difference between an area of the UK and one of a contrasting non-European country.	Compare and contrast human and physical geography in two different locations (UK compared with North America). Compare and contrast how areas of the world have capitalised on their human and physical features. (Distribution of natural resources including energy, food, minerals and water)	Recognise and describe the human and physical features of places and appreciate the importance of wider geographical location in understanding places. Describe how physical and human processes can lead to differences and similarities in the environments of places and in the lives of people who live there.
Human and Physical 	Use the correct terms for simple Geographical features in the environment. (All terms) Describe and compare human and physical features seen in their local environment and other places in the world. (e.g. beach, cliff, coast, city, town and factory)	Describe how physical activity has impacted and or changed the physical and human characteristics of a place in the world e.g. volcanoes and earthquakes.	Describe how human activity has impacted and or changed the physical and human characteristics of a place in the world. Explain how extreme climate affects the lives of people living there and the human and physical geography. Explain how biomes and vegetation belts affect the physical and human features of a place in the world.
	Describe how a physical or human process has changed an aspect of an environment.		Explain how the physical process of erosion, transportation and deposition affect the environment.

			(Rivers/coasts/water cycle) Describe and explain how physical processes have changed the characteristics have changed the landscape of a country or continent. (tectonic activity)
Weather 	Name the four seasons and describe typical weather conditions Locate hot and cold areas of the world in relation to the equator and the North and South poles and explain how the weather affects these areas.	Sequence and explain the features of a physical weather process such as the water cycle. Describe and explain how the climate of a country or continent is linked to the distribution of nature and tourism.	Describe how weather and climate affects land use and food production.

Progression of Geographical skills and fieldwork

	End of KS1 Expectations	End LKS2 Expectations	End of UKS2 Expectations
Map Skills 	Draw a simple picture/map labelling particular features. Draw simple maps or plans using symbols for a key.	Draw sketch maps or plans using agreed symbols. Draw sketch maps and plans using standardised symbols and keys.	Produce accurately scaled maps.
	Locate UK countries on a map. Locate oceans and continents on a world map.	Locate geographical features on a map or atlas using symbols shown in the key.	Compare and contrast areas of the UK and the wider world by analysing the geographical features on a range of maps including digital/computer mapping.
	Use simple locational language including in front, behind, next to, describe the location of geographical features on a map and in fieldwork. Use all four compass directions to describe the location of geographical features and routes on a map.	Use the eight points of a compass to describe the location of a country or geographical feature.	Use four and six figure grid references to locate features on an ordinance survey or world map.
Fieldwork 	Name, describe and group features of the home or school environment from first hand observations. Respond to simple questions. Name, describe and compare human and physical features of their own locality and another named place, asking and responding to questions.	To observe, record and explain physical and human features of the environment beyond their school	Choose the best method for recording observations and measurements including sketch maps, plans graphs and digital technologies.
Research, data and prospective 	Recognise simple human and physical features on an aerial photograph or simple map showing an awareness that objects look different from above. Identify and describe geographical human and physical features using an aerial photograph and plan prospective.	Compare and contrast aerial photographs and plan perspectives to explain their similarities and differences.	Suggest where in the world an aerial photograph or satellite image shows, explaining reasons for their suggestions. Explain what physical and human processes may have occurred in a place by studying an aerial image of it.

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Inspire Aspire Achieve

Progression in Knowledge and Understanding Geography KS1			
National Curriculum Statements	**Working Towards Expected Standard**	**Working at Expected Standard**	**Working at Greater Depth**
Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.	Can use an atlas to name and locate on a map the four countries and capital cities of the United Kingdom (e.g. using information about food from different countries of the UK, locate them on a UK map. Prepare a 'Great British Picnic' using these foods).	Can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas on a map (e.g. using information about food from different parts of the UK, create a map showing where regional foods come from. Prepare a 'Great British Picnic' using these foods).	Can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas on a range of maps (e.g. research food that originates from different parts of the UK and create a map showing where regional foods come from, design a menu for a 'Great British Picnic' using these foods).
Develop knowledge of the human and physical geography of a small area of the United Kingdom.	Know about the local area and name key landmarks, such as the nearest local green space. From a vocabulary list of features of the local area, identify which are human or physical and describe these features.	Know about the local area, and name and locate key landmarks. Create a vocabulary list of the human and physical features of the local area and describe these features and locate them on a map using images or drawings.	Know the local area and its physical and human geography (e.g. investigate how other people view the local area, such as through tourism websites), and create a vocabulary list of the human and physical features of the local area and how people can use and change these, and describe these features and locate them on a map using images or drawings.
Name and locate the world's seven continents and five oceans.	Can recognise and name some continents and oceans on a globe or atlas (e.g. use the name of a continent when describing the location of the habitat of a significant animal).	Can name and locate the seven continents and five oceans on a globe or atlas (e.g. use some specific place knowledge of continents to describe the location of the habitat of a significant animal).	Know the relative locations of the continents and oceans to the equator and north and south poles (e.g. use specific place knowledge to describe the location of the habitat of a significant animal in relation to the poles and equator).
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.	Can talk about the day-to-day weather and some of the features of the seasons in their locality. Can show awareness that the weather may vary in different parts of the UK and in different parts of the world (e.g. prepare some questions about the weather to ask a person who lives in one of the capital cities of the UK, ask a peer who has looked at a webcam or a weather forecast to answer these questions, and make a simple comparison with the weather in your area).	Can identify seasonal and daily weather patterns in the United Kingdom. Can describe which continents have significant hot or cold areas and relate these to the poles and equator (e.g. prepare some questions about the weather to ask a person who lives in one of the capital cities of the UK, use a webcam or a weather forecast to answer these questions, and make comparisons with the weather in your area.)	Can talk confidently about how seasons change throughout the year and characteristic weather associated with those seasons. Can describe the pattern of hot or cold areas of the world and relate these to the position of the equator and the poles (e.g. imagine you live in one of the capital cities of the UK, use a webcam or a weather forecast for that place to observe today's weather in order to answer questions from peers about the weather in a role play activity, and include comparisons to the weather in your area in the role play).
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.	Can talk about a natural environment, naming its features using some key vocabulary (e.g. make a place in a box that shows the habitat of an animal).	Can recognise a natural environment and describe it using key vocabulary (e.g. make a place in a box that shows the habitat of an animal, with several aspects of the environment labelled including the landscape, food and weather).	Can recognise different natural environments and describe them using a range of key vocabulary (e.g. make a place in a box that shows the habitat of an animal and demonstrate creativity and initiative. It should label aspects of the environment including the landscape, food, weather and impact of people).

Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.	Can talk about a human environment, such as the local area or a UK city, naming some features using some key vocabulary (e.g. from a number of world cities from different continents, identify key features of a city from images or a video using a geography bingo card).	Can identify a range of human environments, such as the local area and contrasting settlements, and describe them and some of the activities that occur there using key vocabulary (e.g. from a number of world cities from different continents, identify key features of a city from images or a video using a geography bingo card, and using two of the cities, draw two differences and two similarities to the area in which they live).	Can identify different human environments, such as the local area and contrasting settlements such as a village and a city. Can describe their features and some activities that occur there using a range of key vocabulary (e.g. from a number of world cities from different continents, identify key features of a city from images or a video, identifying two differences and two similarities to the area in which they live, and talk with confidence about which city they would prefer to live in and why).
Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom.	Can make observations about, and describe, the local area and the nearest local green space (e.g. make the first page of a 'World Wonders' book with some reasons why their local area is wonderful, drawing on ideas from the rest of the class, and using different colours to identify its physical and human characteristics).	Can make observations about, and describe, the local area and its physical and human geography (e.g. make the first page of a 'World Wonders' book with reasons why their local area is wonderful, using different colours to identify its physical and human characteristics).	Can make observations about, and describe, the local area and its physical and human geography, and suggest how they are connected (e.g. make the first page of a 'World Wonders' book with reasons why their local area is wonderful, using different colours to identify its physical and human characteristics, and drawing this together by annotating an image or map of the local area).
Understand geographical similarities and differences through studying the human and physical geography of a small area of a contrasting non-European country.	Can describe an aspect of the physical and human geography of a distant place. Can show awareness of their locality and identify one or two ways it is different and similar to the distant place (e.g. complete a travel document to visit a place they have studied; be supported in a role play to explain why they wish to visit this place).	Can describe the physical and human geography of a distant place. Can describe their locality and how it is different and similar to the distant place (e.g. complete a travel document to visit a place they have studied; work with a peer in a role play to explain why they wish to visit this place, mentioning its physical and human characteristics).	Can confidently describe the physical and human geography of a distant place. Can confidently describe their locality and how it is different and similar to the distant place, and suggest why this may be so (e.g. complete a travel document, and act as a travel agent in a role play, explaining confidently why people may wish to visit a range of places, including an understanding of the physical and human characteristics of the places).

