Annesley Primary & Nursery School Progression Map

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Geography

At Annesley Primary and Nursery School, we believe that geography is essentially about understanding the world we live in and how it works. A high-quality geography education inspires in children a curiosity and fascination about the world and its people, and provokes and provides answers to questions about the natural and human aspects of the world. We want our pupils to develop a deep understanding of the Earth's key physical and human processes, to understand diverse places, people, resources and environments, and to understand their own place in the world, beginning with their local area of Annesley Woodhouse.

Pupils are taught to ask and answer geographical questions, to collect, record and present data through fieldwork in the school grounds and the local area, and to use evidence to explain what they find. Precise geographical vocabulary is taught explicitly in every unit, and pupils learn to communicate their understanding through maps, graphs, presentations and reports. Geography is linked to other subjects, such as science, history, mathematics and computing, so that pupils see its relevance and can apply their learning in different contexts.

By the end of Year 6, pupils leave Annesley Primary and Nursery School as curious, knowledgeable and thoughtful geographers who can locate and describe places and environments in the UK and around the world, explain the physical and human processes that shape them, use maps, atlases, digital mapping and fieldwork skills with confidence, and understand how human activity changes the environment and how it can be managed sustainably. They are well prepared to continue their study of geography at Key Stage 3 and beyond.

Our ARCHIE framework embeds six core values across our curriculum – Ambition, Resilience, Confidence, Honesty, Independence, and Equality. Below are how these values apply to Geography at Annesley Primary & Nursery School:

A	All children learn to appreciate the world we live in at both a local and a global level. Pupils follow a well-sequenced curriculum that builds their knowledge of places, people and environments, moving from the familiar surroundings of their own community towards an understanding of the wider world. Children learn how the planet can be protected and are encouraged to aspire to help make the world a better place for all to live. By exploring real issues such as sustainability, environmental change and the use of natural resources, pupils understand that their actions matter and that they can make a positive difference. This ambitious approach ensures that every child is inspired to think beyond their immediate surroundings and to see themselves as responsible global citizens.
R	Children learn how to use a map and build their resilience by using field study skills to navigate and find their way, both locally and in the wider world. Pupils develop the perseverance to tackle practical challenges such as interpreting unfamiliar maps, using compass directions, collecting data in the field and solving problems when a route or result is not as expected. Children learn that getting lost, making errors and trying again are natural parts of exploring and understanding places. Through repeated practice and well-sequenced fieldwork opportunities, pupils build the determination and problem-solving skills needed to find their way with growing accuracy and independence.
C	Children explore our ever-changing world and develop confidence in expressing their views on geographical topics. Pupils build the self-assurance to ask questions, discuss changes to landscapes, climates and communities, and explain their thinking using accurate geographical vocabulary. As their knowledge grows, children gain the confidence to contribute to class discussions, to support their opinions with evidence and to listen respectfully to the ideas of others. Through consistent opportunities to investigate, reflect and share, pupils come to see themselves as capable geographers who can engage thoughtfully with local, national and global issues.
H	Within Geography, all children develop their own views regarding the environment and feel safe with their peers in sharing honest views. Pupils are encouraged to explore different perspectives on issues such as conservation, land use and climate change, and to express their opinions openly and truthfully in a supportive classroom environment. Children learn to consider evidence carefully, to recognise that people can hold differing views on the same issue, and to reflect honestly on how their own choices affect the environment. By fostering a culture of openness and respect, we help pupils develop the integrity to share genuine opinions while listening to and valuing the honest views of others.
I	Children develop an independent understanding of the world they live in and harness a love for further knowledge. Pupils are given opportunities to ask their own questions, to choose how to research and present their findings, and to use maps, atlases and digital resources with increasing autonomy. Through fieldwork and enquiry, children learn to make decisions, to draw their own conclusions and to take ownership of their learning. This growing independence nurtures curiosity and empowers pupils to become self-directed learners who continue to explore and discover the world beyond the classroom.
E	Within Geography, all children learn about different countries and cultures, celebrate these differences and respect others with equality and tolerance. Pupils explore how people live in a range of places around the world, discovering the diversity of traditions, environments and ways of life that make up our global community. By studying these places with curiosity and respect, children learn to challenge stereotypes and to appreciate that every culture has value. This commitment to equality helps pupils to understand that, despite our differences, we share one planet and a shared responsibility to treat others fairly and with kindness.

