



Sandy Lane Primary School Geography Intent and Progression 24/25

Mission	Taking PRIDE in all we do					
Values	PRIDE	Positive	Responsible	Inclusive	Determined	Enquiring
	School Rules	Ready	Respectful	Safe		
Curriculum Intent - To Promote the 5 Values and 3 School Rules						

Our intentions in Geography are for children to:

- Have a **positive** approach to learning about their locality and their place in the wider world.
- Take **responsibility** for their own learning and challenge themselves to build up a deep level of knowledge, skills and understanding.
- Take an **inclusive** approach when learning about different countries and cultures and participating in fieldwork opportunities.
- To be **determined** to develop independence in learning new skills which are later applied in different contexts.
- Stimulate creativity and inquisitiveness through **enquiry** and exploration.

Geography Intent

At Sandy Lane we believe that through their study of Geography our students will go out into the world with a curious and enquiring view of countries they travel to and have experiences in. They will be aware of the many different cultures and traditions they will come across and treat them with respect and care. Knowledge of trade and cooperation with other countries is understood and appreciated along with the responsibility of looking after the climate and the people of the world we live in.

Geography at Sandy Lane enables children to build their knowledge and intrigue about the world we live in. It provides an understanding of the variety of climates and conditions that people in different parts of the world adapt to. The curriculum is set out to help the pupils explore and investigate other parts of the world and compare them to what we know well.



Sandy Lane Primary School Geography Intent and Progression 24/25

In current times, when we are exposed to climate change, geography is also used to help children understand how powerful and important human geography can be in finding solutions to climate change.

Inclusivity is a core value at Sandy Lane and therefore our curriculum has been designed to offer all children a variety of hands-on enriching fieldwork experiences. This allows our children to apply what they have learnt in the classroom to real Geography contexts on trips and visits. Children are purposely exposed to rich cultural experiences, ambitious vocabulary and challenging content. These memorable experiences offer children engaging and exciting opportunities that they may not have encountered before.

Our curriculum offers children the opportunity to celebrate the successes in our local community as well as unpicking how key periods of time have affected our local area.

Geography Implementation

At Sandy Lane, we take an enquiry-based approach to geography teaching. This means that, every half-term dedicated to Geography learning, children set out to answer a specific question. These questions can be found in the Progression Map document, along with topic-specific vocabulary which is taught throughout the sequence of lessons.

Themes

Geography at Sandy Lane is split into 6 big ideas as defined by the Geographical Association.



Sandy Lane Primary School Geography Intent and Progression 24/25

<i>BIG IDEAS</i>		
Place	Environment and sustainability	Space
Scale	Interconnections	Cultural awareness and diversity

Our Geography curriculum is planned around 'Substantive knowledge' and 'Disciplinary knowledge' objectives.

Substantive knowledge sets out the subject-specific content that is to be learned. Substantive knowledge can be further divided into '***Declarative knowledge***' - the facts of knowledge based around the key areas of 'Locational knowledge', 'Place knowledge' and 'Physical and Human Geography'. Substantive knowledge also includes '***Procedural knowledge***', learning how to do Geography - practising geographical skills and fieldwork.

Disciplinary knowledge is the knowledge and skills required to be a Geographer. Substantive knowledge is created by Geographers using the knowledge and skills of being a Geographer. Enquiry is at the heart of being a Geographer. Geographers ask geographical enquiry questions: they collect, analyse and interpret data through fieldwork. Geographers analyse what they have found and communicate through the creation of maps, charts, graphs, diagrams and in writing.

Sandy Lane Primary School Geography Intent and Progression 24/25



Source : GA Association



Sandy Lane Primary School Geography Intent and Progression 24/25

SUBSTANTIVE KNOWLEDGE				DISCIPLINARY KNOWLEDGE
<i>Declarative Knowledge</i> <i>Knowing 'what' - i.e the facts of Geography</i>				<i>Asking and answering geographical enquiry questions.</i> ~ <i>Collecting data</i> <i>Analysing data</i> <i>Communicating through maps, charts, graphs, diagrams and in writing.</i>
Locational Knowledge	Place Knowledge	Physical Geography	Human Geography	
<i>e.g name and locate places</i>	<i>Learn key information about localities</i>	<i>Learn key features and processes taking place</i>	<i>Learn key features and processes taking place</i>	
<i>Procedural knowledge</i> <i>Geographical skills and fieldwork</i>				
<i>How to use maps and globes, how to collect and record data during field trips</i>				



