GEOGRAPHY	EARLY YEARS (N and Rec)	KS1 (Y1 and 2)		Lower KS2 (Y3 and Y4)		Upper KS2 (Y5 and Y6)	
ACQUIRE ASKING GEOGRAPHICAL QUESTIONS *NB contexts are cumulative e.g. Y1/2 will work on place, space, people **AND** scale*	**CONTEXT: place, space, people** In this phase, children explore the world of their immediate environment and experience. **KEY QUESTIONS:** What is this place like? Who lives here? **What? Where? Who?**	**CONTEXT: scale** Expand concept of **place and space** to include familiar towns, cities and countries. *How is this place connected to other places?*	**CONTEXT: scale** Expand concept of **space and people** to include local, national, global scale. *How many people are here?*	**CONTEXT: interdependence.** Describe examples of interdependence *e.g. explain why mountains are where they are; how climate affects population distribution.*	**CONTEXT: interdependence.** Identify examples of interdependence *e.g. Location of ports; how global populations are linked by trade.*	**CONTEXT: sustainability.** Children explore adult-led questions about environmental and political issues around sustainability.	**CONTEXT: sustainability.** Children raise and explore their own questions about environmental and political issues around sustainability.
FIELDWORK primary sources	**TRADITIONAL** Observation e.g. features of their environment. Similarities and differences between people; between places.	**TRADITIONAL** *Observation + Measurement* Organise a count up to 100. Basic language of position. Whole, ½ , ¼ and ¾ turns.	**TRADITIONAL** *Observation + Measurement* Organise a count by grouping into 2s, 5s, 10s… Mathematical language of position. Use 4-point compass.	**TRADITIONAL** *Observation + Measurement* (length, mass, perimeter) + *Recording* *Adult-led* design of fieldwork. Use 8 point compass.	**TRADITIONAL** *Observation + Measurement* (length, mass, perimeter) + *Recording* *Child-led* design of fieldwork. Use coordinates in 1st quadrant.	**SCIENTIFIC** *Adult-led* investigations of human/ physical features of local area. Use OS maps with 4 fig refs.	**SCIENTIFIC** *Child-led* investigations of human/ physical features of local area. Use OS maps with 6 fig refs. Use full coordinate grid.
INTERPRETING GEOGRAPHICAL DATA secondary sources	**Describe** geographical information *(basic similarities and differences*) collected from simple sources e.g. maps,books, photographs.	**Describe** geographical information *(landmarks and basic human and physical features)* collected from world maps, atlases, globes, aerial photographs and plan perspectives.		**Select** relevant information from geographical sources *(maps, atlases and digital/ computer mapping and human sources)* to **identify** human and physical characteristics, land-use patterns and key topographical features of different places.		**Analyse and Evaluate** information from geographical sources *(maps, databases, diagrams e.g. climograph, cartogram, popn pyramid)* to **compare and contrast** different places and to understand how some aspects have **change**d over time.	
ARRANGE geographical information	**Construct** drawings	**Construct** simple maps including basic symbols in a key.	**Construct** simple maps including a key; pictograms; tally charts; bar charts; tables.	**Construct** basic sketch maps and plans; bar charts, pictograms, tables.	**Construct** basic sketch maps and plans; bar charts and time graphs (discrete and continuous data)	**Construct** sketch maps and plans; line graphs.	**Construct** sketch maps; basic scale drawings (ratio); pie charts and line graphs; calc mean.
USE answering geographical questions	**Talk** about findings.	**Combine** geographical data with report writing to answer questions.		**Combine** data with report writing to answer questions. Use sub-headings.	**Combine** data with report writing to answer questions. Justify conclusions.	**Create** response to question by combining data with relevant writing (scaffolded).	**Create** independent response to geographical question.
Develop ENVIRONMENTAL AWARENESS	Appreciate the beauty and importance of the environment and of the need to respect the natural world.			Understand some of the issues around human/ environment interdependence.		Understand some of the issues around sustainability.	