Geographical Progression of Skills and Fieldwork KS1

National Curriculum Statements	Working Towards Expected Standard	Working at Expected Standard	Working at Greater Depth
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.	Can use a world map, atlas or globe to recognise and name some continents and oceans. Can use a UK wall map or atlas to locate and identify the four countries and capital cities of the United Kingdom (e.g. locate the continents where different animals live on a world map, in an atlas or on the wall).	Can use a world map, atlas or globe to name and locate the seven continents and five oceans. Can use a UK wall map or atlas to locate and identify the four countries and capital cities of the United Kingdom and its surrounding seas (e.g. locate the continents where different animals live on a blank base map of the world using an atlas).	Can use a world map, atlas or globe to locate the continents and oceans relative to the equator and north and south poles. Can use a range of maps and satellite images to locate and identify the four countries and capital cities of the United Kingdom and its surrounding seas (e.g. locate with confidence the continents where different animals live on a base map of the world using an atlas and describe their location).
Use simple compass directions (north, south, east and west) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map.	Can locate places on a map of the local area using locational and directional language (e.g. after a walk to a nearby green space, describe the route taken on a simple base map using everyday directions and locational language prompted by their journey stick).	Can describe a journey on a map of the local area using simple compass directions and locational and directional language (e.g. after a walk to a nearby green space, describe the route taken on a large-scale map using compass directions and locational language prompted by their journey stick).	Can describe a journey on a map of the local area locating features and landmarks seen on the journey (e.g. after a walk to a nearby green space, describe with confidence the route taken on a large-scale OS map using compass directions and locational language prompted by their journey stick).
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.	Can use aerial photos to identify features of a locality. Can draw a simple map (e.g. create models of landmarks seen on a local walk, and order the landmarks as they were seen on the journey).	Can use aerial photos to identify physical and human features of a locality. Can draw a simple map with a basic key of places showing landmarks (e.g. create models of landmarks seen on a local walk, order the landmarks and correctly locate them on a large-scale map on the classroom or hall floor).	Can use aerial photos to identify a range of physical and human features of a locality. Can draw a map with a key of places showing landmarks (e.g. create symbols for landmarks seen on a local walk, correctly locate them on a map and construct 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.	Can assist in keeping a weekly weather chart based on first-hand observations using picture symbols. Can locate some features of the school grounds on a base map (e.g. go into the playground to observe the weather and record this with drawings).	Can keep a weekly weather chart based on first-hand observations using picture symbols, and present this data. Can locate features of the school grounds on a base map (e.g. go into the playground to observe the weather and record this, building up a table of information to be discussed and described).	Can keep a weekly weather chart based on first-hand observations using picture symbols, and talk about this data and identify patterns. Can accurately locate features of the school grounds on a base map (e.g. independently take a set of weather measurements using equipment such as a thermometer and homemade rain gauge, and record them).

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Progression in Knowledge and Understanding Geography Lower KS2			
National Curriculum Statements	**Working Towards Expected Standard**	**Working at Expected Standard**	**Working at Greater Depth**
Name and locate counties, cities and geographical regions of the United Kingdom and recognise their identifying human and physical characteristics.	Can describe where the UK is located, and name and locate its four countries and some counties; locate where they live in the UK.	Name and locate counties, cities and geographical regions of the United Kingdom and recognise their identifying human and physical characteristics.	. Can describe where the UK is located, and name and locate its four countries and some counties; locate where they live in the UK.
Locate the world's countries, focusing on Europe and North and South America.	Can locate countries in Europe and North and South America on a map or atlas. Can describe some European and North and South American cities using an atlas (e.g. using the words of the song 'Route 66', locate the places mentioned on a map of the USA to show a route across the USA).	Can locate some countries in Europe and North and South America on a map or atlas. Can relate continent, country, state and city, and identify states in North America using a map (e.g. using the words of the song 'Route 66', locate the places mentioned on a map of the USA to show a route across the USA, and describe the route).	Can locate most countries in Europe and North and South America using an atlas. Can identify states in the USA using a map, and explain and illustrate continent, country, state and city with examples (e.g. using the words of the song 'Route 66', locate the places mentioned on a map of the USA to show a route across the USA, describe the route and what you would expect to see on the way).
Describe and understand key aspects of physical geography including climate zones, biomes and vegetation belts.	Can describe the pattern of hot or cold areas of the world and relate this to the position of the equator and the poles (e.g. prepare a report, using a map and photographs, about an animal they have chosen; this should contain details of the animal, where it lives in terms of climate and what it eats).	Can indicate tropical, temperate and polar climate zones on a globe or map and describe the characteristics of these zones using appropriate vocabulary (e.g. prepare a report, using maps and photographs, about an animal they have chosen; this should contain details of the animal, where it lives in terms of climate and biome, and what it eats).	Can indicate tropical, temperate and polar climate zones on a globe or map and describe the characteristics of these zones using appropriate vocabulary. Can understand the relationship between climate and vegetation (e.g. independently prepare a report, using maps and photographs, about an animal they have chosen; this should contain details of the animal, where it lives in relation to climate and biome, and how it is suited to the environment).
Describe and understand key aspects of physical geography including earthquakes and volcanoes, rivers, mountains and the water cycle.	Can recognise different natural features such as a mountain and river and describe them using a range of key vocabulary. Can describe the water cycle using simple vocabulary, and name some of the processes associated with rivers and mountains (e.g. with support, make a working model of a volcano, label it with the features of a volcano and describe an eruption).	Can use simple geographical vocabulary to describe significant physical features and talk about how they change. Can describe a river and mountain environment in the UK, using appropriate geographical vocabulary. Can describe the water cycle in sequence, using appropriate vocabulary, and name some of the processes associated with rivers and mountains (e.g. make a working model of a volcano, label it with the features of a volcano and explain what happens when it erupts).	Can describe several physical features and describe how they change. Can describe and name the key landscape features of river and mountain environments in the UK. Can explain the water cycle in appropriate geographical language. Can describe some of the processes associated with rivers and mountains (e.g. independently make a working model of a volcano, label it with the features of a volcano and describe how, and offer reasons why, it erupts, and relate this to one or more examples of volcanoes around the world).
Describe and understand key aspects of human geography,	Can identify and sequence different human environments, such as the local area and contrasting settlements such as a village or a city.	Can identify and sequence a range of settlement sizes from a village to a city. Can describe the characteristics of settlements with	Can describe the distinctive characteristics of settlements with different functions and of different sizes, e.g. coastal towns.

