



LTP for Geography 2023 detailing Knowledge, Skills and Progression



EYFS are not included in this LTP as they learn based on Development Matters and are assessed on the ELGs in June.

NC Objective	What are we learning in Willow Class?					
	Location knowledge	Place knowledge	Human Geography	Physical Geography	Geographical skills	Fieldwork
<p>Pupils should be taught to use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river.</p> <p>Pupils should be taught to use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p>Use simple field work and obs to study geography of the school and its grounds and key human and physical features of its surrounding environment.</p> <p>Pupils should be taught to 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.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features devise a simple map and construct basic</p>	<p>Name what they like/dislike about another locality.</p> <p>Can describe places near the school</p> <p>Can say what they like and don't like about their locality and another locality like the seaside.</p>	<p>Name a hot/cold place in the world.</p> <p>Locate oceans and seas.</p> <p>Find out about these countries: England, Scotland, Wales, Ireland, France, Italy, Spain, Caribbean, Australia, Arctic, Antarctica, USA, Russia, China, Kenya,</p>	<p>Explain why they would wear different clothes at different times of the year.</p> <p>Can they tell something about people who live in hot and cold places?</p> <p>Can explain what they might wear if they lived in a very hot or very cold place?</p> <p>Explain how jobs may differ in different locations.</p>	<p>Describe key features of a place using words like beach, coast, forest, hill, mountain, ocean, valley.</p> <p>They can describe some features associated with an island.</p> <p>Can describe a place outside of Europe using geographical words</p>	<p>Can use compass points - north, south east and west</p> <p>Can find the school on a map</p> <p>Can name key features associated with a town/village.</p> <p>Name seasonal weather patterns.</p> <p>Recognise daily weather patterns.</p>	<p>They can label a diagram or photograph using geographical words.</p> <p>They can find out about a locality using different sources</p> <p>They can find out about a locality by asking someone relevant questions.</p>



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<p>symbols and key of the school grounds.</p> <p>Pupils should be taught to name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Pupils should be taught to name and locate the world's seven continents and five oceans.</p> <p>Pupils should be taught to 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.</p> <p>Pupils should be taught to 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.</p>						
Tier 2 vocab (words more frequently used)	locality, environment,	country, capital, hot, cold,	Like Dislike	beach, cliff, coast, forest, hill, mountain, sea, ocean, river, city, town, village, factory, farm, house, office, port, harbour and shop,	Left, right, forwards, backwards, north, south, east, west	Label



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Tier 3 vocab (not frequently used except when learning specific knowledge and skills)	physical, human,	England - London, Wales - Cardiff, Scotland - Edinburgh, Northern Ireland - Belfast, Ireland - Dublin			North, South, East, West.	
PROGRESSION AND SEQUENCING-From EYFS						
<p>The class teacher will highlight this LTP as they add it into their MTP to ensure coverage.</p> <p>Each topic will start with time spent discussing what has previously been learnt and how the current topic will build on previous learning.</p>		<p>ELG: The Natural World Children at the expected level of development will: - Explore the natural world around them, making observations and drawing pictures of animals and plants; 15 - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>				



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NC Objective	What are we learning in Elm Class?					
	<u>Location knowledge</u>	<u>Place knowledge</u>	<u>Human Geography</u>	<u>Physical Geography</u>	<u>Geographical skills</u>	<u>Fieldwork</u>
<p>Pupils should be taught to name and locate the world's seven continents and five oceans.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features devise a simple map and construct basic symbols and key of the school grounds.</p> <p>Pupils should be taught to name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Pupils should be taught to understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.</p> <p>Pupils should be taught to identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas</p>	<p>Name the continents of the world and find them on an atlas.</p> <p>Name the world's oceans and find them on an atlas.</p> <p>Name the 4 countries in the United Kingdom and find them on a map.</p> <p>Name the capitals of England, Wales, Scotland and Ireland</p>	<p>Can ask questions about their locality</p> <p>Can name features of their locality - church, farm, shop, house</p> <p>Know where they live and give be able to say their address.</p> <p>Find where they live on a map.</p> <p>Find out about these countries: England, Scotland, Ireland, Wales, Australia, Brazil, Peru, Italy, Madagascar, Arctic, Antarctica, Tanzania, India,</p>	<p>Describe human features of their locality - what jobs do people have?</p> <p>Name how people can spoil an area?</p> <p>How would people make an area better?</p>	<p>Name the physical features of their own locality</p> <p>Predict what the weather may be like on different parts of the world</p> <p>Can explain how the weather changes with each season.</p> <p>Know their address.</p> <p>Can explain the main features of a hot and cold place.</p> <p>Can describe their locality using words and pictures.</p>	<p>Can say what they like about their locality.</p> <p>Can sort things that they like and don't like</p> <p>Can ask questions about the weather.</p> <p>Can answer questions using different resources - books, internet and atlas</p> <p>Use directional language to explain where a location is.</p>	<p>Keep a weather chart</p> <p>Village walk</p> <p>Map the village looking at amenities.</p>



