

**The school's Christian vision**  
 Our five core Christian values  
*Trust, Honesty, Compassion, Respect and Kindness*  
 are centred on



**'Do to others as you would like them to do to you.' (Luke 6:13)**

Through these values we inspire children to be the best they can be. Encouraging high aspirations and expectations that will allow them to achieve, explore, succeed and prepare for their own path through life.

## St Michael's CE VA Primary School, Lyme Regis

### Statutory framework for early years and foundation stage

<p><b>Communication and Language</b></p> <p><b>ELG: Listening, Attention and Understanding</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;</li> <li><input type="checkbox"/> Make comments about what they have heard and ask questions to clarify their understanding;</li> <li><input type="checkbox"/> Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul> <p><b>ELG: Speaking</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;</li> <li><input type="checkbox"/> Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;</li> <li><input type="checkbox"/> Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> </ul>	<p><b>Personal, Social and Emotional Development</b></p> <p><b>ELG: Self-Regulation</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</li> <li><input type="checkbox"/> Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;</li> <li><input type="checkbox"/> Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li> </ul> <p><b>ELG: Building Relationships</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Form positive attachments to adults and friendships with peers;</li> <li><input type="checkbox"/> Show sensitivity to their own and to others' needs.</li> </ul>	<p><b>Understanding the World</b></p> <p><b>ELG: Past and Present</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Talk about the lives of the people around them and their roles in society;</li> <li><input type="checkbox"/> Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</li> <li><input type="checkbox"/> Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul> <p><b>ELG: People, Culture and Communities</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</li> <li><input type="checkbox"/> Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;</li> <li><input type="checkbox"/> Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</li> </ul> <p><b>ELG: The Natural World</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Explore the natural world around them, making observations and drawing pictures of animals and plants;</li> <li><input type="checkbox"/> Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;</li> <li><input type="checkbox"/> Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>
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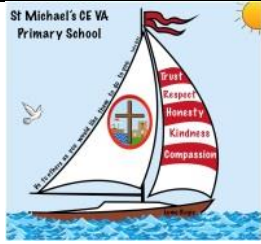
### Development Matters

<p><b>Birth to three – babies, toddlers and young children will be learning to:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Repeat actions that have an effect.</li> <li><input type="checkbox"/> Explore materials with different properties.</li> <li><input type="checkbox"/> Explore natural materials, indoors and outside.</li> <li><input type="checkbox"/> Explore and respond to different natural phenomena in their setting and on trips.</li> <li><input type="checkbox"/> Make connections between the features of their family and other families.</li> <li><input type="checkbox"/> Notice differences between people.</li> </ul>	<p><b>3 and 4-year-olds will be learning to:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Use all their senses in hands-on exploration of natural materials</li> <li><input type="checkbox"/> Explore collections of materials with similar and/or different properties.</li> <li><input type="checkbox"/> Talk about what they see, using a wide vocabulary</li> <li><input type="checkbox"/> Begin to understand the need to respect and care for the natural environment and all living things.</li> <li><input type="checkbox"/> Continue developing positive attitudes about the differences between people.</li> <li><input type="checkbox"/> Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> </ul>	<p><b>Children in reception will be learning to:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Continue developing positive attitudes about the differences between people.</li> <li><input type="checkbox"/> Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> <li><input type="checkbox"/> Talk about members of their immediate family and community.</li> <li><input type="checkbox"/> Name and describe people who are familiar to them.</li> <li><input type="checkbox"/> Compare and contrast characters from stories, including figures from the past.</li> <li><input type="checkbox"/> Draw information from a simple map.</li> <li><input type="checkbox"/> Understand that some places are special to members of their community.</li> <li><input type="checkbox"/> Recognise that people have different beliefs and celebrate special times in different ways.</li> <li><input type="checkbox"/> Recognise some similarities and differences between life in this country and life in other countries.</li> <li><input type="checkbox"/> Explore the natural world around them.</li> <li><input type="checkbox"/> Describe what they see, hear and feel whilst outside.</li> <li><input type="checkbox"/> Recognise some environments that are different from the one in which they live.</li> <li><input type="checkbox"/> Understand the effect of changing seasons on the natural world around them.</li> </ul>
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### Progression in Geography