including types of settlement and land use.	Can recognise features and some activities that occur in different settlements using a range of key vocabulary. Can recognise the main land uses within urban areas and the key characteristics of rural areas (e.g. with support, using Google Earth, atlases and images, research some major cities in North and South America and identify how they are different).	different functions, e.g. coastal towns. Can use appropriate vocabulary to describe the main land uses within urban areas and identify the key characteristics of rural areas (e.g. using Google Earth, atlases and images, research several major cities in North and South America and identify how they are different and similar).	Can describe the main land uses within urban areas and the activities that take place there. Can describe the key characteristics of rural areas (e.g. using Google Earth, atlases and images, independently research several major cities in North and South America and suggest reasons why they are different and similar).
Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.	Can understand the basic physical and human geography of the UK and its contrasting human and physical environments. Can recognise that some regions are different from others (e.g. research a coastal locality and make a travel agent style presentation to a group of people to promote the human and physical characteristics of the area).	Can understand the physical and human geography of the UK and its contrasting human and physical environments. Can explain why some regions are different from others (e.g. research a coastal locality and make a travel agent style presentation to a group of people to promote the human and physical characteristics of the area and how they combine to form a unique environment).	. Can have a good understanding of the physical and human geography of the UK and its contrasting human and physical environments. Can explain why some regions are different from others and give reasons why some are similar (e.g. research a coastal locality and make a travel agent style presentation to a group of people to promote the human and physical characteristics of the area and how they combine to form a unique environment compared to other areas).
Understand geographical similarities and differences through the study of human and physical geography of a region in a European country and a region within North or South America.	Can recognise that there are physical and human differences within countries and continents. Can show awareness of the physical and human characteristics of a European region and a region in North or South America (e.g. using photos, information sheets and Google Earth, record information about one city in North America and one in South America; compare these cities, identifying one difference and one similarity).	Can describe and compare similarities and differences between some regions in Europe and North or South America. Can understand how the human and physical characteristics of one region in Europe and North or South America are connected and make it special (e.g. using photos, information sheets and Google Earth, record information about one city in North America and one in South America and their surrounding areas; compare these cities, drawing out human and physical characteristics; identify differences and similarities).	Can offer explanations for the similarities and differences between some regions in Europe and North or South America. Can describe and compare the physical and human characteristics of some regions in North or South America. Can understand how the human and physical characteristics are connected for more than one region in Europe and North or South America (e.g. using photos, information sheets and Google Earth, record information about several cities in North America and South America and their surrounding areas; select two cities and their surrounding areas to compare, drawing out human and physical characteristics, differences and similarities).

Geographical Progression of Skills and Fieldwork Lower KS2

National Curriculum Statements	Working Towards Expected Standard	Working at Expected Standard	Working at Greater Depth
Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	Can use a map to identify countries in Europe and/or North and South America. Can use an atlas to describe where the UK is located, and name and locate its four countries and some counties; locate where they live in the UK. Can use an atlas to locate where they live in the UK and the UK's major urban areas (e.g. use an atlas to locate places in an atlas using the contents page).	Can use a map or atlas to locate some countries and cities in Europe or North and South America. Can use a map to locate some states of the USA. Can use an atlas to locate the UK and locate some major urban areas; locate where they live in the UK. (E.g. Use an atlas to locate places using latitude and longitude and be able to describe the location of the place using a nested hierarchy.)	Can use an atlas to locate many countries, cities and key features in Europe or North and South America. Can use a map to locate the states of the USA. Can use an atlas to name and locate a range of cities and counties in the UK (e.g. use an atlas with confidence to locate places using latitude and longitude; be able to describe the location of the place using a nested hierarchy and describe where the place is in relation to others).
Use symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.	Can use a simple letter and number grid. Can give direction instructions up to four compass points. Can use large-scale maps outside (e.g. follow a local river downstream on an OS map and identify some features of the river).	Can use four-figure grid references. Can give direction instructions up to eight compass points. Can adeptly use large-scale maps outside (e.g. follow a local river downstream on an OS map, identify human and physical features along the river's course and record these with grid references).	Know that six-figure grid references can help them find a place more accurately than four-figure grid references. Can use the scale bar or 1 km grid to estimate distance. Can recognise patterns on maps and begin to explain what they show (e.g. independently follow a stretch of river downstream on an OS map and identify human and physical features along the river's course and record these with grid references; write a description of the river's course using this information).
Use a range of methods including sketch maps, plans and graphs, and digital technologies.	Can make a simple sketch map. Can present information gathered in fieldwork using a simple graph. Can use digital maps to identify familiar places (e.g. using Google Earth, identify states and cities of the USA and locate them on a map).	. Can make a map of a short route with features in the correct order and in the correct places. Can make a simple scale plan of a room. Can present information gathered in fieldwork using simple graphs. Can use the zoom function of a digital map to locate places (e.g. using Google Earth – starting at Denver, Colorado, near to the centre of the USA – zoom out to identify states and cities of the USA and locate them on a map).	Can make a detailed map of a short route with features in the correct order and in the correct places. Can make a scale plan of a room with objects in the room. Can present information gathered in fieldwork using a range of graphs. Can use the zoom function to explore places at different scales and add annotations (e.g. using Google Earth independently – starting at Denver, Colorado, near to the centre of the USA – zoom out to identify states, cities and physical features of the USA; locate them on a map).
Use fieldwork to observe, measure, record and present the human and physical features in the local area.	Can, in a group, carry out fieldwork in the local area using appropriate techniques suggested (e.g. participate with a group to create a river in the playground using natural materials – using a watering can to form the river, observe and record what happens to the water over different materials; take photographs and label with key river features).	Can, in a group, carry out fieldwork in the local area selecting appropriate techniques (e.g. create a river in the playground using natural materials – using a watering can to form the river, observe and record what happens to the water over different materials; take photographs and label with key river features and processes).	Can plan a fieldwork investigation in the local area selecting appropriate techniques (e.g. take a lead in planning and creating a river in the playground and select a range of natural materials to use – using a watering can to form the river, observe and record what happens to the water over different materials; take photographs and annotate with key river features and processes).