Sandy Lane Primary School Geography Intent and Progression 24/25

Geography Big ideas		
Place	Environment and sustainability	Space
<p>Children study a variety of places including imagined as well as real. They consider what is in places and what happens there, ways places change and develop, their character and what they are like, how we respond to places, whether we prefer them to stay the same or evolve.</p> <p>Children study place starting with the known and local before moving wider. In KS1 children study their locality, gradually moving out wider. They go on to study the United Kingdom before moving onto study world localities such as Nairobi in Kenya and other holiday locations.</p> <p>. Through the study of physical processes, Biomes, children find out about a range of world regions. They deepen their understanding of particular regions such as a region in Germany, and also deepen their understanding of their locality.</p> <p>Through the study of physical processes such as volcanoes and earthquakes children in UKS2 widen their understanding of place children learn about additional places such as Brazil in South America. They also further develop their understanding of their own locality and how it is connected.</p>	<p>Children learn about the environment, local and global and how humans impact on this environment. They also learn about how humans seek to manage and improve their environment. In EYFS children talk about their own environment, sometimes using story books and consider how they can look after it better.</p> <p>In KS1 through the study of the local area children consider their immediate environment around the school and wider into central London. They think about what it is like to live in this area, how we feel about green spaces near us and how we can maintain them, for example putting litter in a bin.</p> <p>In LKS2 children study Biomes, including a detailed study of the Amazon rainforest. They learn how humans have damaged biomes and what can be done to mitigate this. They also cover themes such as 'The Water Cycle'. They understand how rivers can become polluted and the effect that this has on the environment and people who use the river.</p> <p>In UKS2 children study the impact of humans on physical processes such as earthquakes and volcanoes. When studying 'Climate change' children are finding out specifically about what they can do to reduce the impact of this on the world.</p>	<p>Children learn about where places are located and how they are located in relation to each other. When children learn about specific themes such as volcanoes and earthquakes they also learn where the places where these phenomena occur are, gradually building up a greater understanding of place and space.</p> <p>In KS1 the children learn about where the countries of the UK are located in relation to each other, as well as the capital cities and seas surrounding the UK. When learning about 'Explorers' and Nairobi in Kenya children are shown where these locations are using a globe and world map, whilst also referring back to previous locations studied. This helps build up a picture of 'space' and where places are in relation to each other.</p> <p>In LKS2 children make connections where the Biomes are located in the world and the significance of this for example desert biomes can be found close to the Equator, tropical biomes can be found close to the tropics.</p> <p>In UKS2 whilst learning about the location of UK and major world river children begin to build up a picture of where these are located and also which regions and continents these can be found in.</p>



Sandy Lane Primary School Geography Intent and Progression 24/25

Scale	Interconnections	Cultural awareness and diversity
<p>Children study places from very small sites for example their home and school to local, their town high street and city of London. They go on to study regional areas, national areas, locations found in different continents.</p> <p>In EYFS children learn about their school and homes.</p> <p>In KS1 children widen their understanding by looking at local streets, central London as well as the features of the UK. They also study Nairobi in Kenya as well as other contrasting locations through the unit title 'Where in the world do explorers go?'</p> <p>In LKS2 the children zoom in to particular regions of the world in order to find out more about physical processes there, for example a region in Germany.</p> <p>In UKS2 the children continue to zoom in on particular regions and areas of the world in order to find out more about physical processes and phenomena.</p>	<p>In KS1 the children learn that far off places such as Nairobi in Kenya is linked to the UK only by air travel or sea.</p> <p>In LKS2 the children broaden their UK geography understanding of how Berkshire borders on its neighbouring counties, connected by both road and rail. They also see how the South-East is connected to the continent via the Channel Tunnel.</p> <p>Later in LKS2 the children learn about the region of Germany, understanding how it is connected to the South-East of England and the and mainland Europe. The children learn about trade links and where our food comes from, further understanding their connections within the UK and wider world.</p> <p>In UKS2 the children understand how their actions in relation to climate change can have a direct impact in their own country and the rest of the world.</p> <p>Later in UKS2 they will look at how their town has developed and is continue to develop through time.</p>	<p>In EYFS children learn about diversity through stories and discussions about their own families.</p> <p>In KS1 the children learn about the UK and some of the traditions and culture found within the countries that make up the UK. They consider how these are similar and different.</p> <p>In LKS2 through the study of Rivers, children learn about the culture of the people who live around these rivers. Through the study of Germany, and the rainforests children also learn about the culture of the people who live in these places.</p> <p>In UKS2 through the study of the Volcanoes and Earthquakes they continue to develop this understanding</p>



