

Coppice Valley Geography Progression

EYFS	Location and Place Knowledge	Physical and Human Geography	Fieldwork
My World	<p>I can name specific features of the world that are natural and made by people.</p> <p>I understand roads have different names and I know the name of the road my school is on and the name of the town I live in.</p>	<p>I can sing songs and join in with rhymes and poems about the natural world.</p> <p>I understand the effect of the changing seasons on the natural world.</p> <p>I understand how animals behave differently with the changing seasons.</p>	<p>I can describe what I see, hear, and feel outside, and recognise some familiar plants and animals.</p> <p>I can closely observe and draw pictures of the natural world, including animals and plants.</p> <p>I can observe the natural world around by taking part in weekly 'Nature School' sessions and visit 'Born of the Forest'</p>
People and Places	<p>I can name and describe people who are familiar in my community.</p> <p>I understand that some places are special to my community. e.g. places of worship, shop, library, community centre.</p>	<p>I can recognise some similarities and differences between life in this country and life in other countries.</p> <p>I can describe features of environments that are different to where I live e.g., Antarctica.</p>	<p>I understand how children's lives in other countries may be similar or different in terms of how they travel to school, what they eat, where they live e.g. around the world event, video clips, shared texts, festivals around the world.</p>
Mapping Skills	<p>I understand how features of the immediate environment can be represented with objects and on paper e.g., classroom maps, story map around school, seating maps, nature area map, story settings.</p> <p>I can recognise some common signs and logos.</p> <p>I can use positional language.</p>	<p>I can gather information from a simple map.</p> <p>I understand how land and water are represented on a map.</p> <p>I recognise buildings, open space, roads and other simple features on an aerial map.</p>	<p>I can use photos and pictures to locate places and identify them on a simple map.</p> <p>I can create a simple route for a bike ride.</p>

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Year 1	Place Knowledge	Locational Knowledge		Physical and Human Geography		Geographical Skills and Fieldwork
	Place	Space	Scale	Physical and Human Process	Cultural Awareness and Diversity (CVPS)	Fieldwork
The World and My School Where in the world do I live?	I can understand that places can have meaning to people.	I can understand that the world has seven continents. I can understand that the UK is split into countries and surrounding seas.	I can understand how my local area fits within the United Kingdom. I can understand how my classroom fits within the school. I can understand how my school fits on the street.	I can identify seasonal and daily weather patterns in the UK. I can identify how the weather varies around the world. I can identify human and physical features.	I can understand the similarities and differences between my city and other cities in the UK. I understand that people within our school and community might speak a different language and there are other cultural influences within the area we live. All of which are celebrated.	I can use simple fieldwork and observational skills to answer geographical questions. I can use directional language to describe a route. I can name and use cardinal directions. I can devise a simple, messy map. I can collect and record simple data. I can present simple data in a chart.
Our Local Park What is at our local park? How do people get there?	I can understand that places can have meaning to people.	I can understand that the world has seven continents. I can understand that the UK is split into countries and surrounding seas.	I can understand how my local area fits within the United Kingdom. I can understand how my classroom fits within the school. I can understand how my school fits on the street.	I can identify seasonal and daily weather patterns in the UK. I can identify how the weather varies around the world. I can identify human and physical features.	I can understand the importance of making a park accessible to all and how that might be possible.	I can use simple fieldwork and observational skills to answer geographical questions. I can use directional language to describe a route. I can name and use cardinal directions. I can devise a simple, messy map. I understand aerial views. I can identify human and natural features within a park and my local surroundings I can collect and record simple data. I can present simple data in a chart.
Our School Grounds Do our school grounds support plant life?	I can understand that places can have meaning to people.	I can identify some key human and physical features of my local area.	I can understand how my local park fits within my local area.	I can understand human processes in my local area, including settlements and varied land use. I can identify human and physical geographical features in my local area.	I can understand the importance of making our school and group areas welcoming and accessible to all. I can identify changes I think could improve our school to make our school more inclusive. I can actively make our school building and grounds welcoming. I understand the environmental impact of the planting and biodiversity within our school grounds. I understand the cultural and historical connections our school has and why with places like Harrogate water, The Stray and RHS Harlow Carr.	I can use simple fieldwork and observational skills to answer geographical questions. I can use directional language to describe a route. I can name and use cardinal directions. I can devise a simple, messy map. I can collect and record simple data. I can present simple data in a chart.