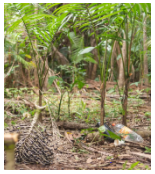
Progression in Knowledge and Understanding Geography Upper KS2			
National Curriculum Statements	**Working Towards Expected Standard**	**Working at Expected Standard**	**Working at Greater Depth**
Identify the geographical regions and key topographical features of the United Kingdom (including hills, mountains, coasts and rivers), and land-use patterns; understand how some of these aspects have changed over time.	Can locate and describe some physical environments in the UK, e.g. coastal environments, the UK's significant rivers and mountains. Can locate the UK's regions and major cities (e.g. use a blank map to create a 'Highest, longest, biggest' challenge – locate the longest river and highest point of each country of the UK).	Can locate and describe several physical environments in the UK, e.g. coastal and mountain environments, and how they change. Can locate the UK's major urban areas, knowing some of their distinct characteristics and how some of these have changed over time. Can recognise broad land-use patterns of the UK (e.g. use a blank map to create a 'Highest, longest, biggest' challenge – locate the longest river and highest point of each country of the UK, as well as their own categories such as waterfall, lake or city population).	Can locate and describe a range of contrasting physical environments in the UK, e.g. coastal, river, hill and mountain environments, and how they change. Can locate, with accuracy, the UK's major urban areas, knowing their distinct characteristics and how they have changed over time. Can identify broad land-use patterns of the UK (e.g. create a 'Top Trumps' game for other groups in the class for rivers, mountains in the UK, as well as their own categories such as waterfall, lake or city population).
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.	The pupil can locate some major cities and countries of Europe and North and South America on physical and political maps. The pupil can describe some key physical and human characteristics of Europe and North and South America. (E.g. Use physical and political maps of Europe to create a junk model of the Alps. Label the key countries, cities and mountains.)	The pupil can locate cities, countries and regions of Europe and North and South America on physical and political maps. The pupil can describe key physical and human characteristics and environmental regions of Europe and North and South America. (E.g. Use physical and political maps of Europe to create a junk model of the Alps. Draw the borders of the countries, and label main cities and mountains.)	. The pupil can locate places and regions of Europe and North and South America, and can identify the distinct characteristics of some regions. The pupil can describe, compare and contrast key physical and human characteristics, and environmental regions of Europe and North and South America. (E.g. Independently use physical and political maps of Europe to create a junk model of the Alps. Draw the borders of the countries, and label main cities and mountains. Add annotations to identify the main physical, human and cultural characteristics of the region of the Alps.)
Identify the position and significance of latitude, longitude, the equator, the northern hemisphere, the southern hemisphere, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles, the Prime/Greenwich Meridian and time zones (including day and night).	Can locate places studied in relation to the equator, the Tropics of Cancer and Capricorn, and their latitude and longitude (e.g. produce a world fruit map based around a world map locating the origin of some fruits and relate this to latitude, longitude, the equator, the Tropics of Cancer and Capricorn, and climate).	Can locate places studied in relation to the equator, the Tropics of Cancer and Capricorn, latitude and longitude, and relate this to their time zone, climate, seasons and vegetation (e.g. produce a world fruit map based around a world map locating the origin of several fruits and relate this to latitude, longitude, the equator, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles and climate zone).	Can locate places studied in relation to the equator, latitude and longitude, and relate this to their time zone, climate, seasons and vegetation (e.g. produce a world fruit map based around a world map locating the origin of several fruits and relate this to latitude, longitude, the equator, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles and climate zone; consider how these fruits could be grown nearer to home).

Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts.	Can understand that climate and vegetation are connected in an example of a biome, such as the tropical rainforest. Can understand that animals and plants are adapted to the climate. Can understand our food is grown in many different countries because of their climate (e.g. create a fruit map poster based around a world map using several fruits and labelling their countries of origin).	Can understand how climate and vegetation are connected in biomes, e.g. the tropical rainforest and the desert. Can describe what the climate of a region is like and how plants and animals are adapted to it. Can understand how food production is influenced by climate (e.g. produce a world fruit map showing where the fruit we eat is grown and the key aspects of the climate in these locations).	. Can understand how climate and vegetation are connected in a range of biomes, such as the tropical rainforest, a hot desert, or the Arctic. Can explain climate patterns of a region, describe the characteristics of a biome, what its climate is like and how plants and animals are adapted to it. Can relate climate to food production (e.g. produce a world fruit map based around a world map using several fruits and identifying the climate zones where they grow).
Describe and understand key aspects of physical geography, including rivers, mountains, volcanoes and earthquakes, and the water cycle.	Can describe some key physical processes and the resulting landscape features, such as understanding the characteristics of a mountain region and how it was formed (e.g. make a clay model to show the formation of fold mountains of the Alps in Europe and talk about what it shows).	Can describe and understand a range of key physical processes and the resulting landscape features. Can understand how a mountain region was formed (e.g. make a clay model to show the formation of fold mountains of the Alps in Europe and annotate it with simple explanations of what it shows).	Can describe and understand some key physical processes and the resulting landscape features. Can understand how fold mountain regions are formed (e.g. make clay models at stages in the formation of fold mountains of the Alps in Europe and write a commentary to show how the mountains are formed).
Describe and understand key aspects of human geography including economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.	Know and understand what life is like in cities and in villages. Know the journey of how one product gets into their home in detail. Can describe some renewable and non-renewable energy sources. Can describe different types of industry currently in the local area. Know where some of our main natural resources come from (e.g. take part in a decision-making exercise selecting an energy source to generate power for nearby houses).	Know and understand what life is like in cities and in villages and in a range of settlement sizes. Can understand that products we use are imported as well as locally produced. Can explain how the types of industry in the area have changed over time. Can understand where our energy and natural resources come from (e.g. prepare a presentation for a decision-making exercise selecting an energy source to generate power for nearby houses).	Know and understand what life is like in cities and in villages and in a range of settlement sizes in different parts of the world. Can understand that our shopping choices have an effect on the lives of others. Can explain how, and offer reasons why, the types of industry in the area have changed over time. Understand where our energy and natural resources come from, and the impacts of their use (e.g. take a lead in a presentation in a decision-making exercise selecting an energy source to generate power for nearby houses).
Understand geographical similarities and differences and change through the study of human and physical geography of the United Kingdom.	Understand how a region has changed (e.g. produce a presentation showing how the site of the 2012 London Olympic and Paralympic Games has changed).	Understand how a region has changed and how it is different from another region of the UK (e.g. produce a presentation showing how the site of the 2012 London Olympic and Paralympic Games has changed, including the views of local people).	Understand how and why their region and other regions have changed, and how the regions of the UK are distinctive (e.g. produce a presentation showing how the site of the 2012 London Olympic and Paralympic Games has changed, including the views of local people and the future impact of the development of the Queen Elizabeth Park).
Understand geographical similarities and differences through the study of human and physical geography of the United Kingdom, a region in a European country and a region within North or South America.	Know and can share information about a European region and a region in North or South America, and understand that a region such as the Alps is unique (e.g. design an app/webpage/leaflet for tourists to the Alps selecting some information).	Know information about a region of Europe and North or South America, its physical environment and climate, and economic activity (e.g. design an app/webpage/leaflet for tourists to the Alps, selecting a range of information about the physical and human environment).	Can understand the importance of a region in Europe and in North or South America, its human and physical environment, and how they are connected (e.g. design an app/webpage/leaflet for tourists to the Alps, selecting a range of information about the physical and human environment; refine the item based on feedback).

Geographical Progression of Skills and Fieldwork Upper KS2

National Curriculum Statements	Working Towards Expected Standard	Working at Expected Standard	Working at Greater Depth
Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	Can use physical and political maps, atlases, and computer mapping to describe some key physical and human characteristics of Europe or North and South America. Can use globes and atlases to locate places studied in relation to the equator, the Tropics of Cancer and Capricorn, and their latitude and longitude (e.g. use physical and political maps to identify the Alps and the countries this region spreads across).	Can use physical and political maps to describe key physical and human characteristics of regions of Europe or North and South America. Can use globes and atlases to locate places studied in relation to the Equator, latitude and longitude and time zones. Can use thematic maps for specific purposes (e.g. use physical and political maps to identify the Alps, its countries, cities and topography).	Can use atlases to identify the distinct characteristics of some regions of Europe or North and South America. Can use globes and atlases to accurately locate places by their latitude and longitude (e.g. use physical and political maps to identify the Alps, its countries, cities and topography, and factors that make this region distinct).
Use the eight points of a compass, four/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.	Can use four-figure grid references. Can use OS map symbols and atlas symbols. Can use maps at different scales. Can recognise that contours show height (e.g. contribute to a class display of a large-scale OS map of the local area to label with photographs and information about a local issue).	Can use four-figure grid references and find six-figure grid references. Can describe height and slope from a map. Can read and compare map scales (e.g. use a large-scale OS map of the local area to annotate with photographs and information about a local issue).	Can use four/six-figure grid references with ease and accuracy. Can describe the shape of the land from contour patterns. Can work confidently with a range of maps from large-scale street maps to 1: 50,000 maps (e.g. use a large-scale OS map of the local area to annotate with photographs and information about a local issue linking these to a range of features on the map).
Use a range of methods including sketch maps, plans and graphs, and digital technologies.	Can make a sketch map with symbols. Can use digital maps to identify human and physical features. Can present information gathered in fieldwork using simple graphs (e.g. research into how the local area is changing, using a selection of digital sources).	Can make sketch maps of areas using symbols, a key and a scale. Can use digital maps to investigate features of an area. Can present information gathered in fieldwork using a range of graphs (e.g. research into how the local area is changing, using a range of digital sources including historical maps, images and newspapers).	Can use digital maps to research factual information about features. Can present information gathered in fieldwork using a range of graphs and other data presentation techniques (e.g. plan an investigation to find out how the local area is changing using a range of digital sources).
Use fieldwork to observe, measure, record and present the human and physical features in the local area.	Can carry out fieldwork in an urban area and/or a rural area using appropriate techniques	Can plan and carry out a fieldwork investigation in an urban area and/or a rural area using appropriate techniques	Can design, plan and carry out a fieldwork investigation in an urban area and/or a rural area using appropriate techniques