Progression in Geography				Focus in...			
				Autumn term	Spring term	Summer term	
<b>EYFS</b>	<b>Reception</b>	<b>Locational Knowledge</b>	<b>Place Knowledge</b>	<b>Geographical skills and fieldwork</b>			
		<ul style="list-style-type: none"> <li><input type="checkbox"/> Locate different parts of the local community.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Notices detailed features of objects in their environment.</li> <li><input type="checkbox"/> Name different parts of the local community.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Looks closely at similarities and differences, patterns, and change</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Enjoys playing with small world models such as farm, a garage or a train track</li> <li><input type="checkbox"/> Follow simple directions.</li> </ul>		
		<ul style="list-style-type: none"> <li><input type="checkbox"/></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Can talk about some of the things they have observed such as plants, animals, natural and found objects</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Use the local area for exploring both the built and the natural environment.</li> <li><input type="checkbox"/> Express their opinions on natural and built environments.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Uses positional language.</li> <li><input type="checkbox"/> Find out about the environment by talking to people, examining photographs, simple maps and visiting local places.</li> <li><input type="checkbox"/> Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world.</li> <li><input type="checkbox"/> Show care and concern for living things and the environment.</li> <li><input type="checkbox"/> Draw and create their own maps using real objects, and/or pictures and symbols.</li> </ul>		
		<ul style="list-style-type: none"> <li><input type="checkbox"/> To talk about similarities and differences in relation to places, objects, materials and living things</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> To talk about the features of their own immediate environment and how environments might vary from one another</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> To make observations of the environment and explain why some things occur and talk about changes</li> <li><input type="checkbox"/> <u>Sustainability</u></li> <li><input type="checkbox"/> Children share their thoughts on when they think their local environment looks best.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Children use everyday language to talk about positions and distance to solve problems.</li> <li><input type="checkbox"/> Can describe their relative position such as behind or next to</li> <li><input type="checkbox"/> Use a range of sources such as simple maps, photographs, magnifiers. and visiting local places.</li> <li><input type="checkbox"/> Arouse awareness of features of the environments in the setting and immediate local area. E.g., make visits to shops and parks.</li> <li><input type="checkbox"/> Look at signs and symbols on different types of maps for example in school, and the local community.</li> <li><input type="checkbox"/> Use a simple map with symbols to spot features in the school grounds or in the local community.</li> </ul>		



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**St Michael's CE VA Primary School, Lyme Regis**

**National Curriculum Requirements –Key Stage 1 Pupils should be taught:**

**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
- 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.



**Progression in Geography**

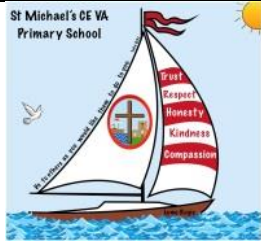
**Focus in...**

**Autumn term**

**Spring term**

**Summer term**

		<b>Locational Knowledge</b>		<b>Place Knowledge</b>		<b>Human and Physical Geography</b>		<b>Geographical skills and fieldwork</b>	
<b>Key Stage 1</b>	<b>Year 1</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Understand how some places are linked to other places e.g. roads, trains</li> <li><input type="checkbox"/> Recognise similarities and differences in their immediate environment</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Talk about and find their way around school showing an awareness of where things belong and the people within the school</li> <li><input type="checkbox"/> Talk about where they live</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> To show their knowledge, skills and understanding in studies at a local scale</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Ask simple geographical questions e.g. What is it like to live in this place?</li> <li><input type="checkbox"/> Use simple observational skills to study the geography of the school and its grounds</li> <li><input type="checkbox"/> Use simple maps of the local area e.g. large scale print, pictorial etc.</li> <li><input type="checkbox"/> Use locational language (e.g. near and far, left and right) to describe the location of features and routes</li> <li><input type="checkbox"/> Make simple maps and plans e.g. pictorial place in a stor</li> </ul>				
		<ul style="list-style-type: none"> <li><input type="checkbox"/> Talk about people and places beyond their local environment</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Understand the differences between a town and the countryside.</li> <li><input type="checkbox"/> Compare two capital cities</li> <li><input type="checkbox"/> Name, describe and compare familiar places</li> <li><input type="checkbox"/> Link their homes with other places in their local community</li> <li><input type="checkbox"/> Know about some present changes that are happening in the local environment e.g. at school</li> <li><input type="checkbox"/> Suggest ideas for improving the school environment</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Express their views on some features of their environment e.g. what they do or do not like.</li> <li><input type="checkbox"/> Describe and identify Seasonal and daily weather patterns and changes in the UK.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> To use resources that are given to them, and their own observations, to ask and respond to questions about places and environments</li> </ul>				
		<ul style="list-style-type: none"> <li><input type="checkbox"/> Name and locate the four countries making up the British Isles.</li> <li><input type="checkbox"/> locate some places in their locality, the UK and wider world.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Talk about their homes and families and compare to those in another country</li> <li><input type="checkbox"/> Compare England with a contrasting Country in the world</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Describe some places and features using basic geographical vocabulary.</li> <li><input type="checkbox"/> Comparing and Contrasting a farm with the seaside</li> </ul> <p><u>Sustainability</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Talk about what people do (good and bad) to the local environment.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Develop maps of a real environment known or studies</li> <li><input type="checkbox"/> Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries</li> <li><input type="checkbox"/> Follow directions (Up, down, left/right, forwards/backwards)</li> </ul>				