		EYFS	Key Stage 1		Key Stage 2			
		Nursery/ Reception	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Locational Knowledge: The World	**Knowledge**	• The world is made up of land and water. • The world is made up of different countries. • Places in stories, such as Paddington's journeys, can be far away from where we live. **Key vocabulary:** world, land, water, country, far away, near, globe	• We live in a village called Annesley Woodhouse, which is in England, which is part of the United Kingdom, a group of countries on an island in the world. • A globe and a map show the world and places in it. **Key vocabulary:** world, island, country, village, map, globe, near, far	• The Earth is a sphere, like a giant ball, and the globe is a model of it; it has land and water. • There are seven continents (Africa, Antarctica, Asia, Australia/Oceania, Europe, North America and South America) and five oceans (Pacific, Atlantic, Indian, Southern and Arctic). • The Equator is an imaginary hot line around the middle of the Earth; the North Pole and South Pole are freezing cold places at the top and bottom. **Key vocabulary:** Earth, sphere, globe, continent, ocean, Equator, North Pole, South Pole, atlas	• The Earth's crust is broken into giant pieces called tectonic plates; the world map shows where plate boundaries are. • The UK sits in the middle of the Eurasian Plate, far from major plate edges, so it has few volcanoes and earthquakes; active zones are along plate edges. • Continents and oceans are the setting for the world's physical processes and features. **Key vocabulary:** tectonic plate, boundary, Eurasian Plate, continent, ocean, active zone, world map	• The Equator is at 0° latitude; the Tropic of Cancer and Tropic of Capricorn lie to the north and south of it, and the Northern and Southern Hemispheres are either side. • Tropical rainforests grow in a band close to the Equator and between the Tropics, e.g. the Amazon (South America), the Congo (Africa) and the Daintree (Australia). • The Arctic and Antarctic Circles mark the polar regions. **Key vocabulary:** Equator, Tropic of Cancer, Tropic of Capricorn, latitude, hemisphere, Arctic Circle, Antarctic Circle, Amazon, Congo, Daintree	• The USA is a single country in North America, made up of 50 states. • Major world rivers are found on different continents, e.g. the Nile (Africa), the Amazon (South America) and the Mississippi (North America). • States and rivers can be located using an atlas and digital maps, and described by their position on a continent. **Key vocabulary:** North America, state, union, Nile, Amazon, Mississippi, atlas, continent, locate	• The Prime Meridian (0° longitude) runs through Greenwich; the Earth rotates, so time differs east and west of it in time zones. • Europe and South America are continents with different countries, cities, climates and physical features; Europe includes Russia. • Lines of latitude and longitude form a grid that can describe any location on Earth. **Key vocabulary:** Prime Meridian, longitude, latitude, time zone, GMT, hemisphere, Europe, South America, megacity
	Skills	• Talk about places they have heard about in stories, e.g. Paddington's journeys. • Point to land and water on a globe, with support. • Say that the world is made up of different	• Say where they live: Annesley Woodhouse, in England, in the United Kingdom. • Zoom out from the local area to the country and the island on simple maps.	• Identify and label land and water on a globe, and compare it with a world map. • Name and locate the seven continents and five oceans, using a word bank.	• Locate the main tectonic plates and their boundaries on a world map and in an atlas. • Assemble a jigsaw map of the major plates. • Locate Annesley Woodhouse and the	• Locate the Equator, the Tropics of Cancer and Capricorn on a map. • Locate major rainforests (the Amazon, Congo and Daintree) using an atlas.	• Locate the USA and the states studied on a world map, atlas and digital map. • Locate major UK and world rivers using an atlas. • Describe the position of a	• Use the Prime Meridian to calculate time differences east and west. • Locate countries, major cities and features in Europe and South America

