

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Vocabulary	inside, outside, map, school, house, school, village, weather	village, town, city, country, island, map, globe, key, compass, aerial, landmark, physical, human, settlement, factory, farm, house, office, shop, hill, mountain, valley, sea, ocean, river, season and weather	port, harbour, coast, beach, cliff, soil, vegetation, estuary, equator, continent, borders, political, route, characteristics	region, county, hemisphere, volcano, earthquake, active, dormant, extinct, inner core, outer core, mantle, crust, tectonic plates, land use, tourism, food, trade, export, symbols, grid reference	state, water source, meander, erosion, tropics, rainforest, deforestation, sustainability, biome, climate zone, rivers, trade links, economic activity, tribes, nothings, easting, latitude	climate, mountain, mountain range, elevation, sea level, contour lines, minerals, trade, terrain, savana, desert, tundra, Prime/Greenwich Meridian, longitude, scale	overcrowded, dense population, slum, economic activity, vegetation, time zone, renewable energy, technology, solar power, wind power, hydropower, geothermal
Locational Knowledge	To know that our school is in a place called Burwell.	To know that Burwell is a village in England.	To know that England is a country within Europe.	To know that Burwell is in the region of the East of England, Cambridgeshire.			To know that England has 9 regions: South West, South East, London, East of England, West Midlands, East Midlands, North West, North East, Yorkshire and the Humber
		To know that Newmarket is a nearby town.					
		To know that Cambridge is a nearby city.					
	To know that we live in a country called England.	To know (name) the four countries of the United Kingdom (England, Scotland, Wales and Northern Ireland)	To be able to identify characteristics of the UK countries. (Resources saved on the server: curriculum-geography-resources)	To know that a geographical region is a large area of land that has common characteristics, like physical geography, climate or culture.			To know that a county is a local government area, which is responsible for services like transport and education.
		To know (name) the capital city of England: London	To know (name) the capital cities of each country in the United Kingdom: England - London, Scotland - Edinburgh, Northern Ireland - Belfast and Wales - Cardiff	To know that a major city has a large population, usually over 100,000, but a capital city is where the country's government or key leaders reside.			To know nearby UK cities.
		To know that a country is a large piece of land often bordering other countries.	To know that a continent is extremely large piece of land, usually made up of lots of different countries.				
		To know that the UK is an island, which is a piece of land surrounded by water.	To know that oceans are the largest, deepest bodies of water on Earth whereas seas are smaller and partially enclosed by land.				
		To know (name) the seas/oceans surrounding the United Kingdom: English Channel, Irish Sea, North Sea, Atlantic Ocean					
		To know that landmarks are physical features or human structures around the world that are easily recognised or unique.	To know (name) the world's seven continents. (Asia, Africa, North and South America, Antarctica, Europe and Australasia (Oceania)) <a href="https://www.youtube.com/watch?v=35V2dm7JlwE">https://www.youtube.com/watch?v=35V2dm7JlwE</a>	To know that Catalonia is a region in Spain.	To know that Brazil is a country within South America.	To know that Kenya is a country within Africa.	To know that India is a country within Asia.
			To know that Australia is a country in Australasia (Oceania).	To know that Spain is a country within Europe.	To know that Egypt is a country in Africa. ( <i>Link to Ancient Egyptians</i> )	To know that Greece is a country in Europe. ( <i>Ancient Greece</i> )	
			To know (name) the world's five oceans. (Pacific, Atlantic, Indian, Southern, Arctic) <a href="https://www.youtube.com/watch?v=X6BE4VCyngQ">https://www.youtube.com/watch?v=X6BE4VCyngQ</a>	To know that Italy is a country in Europe. ( <i>Romans</i> )	To know that Mexico is a country in North America. ( <i>Link to Mayan Civilisation</i> )		
			To know that Canberra is the capital city of Australia and that Sydney is another major city.	To know that Rome is the capital city of Italy.	To know that Trenton is the capital city of New Jersey and that Boston is the capital city of Massachusetts. ( <i>Location of key scientists when inventions were created - USA, North America</i> ).	To know that Nairobi is the capital city of Kenya.	To know that New Delhi is the capital city of India.
				To know that Madrid is the capital city of Spain.	To know that the USA is a country in North America.	To know that Athens is the capital city of Greece.	