Sandy Lane Primary School Geography Intent and Progression 24/25

Enquiry						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Simple but stimulating questions</p> <p>Focusing on local scale, with some awareness of the wider world</p> <p>Supporting the formation of opinions around familiar places</p> <p><i>Examples of questions:</i></p> <ul style="list-style-type: none"> ● Where am I? ● What is this place like? ● What can I see, hear, smell and touch? ● What kinds of features are here/there? ● How do I feel about it? 	<p>Clear and interesting questions to:</p> <ul style="list-style-type: none"> ● Describe the local area. ● Compare and develop knowledge of the wider world ● Notice distinctive human and physical features. ● Stimulate opinions ● Recognise change over time/space. <p><i>Examples of questions:</i></p> <ul style="list-style-type: none"> ● What kinds of features are here... why are they where there are? ● What are people doing here? Does that ever change? ● How does this place remind me of/compare to other places? ● How am I connected to 		<p>Purposeful questions to:</p> <ul style="list-style-type: none"> ● Widen knowledge of a range of places and the features and patterns that link them. ● Explore human and physical processes ● Recognise connections ● Compare and contrast place, space and scale ● Recognise Cause and effect <p><i>Examples of questions:</i></p> <ul style="list-style-type: none"> ● Does the way we use a space change it? ● Why and how are any decisions made? ● What physical/human processes are at work here? What patterns result? ● What will this place be like in the future? 		<p>Thought provoking questions to:</p> <ul style="list-style-type: none"> ● Appraise multiple scales and locations ● Describe and explain processes and patterns ● Investigate why similarities/differences exist ● Explain interdependence and impact ● Enable multiple perspectives ● Consider bias based on economic, historical, political, cultural, social, natural influences <p><i>Examples of questions:</i></p> <ul style="list-style-type: none"> ● How do processes shape this place/space? ● Why do these same processes not occur elsewhere? ● How are we dependent on the choices/actions made by others? ● What might/should it be like in the future? ● Whose opinion is right...why? 	



Sandy Lane Primary School Geography Intent and Progression 24/25

<i>Investigating & Observing</i>						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> ● Use senses to explore the natural world and different environments. ● Make simple observations about weather, plants, and animals. ● Engage in discussions about places they have visited. ● Begin to ask simple questions about their surroundings. 	<ul style="list-style-type: none"> ● Observe and describe simple human and physical features in the local area. ● Observe seasonal changes and describe differences in weather patterns. ● Use pictures, books, and firsthand experiences to explore places. ● Use photographs and maps to identify key features of a place. ● Use simple fieldwork techniques such as looking and listening. ● Begin to use fieldwork tools such as tally charts and simple surveys. (Y2) 		<p>Y3</p> <ul style="list-style-type: none"> ● Carry out simple fieldwork studies in the local environment. ● Use basic equipment such as compasses and measuring tools. ● Record observations using drawings, charts, and basic annotations. ● Compare and contrast different locations through observation. 	<p>Y5</p> <ul style="list-style-type: none"> ● Conduct geographical investigations using surveys, interviews, and digital tools. ● Observe how human activities impact the environment and suggest improvements. ● Use advanced fieldwork techniques such as measuring distances and elevations. ● Analyse geographical patterns using maps and collected data. 		
			<p>Y4</p> <ul style="list-style-type: none"> ● Use fieldwork techniques such as sketch maps and data collection. ● Make detailed observations of landscapes and land use. ● Identify changes in the environment over time through photographs and records. ● Draw conclusions from collected data and observations. 	<p>Y6</p> <ul style="list-style-type: none"> ● Plan and conduct independent geographical investigations. ● Use a range of sources, including satellite images, to observe and analyse features. ● Draw conclusions based on systematic fieldwork and research. ● Present findings using graphs, reports, and digital presentations. 		