		countries and talk about similarities and differences.	• Find the UK on a globe with support.	• Assemble a world map puzzle and position landmasses correctly relative to one another. • Locate the Equator, North Pole and South Pole on a globe and map.	UK within the Eurasian Plate and contrast them with active zones.	• Use an atlas index and contents to find places.	place on its continent.	on maps and atlases. • Determine the time offset between their local area and major continental cities. • Use latitude and longitude to describe the position of places.
		EYFS	**Key Stage 1**		**Key Stage 2**			
		Nursery/ Reception	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Locational Knowledge: The United Kingdom	**Knowledge**	• I live in a place called Annesley. • The place where we live is part of a country. **Key vocabulary:** home, village, address, street, where, near	• The United Kingdom is made up of four countries: England, Scotland, Wales and Northern Ireland. • The capital cities are London (England), Edinburgh (Scotland), Cardiff (Wales) and Belfast (Northern Ireland). • England is our home country, and each country has its own flag. • The UK is an island group surrounded by seas. **Key vocabulary:** United Kingdom, country, capital city, England, Scotland, Wales, Northern Ireland, London, Edinburgh, Cardiff, Belfast, flag	• Annesley Woodhouse is a village in the county of Nottinghamshire; a county is a part of a country. • Hucknall and Mansfield are nearby towns in Nottinghamshire. **Key vocabulary:** village, town, county, Nottinghamshire, Hucknall, Mansfield, nearby, England	• Nottingham is a regional city in the East Midlands, and London is the capital city of England and the UK. • The River Trent flows through Nottingham; Wollaton Park is a green space in the city. • The UK sits within the Eurasian Plate. **Key vocabulary:** Nottingham, London, city, capital, River Trent, Wollaton Park, East Midlands, region	• Annesley Woodhouse can be found on OS maps, aerial maps and old maps of Nottinghamshire, and its features can be identified using map symbols. • The village has changed over time, and its position in the UK is the reason for some of those changes. **Key vocabulary:** Ordnance Survey, OS map, aerial map, Annesley Woodhouse, symbol, Nottinghamshire, location	• Major UK rivers include the Thames, Severn and Trent; the River Leen is a local water source in the Trent catchment. • UK settlements have grown up beside rivers and water sources. **Key vocabulary:** River Thames, River Severn, River Trent, River Leen, catchment, source, headwaters	• The UK is in Europe, and uses Greenwich Mean Time (GMT) in winter and British Summer Time (BST) in summer. • Annesley Woodhouse is the local baseline for comparing climate, time and land use with other places. **Key vocabulary:** Europe, GMT, BST, time zone, baseline, temperate, local, comparison
	Skills	• Say where they live and talk about their street and village.	• Name the four countries and capital cities of	• Find Annesley Woodhouse, Hucknall and	• Locate Nottingham and London on a map of the UK.	• Locate Annesley Woodhouse on an OS map and an	• Locate major UK rivers on an atlas.	• Locate the UK in Europe and compare its time

		• Talk about trips to local places.	the UK, and recognise their shapes on a jigsaw map. • Match each country to its flag and each capital to its country. • Independently label the four countries and capital cities on a map. • Find Annesley Woodhouse in England.	Mansfield on a map of Nottinghamshire. • Say whether a place is a village or a town. • Describe where places are in relation to each other, using simple directions.	• Locate the River Trent and Wollaton Park within Nottingham. • Find and label the cities in an atlas.	aerial map, and match a ground-level photograph to its location. • Use OS symbols to find features in the village.	• Trace the local headwaters and path of water near NG17 and say where it flows. • Describe where UK settlements are in relation to rivers.	and climate with other places. • Use the UK as a baseline when comparing Europe and South America. • Use maps, atlases and digital maps to describe places in relation to the UK.
		EYFS	**Key Stage 1**		**Key Stage 2**			
		Nursery/ Reception	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Place Knowledge	**Knowledge**	• I can say what I like about a place or environment. • I can name things I like or dislike in an environment. • Life in this country is similar to and different from life in other places, e.g. in Paddington's journeys.	• Our local area, Annesley Woodhouse, has physical features (hills, trees, streams, soil) and human features (houses, roads, shops, churches). • Places can be compared by what is there.	• A village is a small settlement surrounded by countryside, with local shops, green space and quieter roads; a town is a larger settlement with more buildings, people and bigger shops. • Villages and towns share features, e.g. houses, shops and schools, because people need them; they differ in size, population and transport links. • Annesley Woodhouse is unique because of its mining history and natural landmarks.	• A city is larger and denser than a town or village, and may have a royal charter or cathedral. • Nottingham (regional city) and London (capital city) have similar human features (transport, high-rise zones) and physical features (rivers, parks), but differ in scale and influence. • Annesley Woodhouse is the semi-rural baseline for comparison.	• Annesley Woodhouse has changed over time, and has been chosen as a place to live for historical and modern reasons. • Tropical rainforests are different from the cool temperate woodland near Annesley: they have a dense canopy, high rainfall and intense humidity.	• American states have different physical and human features and economies, e.g. California's Central Valley, New York's Hudson River and Florida's Everglades. • A US state can be compared with Nottinghamshire in scale, population density and economic structure.	• Europe and South America can be compared by climate, human footprint and physical features. • Annesley's land use in 1926 was very different from 2026, as it was changed from a coal-mining hub to a regenerated community.