			To know the equator is an imaginary line which goes around the earth dividing it in half.	To know the equator marks the divide between the Northern and Southern hemisphere.	To know that the capital city of Brazil was Rio de Janeiro but now it is Brasilia.	To know that the Prime/Greenwich Meridian is an imaginary, vertical line that runs from the North Pole to the South Pole passing through Greenwich, London.	To know the significance of latitude and longitude (identify position, identifying a location's time, day length, season and climate).

			To know that the North Pole and the South Pole are the furthest distance from the equator that you can be.		To know the equator, the Tropic of Cancer, the Tropic of Capricorn and the Arctic and Antarctic Circle are horizontal lines of latitude that serve as a global grid system to pinpoint locations on Earth.	To know that the Prime/Greenwich Meridian divides the Earth into the Eastern and Western hemispheres and is used as a reference point for measuring longitude.	
Locational Skill	To be able to use fictional and basic, real maps to identify land and bodies to water.	To be able to use basic maps, atlases and globes to locate the United Kingdom, it's countries and surrounding seas.	To be able to use maps, globes and atlases to locate the world's seven continents and five oceans.	To be able to use maps and atlases to locate cities of the UK focusing on London, York, Bath, Colchester, Chester, St Albans and Gloucester. <i>(Romans)</i>	To be able to use maps, globes and atlases to locate the countries and their major cities within South America focusing on: Brazil, Argentina, Bolivia, Paraguay, Venezuela, French Guiana, Suriname, Guyana, Colombia, Peru and Uruguay	To be able to use maps, globes and atlases to locate countries and their major cities within Africa, focusing on: Kenya, Somalia, Tanzania, Uganda, Ethiopia, Sudan, Egypt	To be able to use maps, globes and atlases to locate countries and their major cities within Asia, focusing on India, Pakistan, China, Nepal, Bangladesh, Afghanistan, China, Mongolia and Russia
		To be able to use basic maps to locate Burwell, Newmarket and Cambridge.		To be able to use maps, globes and atlases to locate countries and their major cities within Europe, focusing on: Spain, Portugal, France, Italy, Switzerland, Belgium, Germany and Russia.	To be able to use maps, globes and atlases to locate countries and their major cities within North America focusing on: Mexico, Guatemala, Belize, Honduras El Salvador and USA. <i>(Ancient Maya civilisation modern-day)</i>	To be able to use maps, globes and atlases to locate countries and their major cities within Europe, focusing on Greece, Albania, Bulgaria, Macedonia and Turkey. <i>(Ancient Greece modern-day)</i>	To be able to compare modern-day regions with Anglo-Saxons regions in the UK.
				To be able to use maps and atlases to locate Cambridgeshire and other nearby counties including Essex, Suffolk, Norfolk, Leicestershire, Lincolnshire.	To be able to use maps and atlases to locate states in the USA, North America.	To be able to locate mountains and mountain ranges, concentrating on regions of Africa studied: Mount Kenya (Kenya) Mount Elgon (Kenya), Mount Kilimanjaro (Tanzania) and the Great Rift Valley (East African Rift System)	To be able to compare the counties and cities within each region of England. Use: <a href="https://projectbritain.com/regions/index.htm">https://projectbritain.com/regions/index.htm</a>
	To be able to identify features on a story-based map. <i>(Grandma's house, the woods etc.)</i>	To be able to identify basic physical features of the UK's four countries using a basic, physical map. (low lands, hill, mountains, valleys and rivers)	To be able to use a maps (physical, tourist etc.) to locate human and physical features studied (Cambridge and Sydney).	To be able to locate volcanoes: Vesuvius (Italy), Etna (Italy), Stromboli (Italy)	To be able to locate major rivers, concentrating on regions studied and within Europe: Amazon (South America), Nile (Egypt), Tayo (Spain Y3), Po (Italy Y3), Thames (UK Y1)	To be able to locate mountains and mountain ranges within the UK: Ben Nevis (Scotland), Snowdon (Wales), Scafell Pike (England), The Pennines (England), Slieve Donard (Northern Ireland).	To be able to identify the human and physical characteristics within each region of England, focusing on East of England, East Midlands, West Midlands, South West, London and South East. Use: <a href="https://projectbritain.com/regions/index.htm">https://projectbritain.com/regions/index.htm</a>
				To be able to locate the Pacific Ring of Fire and identify the countries that are impacted most.		To be able to identify the position of given locations using latitude and longitude.	To be able to identify and compare the time zones of locations studied (including day and night).