Year 2	Place Knowledge	Locational knowledge		Physical and Human Geography		Geographical Skills and Fieldwork
My local area and Tulum, Mexico What are the similarities and differences between my hometown and Tulum, Mexico?	Place	Space	Scale	Physical and Human Process	Cultural Awareness and Diversity	Fieldwork
	I can understand that places can have meaning to people.	I can understand that the world has seven continents and five oceans. I can understand that the UK is split into countries and surrounding seas.	I understand that England, Scotland, Wales and Northern Ireland are countries within the UK, each with a capital city. I understand that Mexico is a North American country.	I can understand that the poles and equator impact the climate on Earth. I can identify and compare some key human and physical features of my local area to a contrasting locality using key vocabulary.	I can understand the similarities and differences between my country and other countries.	I can use atlases and globes to discover the continents and oceans of the world. I can use compass directions and locational and directional language to describe the location of features on a map. I can use aerial photographs and plan perspectives to recognise landmarks and devise simple maps. I can use a key. I can use simple fieldwork and observational skills to study the school's geography.
Investigating Weather and Climate How can we record and measure weather phenomena?	Place	Space	Scale	Physical and Human Process	Cultural Awareness and Diversity	Fieldwork
				I can understand the differences between weather and climate. I can understand that the poles and equator impact the climate on the Earth. I can identify hot and cold areas of the world in relation to the poles and the equator.		I can carry out a geographical enquiry using simple fieldwork and observational skills. I can collect weather data using the equipment. I can record weather data. I can present my data. I can analyse data.

Year 3	Place Knowledge	Locational knowledge		Physical and Human Geography		Geographical Skills and Fieldwork
My The United Kingdom What are the key geographical features of the UK, and my region?	Place	Space	Scale	Physical and Human Process	Cultural Awareness and Diversity	Fieldwork
	I can understand that places can have meaning to people. I can understand that people can choose to use land differently, and I can give some examples.	I can understand that the UK is split into countries and regions. I can understand that regions are split into counties. I understand that counties contain settlements.	I understand that England, Scotland, Wales and Northern Ireland are countries in the UK. I can understand how my region is an area within England. I can differentiate between settlements of various sizes, including cities, towns, villages, and hamlets.	I can understand that land has height. I can identify mountains, hills and rivers on maps. I understand human processes in the UK, including settlements and land use. I understand that land use patterns change over time. I can identify some key human and physical features of the UK and my region.	I can understand that England is made up of different regions and counties. People living in these regions and counties may have different senses of identity based on where they live	I can use compass points, four-figure grid references, symbols, and keys. I can devise a sketch map of my local area. I can identify physical features on a map. I can locate settlements on a map. I can use maps and atlases to discover the United Kingdom.
	Environmental Impact and Sustainable Development (CVPS)					
My Bee Conservation How can we make our school environment more bee friendly?	Place	Space	Scale	Physical and Human Process (CVPS)	Cultural Awareness and Diversity (CVPS)	Fieldwork
	I can understand that people can choose to use land differently, and I can give some examples.			I can understand how land use impacts the survival of bees. I can understand how personal choices on how to use land impact the environment. I can suggest how to make the school locality more environmentally friendly.		I can carry out a geographical enquiry using fieldwork and observational skills. I can record data. I can analyse data and evaluate fieldwork. I can devise a simple map using information learnt from a geographical enquiry.
	Environmental Impact and Sustainable Development					
The United Kingdom Land Use, Economic Activity and Travel	Place	Space	Scale	Physical and Human Process	Cultural Awareness and Diversity (CVPS)	Fieldwork
	I can understand that people can choose to use land in different ways depending on the physical geography of the landscape, and I can give some examples.	I can understand that the UK is split into countries and regions. I can understand that regions are split into counties. I understand that settlements are split into smaller areas of land use, e.g. agricultural,	I understand that hamlets, villages, towns and cities are settlements of different sizes.	I understand human processes in the UK, including settlements and land use. I understand that UK settlements rely on different areas of land use to thrive.		I can plan a geographical enquiry using fieldwork and observational skills. I can use digital mapping to collect data. I can record data using tables and questionnaires. I can present collected data using bars and charts. I can analyse data and explain what I have learnt.
	Environmental Impact & Sustainable Development (CVPS)					