		Key vocabulary: like, dislike, same, different, place, home, country	**Key vocabulary:** local area, physical feature, human feature, hill, tree, stream, house, road, shop, church	**Key vocabulary:** village, town, settlement, similar, different, unique, population, transport, countryside	**Key vocabulary:** city, regional, capital, population density, similar, different, human features, physical features, landmark	**Key vocabulary:** rainforest, temperate, woodland, contrast, push factor, pull factor, climate, canopy	**Key vocabulary:** state, union, county, physical feature, human feature, economy, compare, population density	**Key vocabulary:** continent, similar, different, compare, climate, human footprint, physical features, region, case study
	Skills	• Say what they like about a place or an environment. • Name things they like and dislike about an environment. • Talk about similarities and differences between life here and in other countries. • Role-play different jobs and roles in a place.	• Identify and name physical and human features in the local area. • Describe the local area using simple geographical words. • Compare features of different places in pictures. • Sort features into human and physical.	• Describe the features of a village (Annesley Woodhouse) and a nearby town (Hucknall or Mansfield). • Identify similarities and differences between a town and a village using comparative language (bigger, quieter, more, less). • Explain what makes a locality unique. • Use sources, e.g. photographs and maps, to find out about a place.	• Describe the features of a city, using the terms village, town and city correctly. • Compare Nottingham and London and identify similarities and differences. • Explain how human and physical features interact in a city. • Present an urban case study to an audience.	• Explain why people have chosen to live in Annesley, in the past and today. • Compare a rainforest with a temperate woodland and explain the differences. • Use maps and photographs to describe a place and how it has changed.	• Research the physical, human and economic features of a chosen American state, using a range of sources. • Compare a US state with Nottinghamshire. • Present the features of a place in a structured way.	• Compare the climate, human footprint and physical features of Europe and South America. • Compare Annesley in 1926 and 2026 and explain what changed. • Write a formal, evidence-backed geographical report.
		EYFS	**Key Stage 1**		**Key Stage 2**			
		Nursery/ Reception	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Physical Geography: Landscapes and Natural Processes	**Knowledge**	• Natural things, like trees, rivers and hills, are part of the world around us. • We can talk about changes in the natural world, e.g. when seasons change.	• A physical feature is a natural landmark that is not made by people, e.g. hills, trees, streams and soil. • Natural things grow or are made by the Earth; man-made things are built or created by people.	• The Earth has land (continents) and water (oceans), and some places on it are hot and others cold. • Physical features, such as hills and woodland, give a place its character, including Annesley Woodhouse.	• The Earth is made of four layers: crust, mantle, outer core and inner core. • Volcanoes form when magma, molten rock below ground, pushes through cracks in the crust when pressure builds up; on the surface it is called lava; a volcano has a	• A rainforest has four layers: emergent, canopy, understorey and forest floor, each with its own environment and animals. • Sunlight decreases as you go down through the layers. • Physical features of a landscape have	• Rivers have a source (headwaters), flow downhill and join larger rivers; major rivers include the Thames, Severn and Trent in the UK, and the Nile, Amazon and Mississippi in the world. • Rivers benefit places by providing trade routes, fertile soil,	• The Andes are the longest mountain range in South America, and shape the climate and rivers around them; Europe has mountain ranges such as the Alps. • Physical features such as mountains and rivers can be compared by height and length.

					magma chamber, main vent and crater. • Earthquakes happen when plates moving past each other get stuck, build up pressure and suddenly slip, sending out seismic waves from the epicentre. • Rivers, valleys, hills and parks are physical features that sit within cities, e.g. the River Trent and Wollaton Park.	changed over time, as seen on old and modern maps.	drinking water and transport. • Physical features include rivers, valleys, mountains and wetlands, e.g. California's Central Valley, the Hudson River and the Everglades. • The water cycle moves water between the sea, air and land (link: Science, States of Matter).	• Rainforests, rivers and mountains are natural features that are affected by human activity.
		Key vocabulary: tree, river, hill, mountain, grass, sea, natural, outside	**Key vocabulary:** natural, man-made, physical feature, hill, tree, stream, soil, landmark	**Key vocabulary:** land, water, ocean, hill, woodland, coast, mountain, river, physical	**Key vocabulary:** crust, mantle, outer core, inner core, tectonic plate, magma, lava, volcano, earthquake, epicentre, seismic wave	**Key vocabulary:** emergent layer, canopy, understorey, forest floor, layer, habitat, biome, sunlight	**Key vocabulary:** source, headwaters, river, catchment, tributary, flood plain, water cycle, delta	**Key vocabulary:** mountain range, Andes, Alps, river length, mountain height, physical feature, altitude
	Skills	• Explore the natural world and talk about what they see, hear and feel. • Draw physical features on a simple map or picture. • Talk about how things change through the seasons.	• Identify and name local physical features, e.g. hills, trees, streams and soil. • Sort natural and man-made objects. • Describe how they identified and grouped them.	• Identify land and water on a globe and map. • Describe physical features in Annesley Woodhouse and nearby. • Compare hot and cold places in relation to the Equator and the Poles.	• Use a model, e.g. an apple or egg, to explain the Earth's structure. • Diagram a volcano and label its parts, and model how pressure builds. • Model an earthquake with sanding blocks or sponges and explain it. • Sort the hazards and benefits of living near tectonic zones.	• Identify the layers of a rainforest and describe the environment and animal life in each. • Build a physical model to show how sunlight decreases down the layers. • Compare old and modern maps to spot physical changes.	• Locate and describe major rivers and say how they benefit their areas. • Trace the local headwaters and the path of local water in the NG17 area. • Identify physical landmarks in a chosen American state.	• Identify the main physical features of Europe and South America on a physical map. • Extract and compare data on mountain heights and river lengths. • Explain how physical features such as the Andes affect the regions around them.