Sandy Lane Primary School Geography Intent and Progression 24/25

Nursery

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Context for Learning Topic and themes Nursery	All about me	Celebrations	Keeping Healthy	Fairytales	Farming and Growing	Places to go Transition to Reception
Key Events	Harvest Diwali	Autumn Bonfire Night Remembrance Day Christmas Hannukah	Chinese New Year	Easter		
Nursery People Cultures and Communities Geog - To be able to comment and ask questions about aspects of their familiar world such as the place where they live or the natural world	To know some similarities and differences that connect them to, and distinguish them from, others	To show an interest in different occupations and ways of life indoors and outdoors	To know some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family	To be able to share traditional stories. To be able to talk about experiences with their family.	To be able to talk about themselves, their family and home life including family customs and routines	To know that people eat different foods and dress according to their culture.
Nursery The natural world Geog - To be able to talk about what they see using appropriate	To be able to talk about what they see using appropriate vocabulary noting features of objects in their immediate environment	To know changes that happen in the autumn. To be able to talk about some of the things they have observed such as	To be able to comment and ask questions about aspects of their familiar world such as the place where they live or the natural world	To know changes that happen in the springtime. To begin to talk about why things happen and how things work	To be able to show care and concern for living things and the environment	To know that people eat different foods and dress according to their culture. To be able to comment and ask



Sandy Lane Primary School Geography Intent and Progression 24/25

vocabulary noting features of objects in their immediate environment		plants, animals, natural and found objects				questions about aspects of their familiar world such as the place where they live or the natural world (repeated to link with 'Where shall we go?' topic)
--	--	--	--	--	--	---



Sandy Lane Primary School Geography Intent and Progression 24/25

Reception

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Context for Learning Topic and themes Reception	Marvellous Me Fairy Tales	Celebrations/ Autumn Toys	People who help us	Dinosaurs Animals from around the world	Farm Mini-beasts	Travel Under the Sea Transition to Year One
Key Events	Harvest Diwali	Autumn Bonfire Night Remembrance Day Christmas Hannukah	Chinese New Year	Easter		
Reception People, Cultures and Communities	<p>To be able to talk about people who help us.</p> <p>To learn about important dates within their lives.</p> <p>To be able to talk about the world that we live in and how there are similarities and differences when looking at different aspects ie homes</p>	<p>To know that some places are special to members of the community. (Including places of worship.)</p>	<p>To be able to draw maps based on locations in familiar stories</p> <p>To be able to talk about my journey to schools and identify key features on the route.</p> <p>To name key places (human and physical features) in our local area relevant to their experiences</p>	<p>To be able to talk about the world that we live in and how there are similarities and differences when looking at different aspects ie transport, Easter story</p> <p>To begin to identify the United Kingdom on a world map/ globe</p> <p>To begin to talk about places we have visited</p>	<p>To explore where minibeasts might be found within the local community</p> <p>To be able to describe a range of different habitats for minibeasts.</p>	<p>To know differences in the immediate environment, compare with a seaside location. (Aerial views)</p> <p>To be able to recognise similarities and differences between life in this country and life in other countries. ie weather</p> <p>To know that people wear</p>



Sandy Lane Primary School Geography Intent and Progression 24/25

	To be able to draw a simple map. (Goldilocks)		(church, shop, house, farm, park)	outside of the United Kingdom and identify on a map		different clothes according to the climate To learn about important dates within their lives. (Transition to Year 1)
<p>Reception</p> <p>The Natural World</p> <p>To be able to compare and contrast story settings.</p> <p>Geog - To be able to describe and draw pictures of the natural world including animals and plants. (Wider environment)</p> <p>Geog - Understand that some places are special to</p>	<p>To be able to recognise some environments that are different from the one in which they live eg home compared to school</p> <p>To know the difference between night and day time</p>	<p>To be able to understand the effect of changing seasons on the natural world around them</p> <p>To describe what they see, hear and feel whilst outside - focus on Autumnal changes</p> <p>To be able to use observational skills to study the geography of my school and its surrounding area (Autumn walk in the field).</p>	<p>To be able to show care and concern for living things. (planting seeds.)</p> <p>To be able to compare and contrast story settings.</p>	<p>To be able to explore the natural world around them (Spring)</p> <p>To be able to talk about why things happen and how things work and begin to draw on their ideas (transport)</p> <p>To be able to use observational skills to study the geography of my school and its surrounding area (Traffic watch/ listen)</p>	<p>To be able to explore the natural world around them showing care and concern for living things. (minibeasts)</p> <p>To be able to talk about the changes they can see when ice melts. (Melting garden minibeast creatures)</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p>	<p>To be able to describe and draw pictures of the natural world including animals and plants. (Wider environment)</p>