Place Knowledge			To be able compare the location (continent and proximity to equator, including hot or cold) of Cambridge and Sydney.	To be able to compare a region of the UK (Cambridgeshire) and a region of a European country (Catalonia). <i>Focusing on world location, landuse and food.</i>	To be able to compare a region of the UK (Thetford Forest) and a region of a South America (Amazon Rainforest). <i>Focusing on world location and forest biomes (tropical, temperate and boreal - Alaska).</i>	To be able to compare a region of the UK (The Pennines) and a region of Kenya (East African Rift Valley). <i>Focusing on world location, topographical features, area/span and elevation.</i>	To be able to compare a region of the UK (London) and a region of India (New Dehli). <i>Focusing on world location, population density and settlement.</i>
			To be able to compare the human and physical features of a small area of the UK (Cambridge) and a small areas in a contrasting non-European country (Sydney).				
IY	To be able to talk about the place where I live.	To understand and use geographical vocabulary to refer to features studied: city, town, village, factory, farm, house, office and shop	To understand and use geographical vocabulary to refer to features studied: harbour and port	To be able to explain how settlements have changed over time (Stone Age to the Iron Age).	To know about tribal settlements within the Amazon Rainforest.	To know about trade in Ancient Greece.	To be able to use land area and population statistics to determine and compare population density in London and New Dehli.
	To be able to talk about my family and home.	To know that human features, such as roads and houses, have been built by humans.	To be able to use aerial photographs to recognise the landmarks and basic human features of Cambridge (Bridge of Sighs, Fitzwilliam Museum, Cambridge University Botanical Garden and King's College Chapel).	To be able to identify land use in Catalonia e.g. vineyards, olive groves, fishing villages/harbours, urban areas, farm land	To understand how early civilisations used water systems to develop farming.	To be able to describe how the location of Ancient Greece and its terrain impacted on trade routes.	To understand that a slum is a densely populated urban area characterized by substandard housing, often overcrowded and with limited access to basic services.
	To know that people live in different types of homes.	To know that a settlement is a place where people live.	To be able to use aerial photographs to recognise the landmarks and basic human features of Sydney (Sydney Harbour Bridge, Sydney Opera House, Royal Botanic Gardens and St Mary's Cathedral).	To be able to identify land use in Cambridgeshire e.g. farm land, forestry, urban areas	To be able to use GIS to identify landuse within Brazil. <a href="https://www.arcgis.com/home/webscene/viewer.html?layers=89fe70cca7ba476a9baf6390a1f0e173">https://www.arcgis.com/home/webscene/viewer.html?layers=89fe70cca7ba476a9baf6390a1f0e173</a>	To be able to use GIS to locate minerals within the UK. <i>(Link to coal and miners strikes - trade)</i> <a href="https://mapapps2.bgs.ac.uk/geolindex/home.html?toppic=Minerals&amp;_ga=2.192092970.1439492210.1744991355-1733411094.1744991355">https://mapapps2.bgs.ac.uk/geolindex/home.html?toppic=Minerals&amp;_ga=2.192092970.1439492210.1744991355-1733411094.1744991355</a>	To be able to explain what the main types of renewable energy are: solar energy (sun), wind energy (wind turbines), hydropower (water), geothermal energy (heat from the Earth) and biomass (plants).
	To know that some foods (e.g. fruit) do not grow in England.	To know that a village has a small population, in a rural location with a few amenities such as a shop, school and place of worship.		To know that food can be grown or manufactured and exported to contribute to economic growth.	To understand the impact of deforestation.		To be able to compare the development of renewable energy over a period of time in the UK and India.  <a href="https://kids.britannica.com/students/assembly/view/224631">https://kids.britannica.com/students/assembly/view/224631</a> - India <a href="https://perfectsenseenergy.com/uk-renewable-energy-statistics/#?text=According%20to%20National%20grid%20wind,providing%2031.8%25%20of%20our%20electricity.-UK">https://perfectsenseenergy.com/uk-renewable-energy-statistics/#?text=According%20to%20National%20grid%20wind,providing%2031.8%25%20of%20our%20electricity.-UK</a>

Human Geography		To be able to identify human features of a village such as: local shops, factories, farms, houses		To be able to identify and compare foods produced and exported from Cambridgeshire and Catalonia.			