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- 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
- 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.



**Progression in Geography**

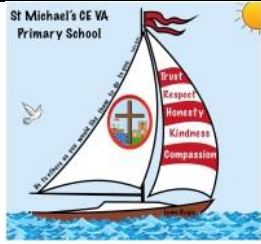
**Focus in...**

Autumn term

Spring term

Summer term

		Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical skills and fieldwork
<b>Key Stage 1</b>	<b>Year 2</b>	<ul style="list-style-type: none"> <li>□ name and locate the world's seven continents and five oceans</li> <li>□ name, locate and identify characteristics of the four countries and capital cities of the United Kingdom</li> <li>□ name, locate and identify characteristics of the seas surrounding the United Kingdom</li> </ul>		<ul style="list-style-type: none"> <li>□ Compare and Contrast two British localities.</li> </ul>	<ul style="list-style-type: none"> <li>□ 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</li> <li>□ 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</li> <li>□ 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</li> <li>□ 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</li> </ul>
			<ul style="list-style-type: none"> <li>□ 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</li> </ul>	<ul style="list-style-type: none"> <li>□ 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</li> <li>□ 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</li> <li>□ use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul>	
		<ul style="list-style-type: none"> <li>□ Compare a local City/town in England with a contrasting city in a different country.</li> </ul>	<ul style="list-style-type: none"> <li>□ Describe places and features using simple geographical vocabulary.</li> <li>□ Make observations about features that give places their character.</li> </ul> <p><u>Sustainability</u></p> <ul style="list-style-type: none"> <li>□ Talk about how people can positively and negatively affect the environment they live in.</li> </ul>	<ul style="list-style-type: none"> <li>□ Independently use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</li> </ul>	



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**National Curriculum Requirements –Key Stage 2 Pupils should be taught:**