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<p>of the world in relation to the Equator and the North and South Poles.</p> <p>Pupils should be taught to 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.</p> <p>Pupils should be taught to use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p>Pupils should be taught to 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.</p>						
Tier 2 vocab (words more frequently used)	continents oceans	beach, cliff, coast, forest, hill, mountain, sea, ocean, river, valley,	city, town, village, factory, farm, house, office, port, harbour and shop	season and weather, amenities, spring, summer, autumn, winter	Forwards, backwards, left, right Atlas	
Tier 3 vocab (not frequently used except when learning specific knowledge and skills)	Asia, Africa, Europe, Antarctica, North/South					



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	America, Australasia, Atlantic, Pacific, Indian, Arctic, Southern					
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The class teacher will highlight this LTP as they add it into their MTP to ensure coverage.

Each topic will start with time spent discussing what has previously been learnt and how the current topic will build on previous learning.

	What are we learning in Beech Cycle A?					
	Location knowledge	Place knowledge	Human Geography	Physical Geography	Geographical skills	Fieldwork
<p>Pupils should be taught to 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.</p> <p>Pupils should be taught to 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.</p> <p>Pupils should be taught to identify the position and significance of latitude,</p>	<p>Name a number of countries in the Northern Hemisphere.</p> <p>Name and locate the capital cities of European countries.</p> <p>Recognise the importance of ports and the role they play in distributing goods around the world.</p>	<p>Name and locate places on a map/globe linked to topic.</p> <p>Find out about these countries: Greece, Mexico, England, Spain, France, Italy,</p>	<p>Describe human features of a locality.</p> <p>Can tell why most cities are situated by rivers.</p> <p>Recognise the importance of ports and the role they play in distributing goods around the world.</p>	<p>Use maps and atlases appropriately using contents and indexes.</p> <p>Describe physical features of a locality.</p> <p>They can use maps and atlases appropriately.</p>	<p>Use the correct geographical terms to describe a place and the events that happened there.</p> <p>They identify key features of a locality using maps.</p> <p>Can use basic OS map symbols.</p> <p>Use Ordnance Survey symbols and 4 figure grid references.</p>	<p>Work out how long it would take to get to a given destination taking into account different modes of transport.</p> <p>Keep a weather chart and find out how the weather is different in another country.</p> <p>Plot NSEW on a map</p> <p>Make accurate measurements of distances within 100km</p>



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<p>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).</p> <p>Pupils should be taught to 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.</p> <p>Pupils should be taught to describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>Pupils should be taught to describe and understand key aspects of 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.</p>						
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<p>Pupils should be taught to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Pupils should be taught to 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.</p> <p>Pupils should be taught to 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.</p>						
Tier 2 vocab (words more frequently used)	Europe Northern hemisphere		.		grid reference, ordinance survey,	grid reference, ordinance survey, compass points, digital mapping,
Tier 3 vocab (not frequently used except when learning specific knowledge and skills)	Latitude, longitude, Equator, Northern Hemisphere,	European countries and their capitals: France - Paris, Spain - Madrid, Portugal - Lisbon,				



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	Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle,	Norway - Oslo, Italy - Rome, Austria - Vienna,				
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The class teacher will highlight this LTP as they add it into their MTP to ensure coverage.

Each topic will start with time spent discussing what has previously been learnt and how the current topic will build on previous learning.