		EYFS	Key Stage 1		Key Stage 2			
		Nursery/ Reception	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Weather, Climate and Biomes	**Knowledge**	• The weather changes, and we can say what it is like today. • The weather and the world around us change when the seasons change. • People wear different clothes in different weather. **Key vocabulary:** weather, sun, rain, wind, snow, season, spring, summer, autumn, winter	• There are four seasons in the UK, and the weather changes through them (link: Science, Seasonal Changes). • Weather can be recorded using simple words, symbols and charts. **Key vocabulary:** season, weather, sunny, rainy, windy, cold, warm, temperature, chart	• Places near the Equator are hot, and places near the North and South Poles are cold. • The weather affects what people wear and do in different parts of the world. **Key vocabulary:** hot, cold, Equator, North Pole, South Pole, weather, climate, wear	• Revisit: places are hot or cold depending on their position relative to the Equator and Poles. • Volcanic eruptions can send ash clouds into the air, which affect weather and air quality. **Key vocabulary:** ash cloud, air quality, hot, cold, weather, eruption, hazard	• Weather is what is happening in the air now; climate is the usual weather over a long time. • A tropical rainforest biome is consistently hot, humid and wet, with constant rainfall through the year; the UK is a cool temperate climate. • A climate graph shows temperature and rainfall through the year. **Key vocabulary:** climate, weather, biome, tropical, humid, rainfall, temperature, climate graph, temperate	• Climate dictates the natural environment of a place, e.g. a hot, wet climate for the Florida Everglades, and a dry climate in parts of California. • Rainfall feeds rivers; the water cycle includes evaporation, condensation and precipitation (link: Science, States of Matter). **Key vocabulary:** climate, vegetation, environment, rainfall, evaporation, condensation, precipitation, water cycle	• Climate zones in Europe include Mediterranean, temperate maritime and polar; those in South America include tropical, arid desert and alpine. • The Equator and the Andes decide the climate of regions in South America. • Climate graphs show extreme weather patterns and allow places to be compared. **Key vocabulary:** climate zone, Mediterranean, temperate maritime, polar, tropical, arid, alpine, biome, vegetation belt, climate graph
	Skills	• Talk about today's weather and the seasons. • Talk about what changes when the seasons change. • Talk about clothes people wear in different weather.	• Observe and describe the weather associated with the four seasons. • Make tables and charts about the weather. • Describe how day length changes with the seasons.	• Locate the Equator and Poles and say whether places are hot or cold. • Describe what people in hot and cold places wear. • Describe how the weather affects what people do.	• Use retrieved knowledge of the Equator and Poles to explain hot and cold places. • Describe how an eruption can affect weather and air quality. • Compare weather and climate for volcanic regions.	• Explain why rainforests are consistently hot, humid and wet. • Interpret a basic tropical climate graph showing constant rainfall. • Contrast the climate of a rainforest with the local area.	• Explain how climate dictates the natural environment of a US state. • Compare climates of different states. • Link rainfall to rivers and the water cycle.	• Classify the main climate bands across Europe and South America. • Interpret climate graphs and contrast extreme weather patterns. • Explain how the Equator and the Andes dictate regional climates.