Sandy Lane Primary School Geography Intent and Progression 24/25

members of their community. Recognise some similarities and differences between life in this country and life in other countries. Recognise some environments that are different to the one in which they live.					To be able to recognise similarities and differences between contrasting habitats (minibeasts).	
---	--	--	--	--	---	--



Sandy Lane Primary School Geography Intent and Progression 24/25

Substantive Knowledge							
<i>Procedural knowledge Geographical skills and fieldwork</i>							
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Using & Interpreting	<p>I can talk about my journey to school and identify key features on the route.</p>	<p>I can follow a route on a prepared map</p> <p>I can begin to recognise simple features on maps such as buildings, roads and fields.</p>	<p>I can begin to use an Infant Atlas to locate places.</p> <p>I can find information on aerial photographs.</p> <p>I can begin to recognise simple features on maps such as buildings, roads and fields.</p>	<p>I can begin to use a Junior atlas, map and globe</p> <p>I can begin to locate photos of features on a map</p>	<p>I can use an atlas, map and globe</p> <p>I can locate photos of features on a map</p>	<p>I can use a map to follow a route, saying what can be seen.</p> <p>I can use index and contents page of an atlas</p>	<p>I can follow a route on 1:50 000 Ordnance Survey map</p> <p>I can describe and interpret relief features.</p> <p>I can relate maps to each other and to vertical aerial photographs.</p>



Sandy Lane Primary School Geography Intent and Progression 24/25

Substantive Knowledge							
<i>Procedural knowledge Geographical skills and fieldwork</i>							
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Position & Direction	Model precise vocabulary to describe movement and directionality, and encourage children to use it. DM (PD)	<p>I am beginning to use directional vocabulary.</p> <p>I am beginning to use N, S, E, W in playground games.</p>	<p>Use directional language to describe the location of features and routes on a map</p> <p>I can say which direction N, S, E,W is, for example, using a compass in the playground.</p>	<p>I can begin to follow directions using the 8 compass points.</p> <p>I can begin to use 4- figure grid references to locate features. E.g 0524</p> <p>Identify squares on a map using letter/number coordinates. E.g A3</p>	<p>I can give directions using the 8 compass points</p> <p>I can use 4- figure grid references to locate features. E.g 0524</p>	<p>I can confidently use 4 figure grid references to locate features.</p> <p>I can use latitude and longitude in an atlas or globe.</p>	<p>I can use 4 figure and 6 figure coordinates to locate features.</p> <p>I can follow a route on 1:50 000 Ordnance Survey map</p> <p>I can describe and interpret relief features. (contour lines)</p>
Symbols		<p>I can use my own symbols on maps</p> <p>I know that symbols mean something on maps.</p> <p>I am beginning to realise why maps need a key.</p>	<p>I can use symbols on maps (class agreed symbols).</p> <p>I can find a given Ordnance Survey symbol on a map with support.</p>	<p>I can begin to use standard symbols on my maps.</p> <p>I can find a given Ordnance Survey symbol on a map</p>	<p>I can give maps a key with standard symbols.</p> <p>I can use some Ordnance Survey style symbols.</p>	<p>I can use agreed and Ordnance Survey symbols.</p> <p>I can use standard OS symbols</p>	<p>I know 1:50.000 symbols and atlas symbols.</p> <p>I can identify OS symbols and map conventions.</p>



Sandy Lane Primary School Geography Intent and Progression 24/25

Substantive Knowledge							
<i>Procedural knowledge Geographical skills and fieldwork</i>							
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing	<p>Draw information from a simple map.</p> <p>Draw simple maps of their immediate environment, or maps from imaginary story settings they are familiar with. DM</p>	<p>I can draw a simple map from my own knowledge e.g route from home to school</p>	<p>I can draw a simple sketch map of the centre of Bracknell</p>	<p>I can begin to make and a map of a short route in my immediate local area with features in correct order based on an OS Map.</p> <p>I can begin to make a map of small areas with features in correct places.</p>	<p>I can make a map of a short route in my immediate local area with features in correct order based on an OS Map.</p> <p>I can make a map of a small area with features in the correct places.</p> <p>I can draw a field sketch.</p>		<p>I can make sketch maps of an area using symbols and key based on an OS Map showing a summary of different land use.</p>