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NC Objective	What are we learning in Oak Class Cycle A?					
	Location knowledge	Place knowledge	Human Geography	Physical Geography	Geographical skills	Fieldwork
<p>Pupils should be taught: Pupils should be taught to 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.</p> <p>Pupils should be taught to name and locate countries 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.</p> <p>Pupils should be taught to identify the position and significance of</p>	<p>Plan a journey to a place in another part of the world, taking into account distance and time</p> <p>I can locate and name some of the world's most famous volcanoes.</p>	<p>Name and locate the world's major rivers on a map.</p> <p>Name and locate many of the world's most famous mountain regions on maps.</p> <p>Find out about these countries: Russia, France, Britain, Germany, Austria, Belgium, Italy, Japan, Poland, Switzerland, Norway, Sicily, Malta, USA, China, Canada, Indonesia, Columbia,</p>	<p>Explain why people are attracted to living by rivers</p> <p>Explain why people may choose to live in one place rather than another</p> <p>Explain why water is such a valuable commodity</p>	<p>Explain why many cities of the world are situated by rivers</p> <p>Explain the importance of biomes - how they influence the plant and animal life that live in them.</p> <p>They describe how volcanoes are created.</p> <p>Describe how earthquakes are created</p>	<p>Collect information about a place and use it in a report</p> <p>I can use Ordnance Survey symbols and 6 figure grid references.</p>	<p>Make detailed sketches and plans improving accuracy later</p> <p>I can collect and accurately measure information (e.g. rainfall, temperature, wind speed, noise levels, etc.).</p>



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<p>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).</p> <p>Pupils should be taught to 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.</p> <p>Pupils should be taught to describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes.</p> <p>Pupils should be taught to describe and understand key aspects</p>						
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<p>of 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.</p> <p>Pupils should be taught to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Pupils should be taught to 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.</p> <p>Pupils should be taught to use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of</p>						
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	What are we learning in Beech Class Cycle B?					
	Location knowledge	Place knowledge	Human Geography	Physical Geography	Geographical skills	Fieldwork
<p>Pupils should be taught to 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.</p> <p>Pupils should be taught to name and locate countries 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.</p> <p>Pupils should be taught to identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and</p>	<p>They collect information about a place and use it in a report.</p> <p>They can find the same place on a globe and a map</p> <p>Name a number of countries in the Northern Hemisphere.</p>	<p>Name and locate places on a map/globe linked to the topic</p> <p>Find out about these countries: Arctic, Antarctica, Egypt, North America, Canada, Alaska, Russia, Finland, Iceland, Greenland, India, Pakistan, Iran, Iraq</p>	<p>They can explain why people live in cities.</p> <p>They can explain over time how a locality has changed due to human features</p>	<p>Explain why water is a valuable commodity</p> <p>Describe the main physical difference between cities and villages.</p> <p>Use appropriate symbols to represent different physical features on a map</p>	<p>Can use Ordnance Survey symbols and 4 figure grid references.</p>	<p>They can accurately measure and collect information - rainfall, temperature, wind speed.</p>



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<p>Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</p> <p>Pupils should be taught to 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.</p> <p>Pupils should be taught to describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>Pupils should be taught to describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including</p>						
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<p>energy, food, minerals and water.</p> <p>Pupils should be taught to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Pupils should be taught to 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.</p> <p>Pupils should be taught to 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.</p>						
Tier 2 vocab (words more frequently used)	Europe Northern hemisphere		.	Weather, climate	grid reference, ordnance survey,	grid reference, ordnance survey,



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						compass points, digital mapping,
Tier 3 vocab (not frequently used except when learning specific knowledge and skills)	Latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle,	European countries and their capitals: France - Paris, Spain - Madrid, Portugal - Lisbon, Norway - Oslo, Italy - Rome, Austria - Vienna,		Biomes Interaction Dependency Unique		

The class teacher will highlight this LTP as they add it into their MTP to ensure coverage.

Each topic will start with time spent discussing what has previously been learnt and how the current topic will build on previous learning.