		EYFS	Key Stage 1		Key Stage 2			
		Nursery/ Reception	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Human Geography: Settlement, Land Use and Economy	**Knowledge**	• People live in houses and homes in different places. • People have different jobs and roles in a place, e.g. in role play. **Key vocabulary:** house, home, shop, school, job, road, build, people	• A human feature is a structure built by people, e.g. houses, roads, shops and churches. • Man-made things are built or created by people. **Key vocabulary:** human feature, man-made, house, road, shop, church, school, building	• A settlement is a place where people live; a village is small and surrounded by countryside, and a town has more buildings, people and bigger shops, with supermarkets, a train station and busier roads. • Towns and villages share some features, such as shops and homes, but differ in size, population and transport links. • The types of buildings on a high street show what services a settlement has. **Key vocabulary:** settlement, village, town, population, service, shop, supermarket, station, transport	• A city, a town and a village are different settlements, based on population density and scale, and a city may have administrative status (a royal charter or cathedral). • Cities have large-scale human features, including transport networks, high-rise zones and civic headquarters. **Key vocabulary:** settlement hierarchy, population density, city, infrastructure, transport network, civic, high-rise, urban	• People have chosen to settle in an area for historical reasons (e.g. employment and natural resources) and modern reasons (push and pull factors). • Land use is the function or purpose a piece of land serves for humans; school grounds can be zoned into Educational, Recreational, Environmental and Administrative/Service land. • Land use can differ for different areas, e.g. between active and quiet zones. **Key vocabulary:** land use, zone, function, push factor, pull factor, resource, employment, educational, recreational, environmental	• Settlements are often located near water because of its domestic, agricultural, defensive and industrial uses (Romans, Anglo-Saxons and Victorians chose such sites). • Land use types include agricultural, residential, commercial, industrial and recreational. • An economy is how a place makes money through trade, industry and jobs; US states have different economies, e.g. agriculture, industry, technology and tourism. **Key vocabulary:** agricultural, residential, commercial, industrial, recreational, economy, trade, industry, tourism, settlement	• Population is the number of people living in a place; population growth can be shown on a line graph and can link to industry, e.g. the expansion of Annesley Colliery. • Land use can change drastically, e.g. from mining to commercial and residential use. • Megacities in Europe and South America have large populations, and economic activity and trade link places across the world. **Key vocabulary:** population, population growth, population pyramid, megacity, industry, regeneration, economic activity, land use, trade
	Skills	• Talk about homes and buildings in their area.	• Identify and name human features in the local area, e.g.	• Identify features of a village and a town.	• Define village, town and city using	• Identify historical and modern reasons why	• Categorise the benefits of water for settlements:	• Interpret a population line graph to identify

		• Talk about jobs and roles that people do. • Use buildings and materials to make their own places.	houses, roads, shops and churches. • Sort objects into natural and man-made. • Explain why a feature is a human feature.	• Record the types of buildings on a local street and use the data to judge the scale of services. • Contrast the size, population and transport links of towns and villages.	population density and scale. • Classify urban infrastructure as human features and identify city-specific features. • Find similarities and differences between a regional city and a capital city.	people have settled in Annesley. • Categorise school grounds into four land use types and construct a colour-coded key. • Colour-fill a plan to show land use and explain how different zones meet human needs.	domestic, agricultural, defensive and industrial. • Identify agricultural, residential, commercial, industrial and recreational land use on aerial photographs and OS maps. • Contrast the economies of different states and select a site for a settlement, justifying the choice.	periods of rapid growth. • Link local population changes to industrial history. • Extract comparative data on megacity populations. • Describe and explain how the land use of Annesley changed over a century.
		EYFS	**Key Stage 1**		**Key Stage 2**			
		Nursery/ Reception	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Environmental Change and Sustainability	**Knowledge**	• We can look after our play area and our environment. • Places change over time, and we can notice what is different.	• People build things that change the place where they live. • We should look after our local area, including its natural and man-made features.	• Places change over time, and the village of Annesley Woodhouse has a mining history that makes it distinctive. • People can improve or spoil a place.	• Tectonic events such as eruptions and earthquakes cause immediate hazards (ash clouds, falling debris, ground shaking) and long-term benefits (fertile soils, jobs from tourism). • Human needs change environments, e.g. a new classroom or a turf pitch; maps show changes to an area over time.	• A landscape changes over time, and old and modern maps show differences (chronology). • Physical remnants of the past can still be found in the modern landscape of Annesley Woodhouse. • Changes can be shown in a timeline of past, present and future.	• Maps need to be updated because human development makes them inaccurate over time. • Land use can change drastically over time, e.g. from rural farmland to a colliery hub, then to modern residential land. • There are different ways to show land use, e.g. colour-filled maps, pie charts and GIS layers.	• Human activity changes the environment in positive and negative ways, e.g. deforestation, air pollution and urbanisation. • Sustainable development is progress that meets our needs today without harming the needs of future generations; strategies include energy, housing and transport. • Annesley changed from a hyper-industrialised coal-mining hub in 1926 to a regenerated