		To know that a town has a larger population, more shops and greater number of amenities such as leisure facilities, schools, places of worship and a town hall.		To be able to identify and locate key human features of a European region, Catalonia, Barcelona. (Sagrada Família, La Pedrera - Casa Mila, Parc Güell, Camp Nou (stadium))			
		To know that a city is a large population living close together, shopping centres, lots of leisure facilities, various educational settings, transportation hubs and often a cathedral.		To be able to identify and locate key human features on a UK region, Cambridgeshire (Ely Cathedral, Anglesey Abbey, Grafham Water, Cledara Abbey Stadium).			
		To be able to use aerial photographs to recognise a range of basic human features, including Burwell Village College Primary School.		To know that tourism is defined as people traveling from their home to a different location, often for pleasure or to visit attractions.			
		To know (name) some key human geography features of London (e.g. Tower Bridge, Big Ben, The London Eye, Buckingham Palace and St Paul's Cathedral)					
		To be able to use aerial photographs to recognise the significant human features in London (Tower Bridge, Big Ben, London Eye, Buckingham Palace, St. Paul's Cathedral)					
Physical Geography	To be able to talk about similarities and differences between where they live and contrasting environments.	To understand and use geographical vocabulary to refer to features studied: hill, mountain, valley, sea, ocean, river, season and weather	To understand and use geographical vocabulary to refer to features studied: beach, cliff, coast, forest, soil, vegetation	To be able to identify and locate the physical features of Cambridgeshire (low-lying, flat terrain, fenland, Gogmagog Hills, River Cam, The Great Ouse leading to The Wash and North Sea.	To be able to identify and locate the physical features of region in South America, Brazil (Amazon River, Amazon rainforest, Copacabana Beach, Sugarloaf Mountain, Atlantic Ocean).	To be able to name and locate topographical features (hills, mountains, valleys, lakes, rivers) of the East African Rift Valley.	
		To know that physical features, such as rivers and mountains, would be here even if there were no humans.	To be able to use aerial photographs to recognise the landmarks and physical features of Sydney (Sydney Harbour National Park, Parramatta River, Sydney Harbour (estuary) and Coral Sea).	To be able to identify and locate the physical features of Catalonia (Costa Brava, Pyrenees Mountains, the Ebro River to the Mediterranean Sea).	To know that there are three main types of forest biome: tropical rainforest, temperate forest and boreal forests (taiga).	To be able to name and locate topographical features (hills, mountains, valleys, lakes, rivers) of the Pennines (England).	
		To be able to identify physical features: rivers, sea, natural forest, mountains, hills etc.	To be able to use aerial photographs to recognise the landmarks and physical features of Cambridge and surrounding area (Thetford Forest, River Cam, River Ouse, The Wash and North Sea).		To know that the world's tropical rainforests are found within the Tropic of Cancer and the Tropic of Capricorn due to the climate.		
		To be able to use aerial photographs to recognise a variety of basic physical features, including the River Cam.	To be able to use aerial photographs to recognise the landmarks and physical features of Sydney (Sydney Harbour National Park, Parramatta River, Sydney Harbour (estuary) and Coral Sea).				
		To know (name) some physical geography features of London (River Thames, Primrose Hill and Hyde Park)	To be able to identify the coast, beach, cliffs and sea in Sydney and understand why these physical features are not in Cambridge.				
		To be able to use aerial photographs to recognise some significant physical geography features in London (River Thames, Primrose Hill and Hyde Park)	To know that an estuary is a place where rivers meet the sea.				