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NC Objective	What are we learning in Oak Class Cycle B?					
	Location knowledge	Place knowledge	Human Geography	Physical Geography	Geographical skills	Fieldwork
<p>Pupils should be taught to 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.</p> <p>Pupils should be taught to 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.</p> <p>Pupils should be taught to 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).</p>	<p>Use maps, aerial photos, plans and web resources to describe a locality</p> <p>Choose the best way to collect information needed and decide the most appropriate units of measure.</p> <p>Explain how time zones work</p> <p>Locate the Tropic of Cancer and Tropic of Capricorn. (Pick a country)</p>	<p>Use an OS map to answer questions</p> <p>Map land use</p> <p>Find out about these countries: Iran, Iraq, Jordan, Lebanon, Palestine, Arctic, Antarctic, Falkland islands, Argentina, Australia, Brazil, Botswana, Chile, Madagascar, Mozambique, Namibia, Paraguay, South Africa, India, Bangladesh, UEA, Saudi Arabia, Bahamas</p>	<p>Give extended descriptions of the human features of different places around the world.</p> <p>Map land use according to their own criteria</p> <p>Can tell why most cities are situated by rivers.</p> <p>Recognise the importance of ports and the role they play in distributing goods around the world</p>	<p>Give extended descriptions of the physical features of different places around the world.</p>	<p>Recognise key symbols used on an ordinance survey map.</p> <p>Answer their own geographical questions.</p> <p>I can use Ordnance Survey symbols and 6 figure grid references.</p> <p>Use GPS to locate physical features in the surrounding area.</p>	<p>Create a sketch map when carrying out a field study</p> <p>Make careful measurements and use data</p> <p>Make detailed plans and sketches improving their accuracy later</p> <p>Collect and accurately measure information (e.g. rainfall, temperature, wind speed, noise levels etc.).</p>



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<p>Pupils should be taught to 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. Pupils should be taught to describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>Pupils should be taught to describe and understand key aspects of 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.</p> <p>Pupils should be taught to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Pupils should be taught to use the eight points of a compass, four and six-figure grid</p>						
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references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. Pupils should be taught to 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.						
Tier 2 vocab (words more frequently used)	Grid reference, ordnance survey, compass points, digital mapping, Climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.	Location		biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.	Grid reference, ordnance survey, compass points, digital mapping,	
Tier 3 vocab (not frequently used except when learning specific knowledge and skills)	Latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle	Mountain regions: Alps: Mount Blanc, K2, Eiger Everest Rocky Mountains Andes		Topographical features	Prime/Greenwich Meridian and time zones,	

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Class teachers will highlight the following assessment criteria in their assessment spreadsheet document.

Y1 Powerful knowledge	Progression/Assessment Criteria - Powerful knowledge for Geography <i>Geographical vocabulary, Geographical enquiry and skills, Place and location, Patterns and processes.</i>
	<i>I can use geographical vocabulary to refer to key physical features: beach, cliff, coast, forest, hill, mountain, sea, ocean and river.</i>
	<i>I can use geographical vocabulary to refer to key human features: city, town, village, factory, farm, house, office, port, harbour and shop.</i>
	<i>I can name compass directions north, south, east and west.</i>
	<i>I can talk about places, people and environments.</i>
	<i>I can make simple maps and plans.</i>
	<i>I can use directional language: near, far, left and right.</i>
	<i>I can label a diagram using geographical language.</i>
	<i>I can label a photograph using geographical language.</i>
	<i>I can locate UK on a world map or globe.</i>
	<i>I can name the 4 countries of the UK and their capital cities.</i>
	<i>I can name a hot place.</i>
	<i>I can name a cold place.</i>
	<i>I can name and locate the 7 continents of the world.</i>
	<i>I can name and locate the 5 oceans.</i>
	<i>I can say what I like and dislike about a locality.</i>
	<i>I can locate Iceni Academy Hockwold on a UK map.</i>
	<i>I can identify seasonal weather patterns in the UK.</i>
	<i>I can say why people would wear different clothes on a hot place compared to a cold place</i>



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Y2 Powerful knowledge	Progression/Assessment Criteria - Powerful knowledge for Geography Geographical vocabulary, Geographical enquiry and skills, Place and location, Patterns and processes.
	I can name geographical features within my locality church, farm, shop, and house.
	I can use compass directions NSEW
	I can express own views about how people affect the environment, e.g. litter, pollution, busy roads.
	I can say what the differences are between human and physical geography.
	I can make simple maps using a key
	I can go on a village walk and comment on physical geographical features hill, forest, and field.
	I can go on a village walk and comment on human geographical features church, shop, road, houses, play park.
	I can ask questions about the weather.
	I can keep a weather chart.
	I know my address.
	I can locate UK on a world map or globe.
	I can name the 4 countries of the UK and their capital cities.
	I can name a hot place.
	I can name a cold place.
	I can name and locate the 7 continents of the world.
	I can name and locate the 5 oceans.
	I can say what I like and dislike about a locality.
	I can locate Iceni Academy Hockwold on a UK map.
	I can find where I live on a map.
	I can identify daily weather patterns in the UK e.g. rain, sun, snow; comparing one day to another or one place in UK to another on a map