								post-industrial community in 2026 (pit closure in 2000).
		Key vocabulary: look after, tidy, litter, change, same, different, grow	**Key vocabulary:** look after, change, build, local area, natural, man-made, care	**Key vocabulary:** change, history, mining, village, improve, spoil, past, present	**Key vocabulary:** hazard, benefit, impact, change, environment, past, present, earthquake-proof	**Key vocabulary:** change, chronology, remnant, past, present, future, evidence, timeline, old map, modern map	**Key vocabulary:** land use, change, update, development, colliery, GIS, choropleth, pie chart, rural, residential	**Key vocabulary:** human footprint, deforestation, pollution, urbanisation, sustainable development, renewable, regeneration, recycling, legacy
	Skills	• Look after their environment, e.g. by tidying up and not dropping litter. • Notice and talk about changes in a place over time. • Say what they would like to improve.	• Talk about how people have built things in the local area. • Say how they can look after their local area. • Compare the local area as it is now with a photograph from the past.	• Say how and why a place has changed. • Talk about how people can improve or spoil an area. • Explain the mining history and natural landmarks that give Annesley Woodhouse its character.	• Identify the hazards and benefits of living near a volcano or earthquake zone. • Compare old and new maps of the school and explain why the site has changed. • Explain why people choose to live near active tectonic zones.	• Spot differences by comparing an old map with a modern map and use chronological vocabulary. • Find remnants of the past in the landscape. • Structure an explanation into a past, present and future timeline.	• Explain why static maps become outdated and identify outdated landmarks. • Describe the timeline that changed the land use of Annesley. • Choose the best method to show land use for an audience.	• Identify the positive and negative effects of human activity on ecosystems. • Define sustainable development and name sustainable strategies. • Evaluate what caused a total shift in the local land use over 100 years. • Justify sustainable actions to reduce human impact.
		EYFS	**Key Stage 1**		**Key Stage 2**			
		Nursery/ Reception	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Geographical Skills: Maps, Atlases and Globes	**Knowledge**	• A map or picture can show where things are. • We can draw simple maps of places we know, including physical features.	• A bird's eye view is looking straight down from the sky. • Aerial photographs and maps show places from above and can be used to spot landmarks. • Maps use simple shapes (symbols) to stand for real things, and a key	• Maps are produced using an aerial perspective, looking directly down from above. • Scale means shrinking down a large real object so that it fits onto a page, e.g. 1 stride = 1 grid square. • A plan shows a layout from above,	• Maps represent specific areas, and a boundary line shows the limit of a place. • Maps use standard Ordnance Survey (OS) symbols and a key; a scale (e.g. 10 metres = 1 centimetre) shows real distance.	• OS symbols show human and physical features; ground-level photographs can be matched to positions on an aerial map. • The eight points of the compass are N, NE, E, SE, S, SW, W and NW.	• Aerial photographs and OS maps show land use; digital mapping uses GIS layers. • Maps need to be updated to be accurate, and printed maps can be checked against the real world.	• Latitude and longitude form a grid; the Prime Meridian is 0° longitude and time zones are based on it. • Six-figure grid references locate features precisely on OS maps.

			tells us what the symbols mean. • Positional language, e.g. next to and near, describes where things are; maps help us find our way. **Key vocabulary:** bird's eye view, aerial photograph, map, symbol, key, plan, near, next to, route	with a key; the compass points are north, east, south and west. • A globe, an atlas and a world map show continents, oceans and the Equator. **Key vocabulary:** aerial perspective, plan, scale, grid, key, compass, north, east, south, west, route, atlas, globe	• Maps can be used to show changes to an area over time. **Key vocabulary:** boundary, key, OS symbol, scale, scale bar, grid, ratio, map, plan, atlas	• Grid maps and grid references help to locate squares on a map; the contents and index help to find places in an atlas. • Latitude lines (e.g. the Equator and the Tropics) are shown on maps. **Key vocabulary:** OS symbol, compass point, grid reference, contents, index, atlas, latitude, key, aerial map	• A key can use uniform colours and transparency in digital maps. **Key vocabulary:** aerial photograph, GIS, digital map, layer, boundary, key, transparency, OS map, update	• Maps are a record that capture a moment in history; GIS can overlay a historical map on a modern satellite image. **Key vocabulary:** latitude, longitude, Prime Meridian, time zone, grid reference, GIS, overlay, satellite image, map layer
	<u>Skills</u>	• Look at pictures and simple maps of familiar places. • Draw simple maps of the physical features of places they know. • Use words such as near and far.	• Match a standard object to its bird's eye view and draw objects as seen from above. • Spot local features on an aerial photograph, using positional language. • Create a map of the classroom, with a clear key and simple symbols, showing three major features. • Follow a route drawn on a simple plan to find a hidden item.	• Compare a side-on photograph and an aerial photograph of the school. • Use a scale (stride = grid square) to draw an accurate scaled plan of the school building. • Devise a map key with geometric symbols and use compass directions to describe and plot a route. • Use a globe, atlas and world map to label continents and oceans.	• Construct a map key using standard OS symbols. • Apply a simple ratio scale to represent real distances accurately. • Measure distances using pacing or a trundle wheel and log features on a draft map. • Compare old and new maps and draft a multi-layered map of the school site.	• Recognise standard OS symbols and use the eight compass points. • Match a ground-level photograph to its position on an aerial map. • Use a grid map to locate and tally land use, and begin to use four-figure grid references. • Use an atlas (contents and index) to locate places.	• Use atlases to locate rivers and states. • Use aerial photographs and OS map symbols to identify land use. • Use digital mapping tools to isolate a boundary layer and generate a key with uniform digital colours. • Compare printed maps with real-world observations.	• Use the Prime Meridian and lines of longitude to calculate time differences. • Use latitude and longitude, and six-figure grid references, to describe locations. • Use GIS to overlay a historical map layer on a modern satellite image, and measure the spatial growth or contraction of a settlement boundary. • Read a map as a record of a moment in time and extract historical clues.