Hannah Ball Academy Geography Curriculum Coverage

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	What is it like here? 	Why is our world wonderful? 	Why are rainforests important? 	Are all settlements the same? 	Can I carry out an independent fieldwork enquiry? 	Can I carry out an independent fieldwork enquiry? 
Spring	What is the weather like in the UK? 	Would you prefer to live in a hot or cold country 	Where does food come from? 	Who lives in Antarctica? 	Would you like to live in a desert? 	Where does energy come from? 
Summer	What is it like to live in India? 	What is it like to live on the coast? 	What are rivers and why are they important? 	Why do people live near volcanoes? 	Why do oceans matter? 	Why does population change? 

Curriculum Overview – Coverage

	Autumn Term	Spring Term	Summer Term
Year 1	**What is it like here?**  ● Locating High Wycombe on an aerial photograph, ● Children recognise local features like Hannah Ball School, Totteridge Park, The Rye. ● They create maps using classroom objects before drawing simple maps of the school grounds. ● Pupils use maps to follow simple routes around the school grounds and carry out an enquiry about how to improve their playground.	**What is the weather like in the UK?**  ● Studying the countries and cities that make up the UK, ● Children discuss the four seasons and their associated weather. ● They consider how we change our behaviour in response to different weather and keep a weather diary or record. ● Finally, children investigate the UK's hot and cold places using weather maps with a simple key.	**What is it like to live in India?**  ● Give examples of human and physical features. ● Identify features they see on a walk. ● Explain the location of features using some directional language. ● Use an aerial photograph to locate physical and human features. ● Draw simple pictures or symbols on a sketch map. ● Draw compass points. ● Name the continent they live in. ● Use an atlas to locate the UK and India on a world map.

Year 2	**Why is our world wonderful?**  ● Identify and locate characteristics of the UK on a map. ● Identify human and physical features. Locate human and physical features on a world map. ● Explain the difference between oceans and seas. ● Name and locate the five oceans on a world map. ● Use an aerial photograph to draw a simple sketch map. ● Collect data by sketching findings on a map and completing a tally chart. ● Present their findings in a bar chart	**Would you prefer to live in a hot or cold country?**  ● Name and locate the seven continents on a world map. ● Locate the North and the South Poles on a world map. ● Locate the Equator on a world map. ● Describe some similarities and differences between the UK and Kenya. ● Investigate the weather, writing about it using key vocabulary and explaining whether they live in a hot or cold place. ● Recognise the features of hot and cold places.	**What is it like to live by the coast?**  ● Name and locate the seas and oceans surrounding the UK in an atlas. ● Label these on a map of the UK. ● Describe the location of the seas and oceans surrounding the UK using compass points. ● Define what the coast is. ● Locate coasts in the UK. ● Name some of the physical features of coasts. ● Explain the location of UK coasts using the four compass direction
	Why are rainforests important?	**Where does food come from?**	

Year 3	 • Describe a biome and give an example. • State the location and some key features of the Amazon rainforest. • Name and describe the four layers of tropical rainforests. • Understand that trees and plants adapt to living in the rainforest and give an example. • Define the word indigenous and give an example of how indigenous peoples use the Amazon's resources. • Name one way in which the Amazon is changing. • Articulate why the Amazon rainforest is important. • Give an example of how humans are having a negative impact on the Amazon and an action that can be taken to help. • Use a variety of data collection methods with support. • Summarise how the local woodland is used and suggest changes to improve the area.	 • Identify that different foods grow in different biomes and say why. • Explain which food has the most significant negative impact on the environment. • Consider a change people can make to reduce the negative impact of food production. • Describe the intentions around trading responsibly. • Explain that food imports can be both helpful and harmful. • Describe the journey of a cocoa bean. • Locate countries on a blank world map using an atlas. • Use a scale bar correctly to measure approximate distances. • Collect data through an interview process. • Analyse interview responses to answer an enquiry question. • Discuss any trends in data collected.	**What are rivers and why are they important?**  • Identify water stores and processes in the water cycle. • Describe the three courses of a river. • Name the physical features of a river. • Name some major rivers and their location. • Describe different ways a river is used. • List some of the problems around rivers. • Describe human and physical features around a river. • Identify the location of a river on an OS map. • Make a judgement on the environmental quality in a river environment. • Make suggestions on how a river environment could be improved.
	Are all settlements the same?	**Who lives in the Antarctica?**	**Why do people live near Volcanoes?**