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Y3 Powerful knowledge	Progression/Assessment Criteria - Powerful knowledge for Geography Geographical vocabulary, Geographical enquiry and skills, Place and location, Patterns and processes.
	I can use more complex geographical vocabulary to locate or describe features e.g. valley, vegetation, weather etc.
	I can use human geographical vocabulary to describe a locality.
	I can use physical geographical vocabulary to describe a locality.
	I can locate place on a map or globe based upon the topic I am learning about.
	I can locate European countries on a map.
	I can locate European capitals on a map.
	I can use compass directions (NSEW) to describe location of features and routes on a map.
	I can use symbols and keys to locate topographical features on ordnance survey maps
	I can use fieldwork to observe features in the local area
	I can name and locate the 9 geographical regions of England, indicating important physical characteristics e.g. hills, mountains, rivers.
	I can work out how long it would take me to get to a destination using different modes of transport.
	I can measure distances.
	I can use a 4-figure grid reference.
	I can recognise OS symbols.
	I can use OS symbols in map work.
	I can name countries in the Northern Hemisphere.
	I can name European capitals.
	I can discuss why most towns are situated by a river.
	I can discuss how goods are transported around the world.
	I can keep a weather chart for another country.



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Yr4 Powerful Knowledge	Progression/Assessment Criteria - Powerful knowledge for Geography Geographical vocabulary, Geographical enquiry and skills, Place and location, Patterns and processes.
	I can use more complex geographical vocabulary to locate or describe features e.g. settlement, region, city, village etc.
	I can use 8 compass directions N NE NW S SE SW E W
	I can name countries in the Northern hemisphere.
	I can name places linked to the topic that I am learning about.
	I can contrast similarities and differences in human features between UK and a different locality.
	I can locate places on a map and/or globe based on a topic that I am learning about.
	I can use symbols and keys to locate features on ordinance survey maps.
	I can use a 4-figure grid reference.
	I can use fieldwork to observe and record features in the local area including sketch maps and graphs.
	I can measure accurately.
	I can collect information - rainfall, temperature and wind speed.
	I can name and locate the 9 geographical regions of England, indicating key human characteristics e.g. cities, settlements, land use.
	I can describe the physical differences between villages and cities.
	I can describe aspects of land use and settlement.
	I can explain the water cycle.
	I can explain why water is important.
	I can explain how a locality can change due to human features.



LTP for Geography 2023 detailing Knowledge, Skills and Progression



Y5 Powerful knowledge	Progression/Assessment Criteria – Powerful knowledge for Geography Geographical vocabulary, Geographical enquiry and skills, Place and location, Patterns and processes.
	I can explain concept of latitude
	I can name and locate the Tropics of Cancer and Capricorn and show awareness of their significance.
	I can use vocabulary linked to using a 6-figure grid reference.
	I can contrast similarities and differences in physical features between UK and a region of a European Country
	I can use OS map symbols.
	I can use fieldwork to observe and record and measure features in the local area including sketch maps, plans, graphs and digital technologies
	I can collect and measure accurately information linked to rainfall, wind speed and temperature.
	I can use a 6-figure grid reference to locate an area.
	I can plan a journey.
	I can name and locate the 9 geographical regions of England, identifying the counties within them.
	I can locate volcanoes on a map and globe.
	I can locate mountain regions on a map.
	I can locate Europe on maps, globes and atlases.
	I can describe aspects of land use, identifying changes over time.
	Explain some aspects of economic activity and trade links.
	I can describe how earthquakes are created.
	I can describe how earthquakes are created.



LTP for Geography 2023 detailing Knowledge, Skills and Progression



Y6 Powerful knowledge	Progression/Assessment Criteria – Powerful knowledge for Geography
	Geographical vocabulary, Geographical enquiry and skills, Place and location, Patterns and processes.
	I can use vocabulary linked to using a 6-figure grid reference.
	I can contrast similarities and differences in human features between UK and a region of a European Country
	I can use four figure grid references to identify human and physical features on ordinance survey maps
	I can understand and explain the term longitude and relate to understanding of time zones
	I can locate the Tropic of Cancer.
	I can locate the Tropic of Capricorn.
	I can use a 6-figure grid reference.
	I can use OS symbols.
	I can name and locate the 9 geographical regions of England, identifying the county towns and significant human features within them.
	I can locate countries in Europe using maps, globes, atlases; identifying significant human features e.g. cities
	I can look at and comment upon land usage.
	I can explain some aspects of distribution of natural resources e.g. energy, food, water supply.
	I can explain the water cycle and its function in the environment.