**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.

**Progression in Geography**

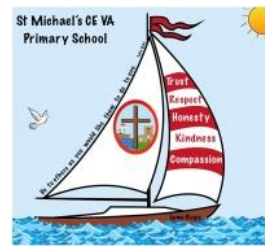
**Focus in...**

Autumn term

Spring term

Summer term

		Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical skills and fieldwork
Lower Key Stage 2	Year 3	<ul style="list-style-type: none"> <li>□ identify where countries are within the UK and the key topographical features</li> <li>□ name and locate the cities of the UK</li> </ul>			<ul style="list-style-type: none"> <li>□ ask and respond to geographical questions, e.g. Describe the landscape. Why is it like this? How is it changing? What do you think about that? What do you think it might be like if... continues?</li> <li>□ use basic geographical vocabulary such as cliff, ocean, valley, vegetation, soil, mountain, port, harbour, factory, office</li> <li>□ make more detailed fieldwork sketches/diagrams</li> <li>□ use and interpret maps, globes, atlases and digital/computer mapping to locate countries and key features</li> <li>□ use four figure grid references</li> <li>□ use the 8 points of a compass</li> <li>□ make plans and maps using symbols and keys</li> </ul>
			<ul style="list-style-type: none"> <li>□ understand why there are similarities and differences between places</li> <li>□ develop an awareness of how places relate to each other</li> </ul>	<ul style="list-style-type: none"> <li>□ identify physical and human features of the locality</li> <li>□ explain about weather conditions/patterns around the UK and parts of the Europe</li> </ul>	<ul style="list-style-type: none"> <li>□ analyse evidence and draw conclusions e.g. make comparisons between locations using aerial photos/pictures such as populations, temperatures etc.</li> </ul>
				<p><u>Sustainability</u></p> <ul style="list-style-type: none"> <li>□ Talk about and describe how people try to improve and sustain their environment.</li> <li>□ Give reasons for local environmental issues.</li> </ul>	<ul style="list-style-type: none"> <li>□ recognise that different people hold different views about an issue and begin to understand some of the reasons why</li> <li>□ communicate findings in ways appropriate to the task or for the audience</li> <li>□ understand and use a widening range of geographical terms e.g. specific topic vocabulary – meander, floodplain, location, industry, transport, settlement, water cycle etc.</li> <li>□ use fieldwork instruments e.g. camera, rain gauge</li> </ul>



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- 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.

**Progression in Geography**

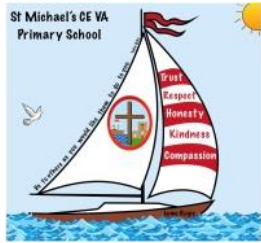
**Focus in...**

Autumn term

Spring term

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		Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical skills and fieldwork
<b>Lower Key Stage 2</b>	<b>Year 4</b>			<ul style="list-style-type: none"> <li>□ understand the effect of landscape features on the development of a locality</li> <li>□ describe how people have been affected by changes in the environment</li> <li>□ explain about natural resources e.g. water in the locality</li> </ul>	<ul style="list-style-type: none"> <li>□ understand and use a widening range of geographical terms e.g. specific topic vocabulary – contour, height, valley, erosion, deposition, transportation, headland, volcanoes, earthquakes etc.</li> <li>□ explore features on OS maps using 6 figure grid references</li> <li>□ draw accurate maps with more complex keys</li> </ul>
		<ul style="list-style-type: none"> <li>□ recognise the different shapes of the continents</li> <li>□ demonstrate knowledge of features about places around him/her and beyond the UK</li> <li>□ identify where countries are within Europe, including Russia</li> </ul>		<ul style="list-style-type: none"> <li>□ describe human features of the UK regions, cities and/or counties</li> </ul>	
		<ul style="list-style-type: none"> <li>□ recognise that people have differing qualities of life living in different locations and environments</li> <li>□ know how the locality is set within a wider geographical context</li> </ul>	<ul style="list-style-type: none"> <li>□ know about the wider context of places – region, country</li> <li>□ understand why there are similarities and differences between places</li> </ul>	<ul style="list-style-type: none"> <li>□ explore weather patterns around parts of the world</li> </ul> <p><u>Sustainability</u></p> <ul style="list-style-type: none"> <li>□ Provide factual evidence to support ways in which people can improve and sustain the environment.</li> <li>□ Use a range of sources of evidence to support environmental issues.</li> </ul>	<ul style="list-style-type: none"> <li>□ plan the steps and strategies for an enquiry</li> </ul>



**The school's Christian vision**

Our five core Christian values

*Trust, Honesty, Compassion, Respect and Kindness*

are centred on

**'Do to others as you would like them to do to you.'** (Luke 6:13)

Through these values we inspire children to be the best they can be. Encouraging high aspirations and expectations that will allow them to achieve, explore, succeed and prepare for their own path through life.