Year 4	 • Locate some cities in the UK. • Describe the difference between villages, towns and cities. • Identify features on an OS map using the legend. • Describe the different types of land use. • Follow a route on an OS map. • Discuss reasons for the location of human and physical features. • Locate some geographical regions in the UK. • Identify and begin to offer explanations about changes to features in the local area. • Describe the location of the USA. • Identify some human and physical features in New Delhi. • State some similarities and differences between land use and features in the USA and the local area.	 • Describe what lines of latitude and longitude are, giving an example. • Understand that the Northern and Southern Hemispheres experience seasons at different times. • Define what climate zones are. • Understand Antarctica has a polar climate made up of ice sheets, snow and mountains. • Describe Antarctica's location in the far south of the globe. • State that tourism and research are the two main reasons people visit Antarctica. • Describe equipment researchers might use and clothes they wear. • List some of the research carried out in Antarctica. • State the outcome of Shackleton's expedition. • Successfully plot four-figure grid references at the point where the vertical and horizontal line meet. • Describe a similarity and difference between life in the UK and life in Antarctica. • Confidently use the zoom function on a digital map. • Begin to recall the eight points of a compass, following at least four of them.	• Name all four layers of the Earth in the correct order, stating one fact about each layer. • Explain one or more ways a mountain can be formed. • Give a correct example of a mountain range and its continent. • Describe a tectonic plate and know that mountains occur along plate boundaries. • Correctly label the features of shield and composite volcanoes and explain how they form. • Name three ways in which volcanoes can be classified. • Describe how volcanoes form at tectonic plate boundaries. • Explain a mix of negative and positive consequences of living near a volcano. • State whether they would or would not want to live near a volcano. • State that an earthquake is caused when two plate boundaries move and shake the ground. • Explain that earthquakes happen along plate boundaries.
	<u>Can I carry out an independent fieldwork enquiry?</u> 	**<u>Would you like to live in a desert?</u>**	**<u>Why do oceans matter?</u>** 

Year 5	• Give examples of issues in the local area. • Identify questions to be asked to find the relevant data. • Justify which data collection method is most suitable. • Design an accurate data collection template. • Identify areas along a route that are best for data collection. • Discuss how to mediate potential risks. • Collect data at points located on an OS map. • Manage risks during a fieldwork trip. • Identify any outcomes from data collected. • Map data digitally. • Describe the enquiry process.	 • Identify the lines of latitude where hot desert biomes are located. • Describe the characteristics of a hot desert biome. • Locate the largest deserts in each continent. • Describe ways the Sahara Desert in Egypt is used. • Name and describe the physical features found in a desert. • Identify how humans use the desert. • Explain how human activity may contribute to the changing climate and landscape of a desert. • Recognise that the Sahara Desert has a different time zone to the UK. • Describe some of the threats to deserts. • Give the benefits and drawbacks of living in a desert environment. • Identify characteristics of two contrasting biomes and compare land use. • Discussing if a desert environment is hospitable and why.	• Describe the water cycle. • Describe how the ocean is used for human activity. • Explain how the ocean helps to regulate the Earth's climate and temperature. • Identify the Great Barrier Reef as part of Australia. • Describe the benefits of the Great Barrier reef. • Describe how humans impact the oceans and the consequences of this. • Explain some actions that can be taken to help support healthy oceans. • Explain which data collection method would be best for marine fieldwork and why. • Collect data using a tally chart, photographs and a sketch map. • Safely navigate the fieldwork environment. • Make suggestions for how to improve a marine environment. • Present data using a tally chart and pie chart.
	• **<u>Can I carry out an independent fieldwork enquiry?</u>** 	**<u>Where does energy come from?</u>** 	**<u>Why does population change?</u>** 

Year 6	• Give examples of issues in the local area. • Identify questions to be asked to find the relevant data. • Justify which data collection method is most suitable. • Design an accurate data collection template. • Identify areas along a route that are best for data collection. • Discuss how to mediate potential risks. • Collect data at points located on an OS map. • Manage risks during a fieldwork trip. • Identify any outcomes from data collected. • Map data digitally. • Describe the enquiry process.	• Describe the significance of energy. • Give examples of sources of energy and their trading routes. • Define renewable and non-renewable energy. • Discuss the benefits and drawbacks of different energy sources. • Describe the significance of the Prime Meridian. • Identify human features on a digital map. • Discuss how transport links have changed over time. • Locate UK cities on a map. • Use six-figure grid references to identify features on an OS map. • Consider and justify the location of energy sources. • Design and use interview questions. • Plot points on a sketch map.	• Identify the most densely and sparsely populated areas. • Describe the increase in global population over time. • Begin to describe what might influence the environments people live in. • Define birth and death rates, suggesting what may influence them. • Define migration, discussing push and pull factors. • Explain why some people have no choice but to leave their homes. • Describe the causes of climate change, explaining its impact on the global population. • Suggest an action they can take to fight climate change. • Calculate the length of a route to scale. • Follow a selected route on an OS map. • Use a variety of data collection methods, including using a Likert scale. • Collect information from a member of the public. • Create a digital map to plot and compare data collected from two locations.