Sandy Lane Primary School Geography Intent and Progression 24/25

Locational Knowledge					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>To know where we live (city/town)</p> <p>Name the four countries and capital cities of the UK</p> <p>Locate the four countries and capital cities of the UK</p> <p>Identify characteristics of the four countries of the UK and its surrounding seas</p>	<p>Name and locate the world's seven continents</p> <p>Name and locate the world's five oceans</p> <p>To locate the equator, North Pole and South Pole on a globe or on a world map.</p> <p>Use North, South, West, East to describe a location.</p>	<p>Recall and locate the capital cities and counties of the UK.</p> <p>Locate Europe on world maps</p> <p>Use maps to identify key countries and major cities in Europe</p> <p>Locate the major world Biomes and recall their locations (continent/country)</p> <p>Locate the Equator and Southern Hemisphere.</p> <p>Identify the position and significance of the Southern hemisphere, latitude and longitude. Identify the position and significance Northern hemisphere, tropic of cancer, Arctic and Antarctic Circle.</p>	<p>Locate coasts, rivers and mountains in the UK and World.</p> <p>Locate the worlds countries using maps to focus on South America</p> <p>Use maps to concentrate on the environmental regions of South America</p> <p>Locate The Amazon River and the countries it flows through in South America using regular and digital maps.</p>	<p>Locate major world fault lines.</p> <p>Locate and map energy solutions of the world</p>	<p>Locate and name the world's famous volcanoes and where earthquakes take place along the major fault lines.</p>



Sandy Lane Primary School Geography Intent and Progression 24/25

Place knowledge							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>To be able to comment and ask questions about aspects of their familiar world such as the place where they live or the natural world</p>	<p>To be able to compare and contrast story settings.</p> <p>To be able to describe and draw pictures of the natural world including animals and plants. (Wider environment)</p> <p>To be able to use observational skills to study the Geography of my school and surrounding area.</p>	<p>To be able to name some places in and around the school</p>	<p>To be able to ask relevant questions about my town</p> <p>Name key places in our local area e.g (church, shop, house, park)</p> <p>Understand geographical similarities and differences through studying the Bracknell and Nairobi in Kenya.</p> <p>Recognise some local landmarks and some landmarks of a non-European country I study.</p>	<p>Explain the difference between British Isles, Great Britain and the UK.</p> <p>Recognise the geographical similarities and differences between places.</p> <p>Learn about the physical and human features of the south-east region of England.</p> <p>Identify geographical similarities and differences through the study of human and physical geography of a region of the UK and a region in a European country (Germany)</p> <p>Learn about the physical and human features of the region of</p>	<p>Describe how a place is part of a wider context – region, country, and continent. (Brazil)</p> <p>Recognise the climate of a country based on its location.</p>	<p>Recognise the geographical features of Bracknell Forest</p>	<p>Learn about the specific physical and human features of the locality, Bracknell Forest and how these have changed</p> <p>Describe how places have changed and why they continue to change</p> <p>Describe the features and context of mountainous areas (Snowdon, Wales and Mount Everest)</p>



Sandy Lane Primary School Geography Intent and Progression 24/25

				Germany. Explain the lines on a globe and use the terms Longitude and Latitude.			
--	--	--	--	--	--	--	--



Sandy Lane Primary School Geography Intent and Progression 24/25

Human Geography							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>To be able to talk about what they see using appropriate vocabulary noting features of objects in their immediate environment</p>	<p>Understand that some places are special to members of their community. Recognise some similarities and differences between life in this country and life in other countries. Recognise some environments that are different to the one in which they live.</p> <p>ELG Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Explain some similarities and differences between life in this country and</p>	<p>Recognise human features in the local area</p> <p>Explain why people wear different clothes at the different parts of the year.</p> <p>Explain the different jobs people might do to according to the weather of their countries.</p>	<p>Understand and use geographical vocabulary to explain the human features of a place (city, town, factory, house, office, shop)</p> <p>Understand and use geographical vocabulary to explain the human features of a place (road, bridge, railway line, museum, houses, schools)</p> <p>Compare the lives of people between UK and a non-European country and explain the reasons using my geographical knowledge.</p>	<p>Explain what human features/ geography of a place means.</p> <p>Explain the human features of an area I study. (south-east England) Explain why people live in cities/towns/villages.</p> <p>Understand how human activity is affected by climate and the physical geography of a place.</p> <p>Explain the effect of climate on a region and on people's lives.</p>	<p>Understand trade links and economic climates including trade links and distribution of natural resources</p> <p>Explain why rainforests are important.</p> <p>Explain the effect of humans on rainforests.</p> <p>Explain the effect of climate on a region and on people's lives.</p>	<p>Explain how natural disasters (earthquakes) affect the lives of people.</p> <p>Describe and understand economic activity including trade links and the distribution of natural resources including energy, food, minerals and water</p> <p>Understand that energy can be produced by renewable and non-renewable methods. All energy production has an impact on the physical environment.</p>	<p>Explain how natural disasters (volcanoes) affect the lives of people.</p> <p>To understand how humans are connected to different parts of the country and world.</p>