	<b>Seasons and Weather</b>	<b>Seasons and Weather</b>	<b>Hot and Cold</b>	<b>Volcanoes and Earthquakes</b>	<b>Rivers and Climate</b>	<b>Mountains and Biome Comparison</b>	<b>Vegetation Belts</b>
	To be able to compare the clothing of people who live in hot and cold places.		To be able to identify the location of hot (Australia) mild (UK) and cold, (Antarctica) areas of the world in relation to the Equator and the North and South Poles.	To know the planet Earth consists of an inner core, outer core, mantle and crust.	To know that a biome is a large area characterised by its climate, vegetation and animal life. <i>Focusing on: tropical rainforest, temperate forest and boreal forest</i>	To understand that Kenya has different biomes due to variations in elevation, rainfall. and proximity to the equator.	To know that a vegetation belt is an area within a biome with distinct plant types, determined by climate, soil, drainage and elevation.

	To be able to observe and discuss the weather.	To be able to observe, identify and record daily weather.		To know that the Earth's crust is made up of large slabs of rock called tectonic plates.	To understand that weather describes the day-to-day conditions, including temperature, precipitation, wind and cloud cover whereas climate is the long-term average of weather patterns in a particular area.	To be able to identify and compare Kenya's biomes, focusing on comparing savanna, desert and tundra (rainforest Y4)	To be able to identify the main vegetation belts in India and the features of each.  <a href="https://mapsforupsc.com/natural-vegetation-of-india/">https://mapsforupsc.com/natural-vegetation-of-india/</a> <a href="https://www.youtube.com/watch?v=D2we2chDH88">https://www.youtube.com/watch?v=D2we2chDH88</a>
	To be able to observe and compare changes across seasons ( <i>with reference to the senses</i> ) .	To be able to identify weather typically expected within the seasons of the UK.		To be able to explain that an earthquake occurs when the tectonics plates pull part, slide past each other or collide.	To know the main climate zones and their climate characteristics.	To know that movement of the tectonic plates can cause mountains to form.	To be able to explain how climate impacts vegetation.
		To know the four seasons: spring, summer, autumn and winter	To know the four seasons occur at different times of year in the UK and in Australia.	To be able to understand key aspects of volcano formation and the process of volcanic eruptions.	To know the stages of the water cycle.	To know that a mountain range is a series or chain of mountains that are closely related and often share similar age and form.	
				To be able to explain that when lava cools, it hardens into rock, changing the landscape's topography.	To know that a river flows downwards from the source, across the land, to another body of water (mouth of the river).	To be able to explain how mountains are formed (fold, fault-block, volcanic, dome and plateau).	
				To know the difference between active, dormant and extinct volcanoes.	To be able to describe how and why rivers meander.	To know that elevation refers to the height of a place or feature above sea level.	
				To know that the Ring of Fire is the location of most of the world's volcanoes and earthquakes.	To know the impact of rivers on the landscape over time ( <i>erosion of soil and rock causing valleys, gorges and floodplains</i> ).		
Geographical Knowledge and Skills		To know that globes are spherical representations of the world.	To know that atlases contain political maps and physical maps.	To be able to use an atlas' contents page to find appropriate maps for the focus.			
		To understand that physical maps show features such as major rivers, lakes, the shape of the land, deserts and landforms such as volcanoes.	To understand that political maps show the shapes of countries and their borders.				
		To know that aerial means above so an aerial photograph is a taken directly above the feature.					
		To know that a plan perspective is simplified version of an aerial photography that helps us to understand where things are located.					
		To be able to name the direction for north, south, east and west.	To be able to show the direction for north, south, east and west using arrows.	To be able to name the direction of the 8 points of a compass.	To be able to use the 8 point compass directions to describe the position of places/features studied in comparison to another.	To be able to name the direction of the 16 points of the compass.	To be able to use the 16 point compass directions to describe the position of places/features studied in comparison to another.
		To be able to use simple compass directions (north, east, south and west) to describe the location of local features on a map.	To be able to directional language to describe a route on a map (north, east, south, west, turn left, turn right, go straight ahead)	To be able to map the location of given features, using symbols, and compass reference points.		To be able to use compass and directional language to describe the location of human and physical features compared to Kenya's capital city.	To be able to use compass and directional language to describe a route.
		To be able to use locational language to describe the location of features on a map (near, far, between, next to, close to, behind, in front of).	To be able to use locational language to describe the location of features on a map (close, closer, closest, far, further, furthest).			To know that contour lines show high and low areas of land measured in metres above sea level.	To be able to compare past and present Ordnance survey maps of Burwell.