		EYFS	Key Stage 1		Key Stage 2			
		Nursery/ Reception	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Geographical Skills: Fieldwork and Enquiry	**Knowledge**	• We can explore outside and talk about what we see. • We can ask questions about places and find out about them. **Key vocabulary:** explore, look, ask, question, find out, outside, see, notice	• Fieldwork means learning outdoors by looking carefully at a place. • A tally chart is a way of recording how many of each feature we see. • Features can be sorted into two groups: human features and physical features. **Key vocabulary:** fieldwork, observe, record, tally chart, sort, human, physical, group	• Fieldwork can be used to collect data, e.g. recording the types of buildings on a high street. • Data is information collected to answer a question; a T-chart helps compare two places. • Sketch maps show the layout of a place and which rooms or features sit next to each other. **Key vocabulary:** fieldwork, data, record, survey, T-chart, compare, sketch, high street, audit	• Geographers carry out fieldwork by measuring distance (pacing or a trundle wheel) and logging human and physical features accurately. • Information can be organised into a presentation with an introduction, main features and a conclusion. • Hazards and benefits can be recorded in a sorting grid. **Key vocabulary:** measure, pacing, trundle wheel, log, fieldwork, draft, presentation, introduction, conclusion, terminology	• Evidence of change can be gathered through fieldwork, e.g. photographs and written notes of how land is used today. • Tally charts and frequency tables turn map data into numbers, and a bar graph displays them. • A structured case study has a past, present and future. **Key vocabulary:** evidence, tally, frequency table, bar graph, data label, title, case study, past, present, future	• Ground-truthing is checking a map against the real world through fieldwork. • Fieldwork can use a digital camera or handheld checklist to record land-use classifications. • Research uses geographical sources and a sorting matrix to organise human, physical and economic data. **Key vocabulary:** ground-truthing, fieldwork, checklist, survey, classification, data, source, sorting matrix, catchment	• A bi-polar field audit scores a place, e.g. on its environmental management. • Geographers use maps, graphs, pie charts, comparative matrices and population pyramids to display data and support an argument. • Fieldwork evidence, e.g. remnants of the past, can be verified against historical maps. **Key vocabulary:** bi-polar audit, survey, data, evidence, pie chart, comparative matrix, population pyramid, case study, argument, report
	Skills	• Explore the outdoors and talk about what they notice. • Ask questions about places and objects. • Talk about what they have found out.	• Safely spot features while walking outside on a local fieldwork walk. • Record what they see using a tally chart. • Group fieldwork data into two sets and explain why a feature belongs in the human or physical category.	• Record the types of buildings found on local streets and use the data to compare a village and town. • Observe and sketch the layout of the school building during fieldwork. • Use a T-chart to compare similarities and differences. • Ask and answer geographical	• Measure distances using pacing or trundle wheels and log features on a rough draft. • Plan a script or demonstration to organise geographical information. • Structure and deliver a presentation using accurate geographical terminology.	• Locate remnants of the past in the landscape on a fieldwork walk and capture photographic or written evidence. • Count and tally data from a grid map, assemble a frequency table and translate it into a bar graph with titles and labels. • Select the best map or	• Trace water and observe how land use changes closer to water during fieldwork. • Identify differences between a map and the real world, and log land use with a digital camera or checklist. • Research a chosen state using sources and a sorting matrix. • Create a persuasive	• Score an area using a bi-polar field audit and locate sustainable features in the community. • Record land-use classifications on a master survey plan and locate physical remnants. • Use graphs, pie charts, comparative matrices and population pyramids together to display data.

				questions about a place.	• Use maps and data to show how human and physical features interact.	photograph to prove a point. • Deliver a structured presentation using maps and photographs as evidence.	advertisement or presentation, justifying choices with geographical evidence.	• Write a formal report or case study that uses maps, graphs and fieldwork photographs as evidence.