Sandy Lane Primary School Geography Intent and Progression 24/25

	life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.						
--	--	--	--	--	--	--	--



Sandy Lane Primary School Geography Intent and Progression 24/25

Physical Geography							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>To be able to talk about what they see using appropriate vocabulary noting features of objects in their immediate environment</p>	<p>similarities and differences between life in this country and life in other countries.</p> <p>Recognise some environments that are different to the one in which they live.</p> <p>Understand the effect of changing seasons on the natural world around them.</p> <p>ELG 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.</p> <p>Understand some important processes</p>	<p>To identify seasonal and daily weather patterns in the UK</p> <p>Know the four seasons and the differences between them.</p> <p>Explain how the weather changes according to the season.</p>	<p>Identify the main features of hot and cold places.</p> <p>Recognise physical features in the local area</p> <p>Describe what places are like</p> <p>Use vocabulary to describe physical features of a place (hill, soil, river, forest)</p> <p>Determine the location of hot and cold areas in relation to the Equator and the Poles.</p> <p>Use vocabulary to describe physical features of a place (island, beach, coast, ocean,</p>	<p>Locate and describe physical features of a place use geographical vocabulary</p> <p>Describe the physical features of areas in Europe (mountains, rivers, lakes etc.)</p> <p>Compare the physical geography of my local area with an area in Europe.</p> <p>Describe and understand climate zones, biomes and vegetation belts.</p>	<p>Describe the parts of a river and how they are formed.</p> <p>Describe and understand key aspects of the water cycle</p> <p>Describe the main features of a rainforest.</p>	<p>Describe why earthquakes take place.</p> <p>Understand what Climate change is, its current physical effect on countries across the globe and future physical predicted effects.</p>	<p>Describe how volcanoes are created, explaining their features and how they erupt.</p> <p>Describe how mountains are created and formed.</p>



Sandy Lane Primary School Geography Intent and Progression 24/25

	and changes in the – natural world around them, including the seasons.		mountain, cliff, valley, vegetation, savannah, countryside).				
--	--	--	--	--	--	--	--



Sandy Lane Primary School Geography Intent and Progression 24/25

UNITS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YN	<i>All about me (immediate environment)</i>				<i>Farming & growing</i>	
YR	<i>All about me (comparing environments home and school)</i>		<i>People who help us (key places human / physical local area)</i>	<i>Animals around the world</i>	<i>Farm</i>	<i>Travel & Transport</i>
1	<i>Why does the weather change? Fieldwork</i>			<i>What is so great about the U.K?</i>	<i>What is it like to go to school in Sandy Lane?</i>	
2		<i>How can I be a Tour Guide in London?</i>		<i>What is life like in Kenya?</i>	<i>Where in the world have we explored?</i>	
3	<i>Why is the South-East of England so important?</i>			<i>What are Biomes and why are they important?</i>		<i>How does Leverkusen in Germany compare to Bracknell Forest? Fieldwork</i>
4		<i>How are rivers important? Fieldwork</i>	<i>Where does chocolate come from and how does it get to our shops?</i>			<i>Why are rainforests important?</i>
5		<i>How does the Earth move? (Earthquakes)</i>	<i>Why is Germany an important part of Europe?</i>		<i>Where does energy come from and is it sustainable?</i>	
6		<i>Why does the Earth explode? (Volcanoes)</i>			<i>Where can we find the highest mountains?</i>	<i>How can Geography help us to improve our local area? Fieldwork</i>