		To be able to devise a simple map (fictional/real) of a village using the key provided.	To be able to devise a simple map (fictional/real) and a key. (city, zoo)	To be able to devise a key using symbols.		To know that when contour lines are close together, it means the hill or mountain is steep. When they are far apart, it means the land is gently sloping or undulating (up and down).	
		To understand that a key is a guide which explains the colours or symbols on a map.	To be able to use a key to locate human/physical features on a basic map.		To know that vertical grid lines are called northings and horizontal grid lines are called eastings.		
	To be to use a basic plan perspective to identify areas within the classroom.	To be able to use a plan perspective to identify and locate areas within the school grounds.	To be able to use a plan perspective of the school grounds to record the location of visible soil and vegetation.	To be able to identify letter and number grid references.	To be able to identify what is located within the grid square using a the 4-figure grid reference provided.	To be able to identify the 4-figure grid reference for a feature/symbol/location.	To be able to identify the 6-figure grid reference for a feature/symbol/location.
	To be able to use basic plan perspectives to identify and locate areas beyond the classroom (shared Reception areas).					To be able to interpret maps symbols and keys (International Travel Map).	To be able to interpret OS maps with differing scales.
						To be able to locate human and physical features (places of interest in Kenya) using an OS map (Watamu Malindi The Gede Ruin, Fort Jesus, Ologresalie, Vasco da Gama Pillar, Lamu Fort).	To be able to identify human and physical features of Burwell and the surrounding area using a OS map.

						To know that scale on a map is a set of numbers used to compare distance. 1:25,000 means that the actual size of the ground is 25,000 times bigger than it is on the map.	To be able to measure area and distance using digital mapping systems (Digimap).
		Teacher notes: Use Google Earth to explore physical features of the UK.	Teacher notes: Use Google Earth/Maps to zoom in/out from the focus continent, to the focus country and then city.	Digimap: Use Digimaps to explore location of volcanoes (overlay 1) worldwide and link to tectonic plate boundaries (overlay 2).	Teacher notes: Use Digimaps to display major lines of latitude (overlay - reference grid) and world biomes (overlay 2).	Teacher notes: Use Digimaps to explore climate data (overlay world climate)  Use Digimaps to explore different biomes in Kenya (overlay world biome, alter transparency)  Use Digimaps to explore lines of latitude and longitude.	Teacher notes: Use Digimaps to compare maps of Burwell (1890, 1950 & OS map)  Use Digimaps to draw a route on a map and measure distance.  Use Digimaps to explore time zones.
BVC Fieldwork	Where is Barnaby Bear?	What does Burwell have to offer?	How does Sydney (Australia) compare to Cambridge (UK)?	Where should you visit, Cambridgeshire or Catalonia?	How does deforestation impact local communities and their economy?	How does the climate of Nairobi (Kenya) compare to London (England)?	How has our local areas changed over time?
	To be able to use locational language to describe the position of something (inside, outside, on top of, below, next to) <i>Bear is inside the tyre.</i>	To be able to observe and record data based on human features in Burwell.	To be able to record and analyse data based on personal preferences. <i>Would you rather visit the human/physical features in ...?</i>	To be able to observe and record landuse in a local city.	To be able to use satellite images to describe and compare landuse over a period of time ( <i>deforestation of the Amazon Rainforest, development of agriculture, roads etc.</i> )	To be able to measure and record temperature over a period of time.	To be able to observe and record landuse in Burwell.
		To be able to complete a simple map of Burwell using the key provided.	To be able to interpret a simple table showing the seasons in the UK and Australia.	To be able to collect and interpret data based on tourism.	To be able to interpret a bar chart showing rates of deforestation over a period of time.	To be able to use digital technology to record temperature and precipitation data over a period of time ( <i>London and Kenya</i> ).  <a href="https://www.radar-live.com/2023/11/temperature.html">https://www.radar-live.com/2023/11/temperature.html</a>	To be able to observe and record, using a sketch map, a feature of the local area. <i>Devil's Dyke</i>
					To be able to interpret economic data linked to deforestation.	To be able to analyse weather data presented in line graphs.	To be able to compare past and present Ordnance survey maps of Burwell.
							To be able to describe how landuse in Burwell has changed over time.