**St Michael's CE VA Primary School, Lyme Regis**

**National Curriculum Requirements –Key Stage 2 Pupils should be taught:**

**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.

**Progression in Geography**

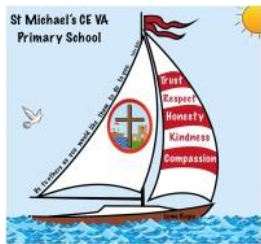
**Focus in...**

Autumn term

Spring term

Summer term

		Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical skills and fieldwork
Upper Key Stage 2	Year 5	<ul style="list-style-type: none"> <li>□ To identify the countries and capital cities of Western Europe</li> <li>□ Identify and describe the significance of the Prime/Greenwich Meridian and time zones including night and day</li> <li>□ recognise the different shapes of countries</li> <li>□ know about the wider context of places e.g. county, region, country</li> <li>□ know and describe where a variety of places are in relation to physical and human features</li> <li>□ know the location of: capital cities of countries in the British Isles and UK, seas around the UK, European Union countries with high populations and large areas and the largest cities in each continent</li> </ul>	<ul style="list-style-type: none"> <li>□ To compare the features of Western European landscapes with our own area.</li> <li>□ To compare the climate of Western European regions with that of our own area.</li> <li>□ To compare the human geography of Western European regions with that of our own area.</li> <li>□ To present information about one area of Western Europe</li> <li>□ compare the physical and human features of a region of the UK and a region of North America, identifying similarities and differences</li> </ul>	<ul style="list-style-type: none"> <li>□ Understand how humans affect the environment over time</li> <li>□ Know about changes to the world environments over time</li> <li>□ To explain what settlers need.</li> <li>□ To understand that access to natural resources varies in different countries.</li> </ul>	<ul style="list-style-type: none"> <li>□ understand and use a widening range of geographical terms e.g. specific topic vocabulary – climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle influence on the UK.</li> <li>□ To find information in an atlas using the index.</li> <li>□ To use a key to describe the features on an OS map.</li> <li>□ To use the eight compass points to describe routes on a map.</li> </ul>
		<ul style="list-style-type: none"> <li>□ recognise the different shapes of some countries</li> <li>□ identify the physical characteristics and key topographical features of some countries</li> </ul>	<ul style="list-style-type: none"> <li>□ Know about the wider context of places – region, country.</li> <li>□ Understand why there are similarities and differences between places.</li> </ul>	<ul style="list-style-type: none"> <li>□ know about the physical features of coasts and begin to understand erosion and deposition</li> <li>□ understand why people seek to manage and sustain their environment</li> <li>□ Understand weather patterns around the world and relate these to climate zones.</li> <li>□ Know how rivers erode, transport and deposit materials.</li> <li>□ Including trade between UK and Europe and ROW Fair/unfair distribution of resources (Fairtrade).</li> </ul> <p><u>Sustainability</u></p> <ul style="list-style-type: none"> <li>□ Talk about and describe how people's actions can damage and improve the environment.</li> <li>□ Talk about and describe reasons for global environmental issues.</li> </ul>	



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**Place knowledge**

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**Human and physical geography** -describe and understand key aspects of:

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- 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.

**Progression in Geography**

**Focus in...**

Autumn term

Spring term

Summer term

		Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical skills and fieldwork
Upper Key Stage 2	Year 6	<ul style="list-style-type: none"> <li>□ To locate the key rivers of the UK and the World.</li> <li>□ To understand how coastal features are formed.</li> <li>□ To identify coastal features of the UK and how they have changed.</li> <li>□ To explain how borders (UK/European) have changed over time</li> <li>□ 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</li> <li>□ 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</li> <li>□ 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)</li> </ul>	<ul style="list-style-type: none"> <li>□ understand the geographical similarities and differences through the study of human and physical geography of a region of the UK, a region of a mainland European country and a region within North or South America</li> </ul>	<ul style="list-style-type: none"> <li>□ Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>□ 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</li> <li>□ To explain how and why landscapes change over time.</li> </ul>	<ul style="list-style-type: none"> <li>□ Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>□ 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 his/her knowledge of the United Kingdom and the wider world</li> <li>□ Understand and use a widening range of geographical terms e.g. specific topic vocabulary – urban, rural, land, use, sustainability, tributary, trade links etc.</li> <li>□ Use maps, charts etc. to support decision making about the location of places</li> </ul>
				<p><u>Sustainability</u></p> <ul style="list-style-type: none"> <li>□ Recognise and describe the different views that people may hold when changes are made to the environment.</li> <li>□ Talk about and describe the ways in which groups try to manage an environment's sustainability</li> <li>□ Describe how decisions made about places and environments can impact on the lives of the people who live there.</li> </ul>	<ul style="list-style-type: none"> <li>□ 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</li> </ul>