		residential, industrial, recreational and commercial.			
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Year 4	Place Knowledge	Locational Knowledge		Physical and Human Geography		Geographical Skills and Fieldwork	
Italy	Place	Space	Scale	Physical and Human Process	Cultural Awareness and Diversity	Fieldwork	
What are the similarities and differences between my region and Campania, Italy?	I understand that places can have meaning to people and make some suggestions or examples. I understand that people can choose to use land in different ways, depending on the land's physical geography. I can understand the similarities and differences between my region and Campania and give some examples.	I can identify the continents of the world. I can use maps to identify some of the countries of Europe and their capital cities. I can identify some key physical features and settlements in Campania. I can identify the location of my region in England and the key human and physical features. I can identify the position and significance of latitude, longitude, the northern and southern hemispheres, the tropics of Cancer and Capricorn, the Arctic and Antarctic circles and the Prime/Greenwich Meridian.	I can understand how my region is an area within England with different-sized settlements. I can understand that Campania is a region within Italy, with settlements of different sizes. I can understand that England and Italy are countries within the continent of Europe.	I can understand that physical processes are the natural forces that change Earth's physical features. I understand how tectonic movement has shaped the Earth's surface. I understand how earthquakes and volcanoes happen and can identify some key events in Campania, Italy. I understand human processes in my region and Campania including settlements and economic activity.	I can understand the diversity of human heritage by identifying and locating cultural features such as landmarks, historical sites and cultural centres.	I can use atlases, maps and globes to locate places and describe features studied.	
				Environmental Impact & Sustainable Development (CVPS)			
Investigating Weather and Climate	Place	Space	Scale	Physical and Human Process	Cultural Awareness and Diversity (CVPS)	Fieldwork	
How can we record and measure weather phenomena?		I can understand the differences between weather and climate. I can understand that the poles and equator impact the climate on the Earth. I can identify hot and cold areas of the world in relation to the poles and the equator.		I can understand the differences between weather and climate and give examples. I can explain how the equator, poles, circles and tropics affect climate. I can give reasons for the climate and weather in the United Kingdom. I can identify climate zones worldwide and their relation to the equator and poles.		I can plan a geographical enquiry using fieldwork and observational skills. I can collect weather data using a range of equipment. I can record weather data in a variety of ways. I can present my data using charts and graphs. I can analyse data and explain what I have learnt.	
				Environmental Impact & Sustainable Development (CVPS)			

Year 5	Place Knowledge	Locational Knowledge		Physical and Human Geography		Geographical Skills and Fieldwork
The United States What are the similarities and differences between my region and the Western United States?	Place	Space	Scale	Physical and Human Process	Cultural Awareness and Diversity	Fieldwork
	I understand that people can choose to use land in different ways and that this can depend on the land's physical geography and climate, and I can give some examples.	I can identify the location of my region in England and the key human and physical features. I can identify some of the countries of North America and their capital cities. I can identify some key settlements in the Western USA. I can give examples of how the landscape in the Western USA varies massively, e.g. climate zones, vegetation belts and biomes. I can identify how physical geography and climate can affect the type and location of settlements in my region and the Western USA.	I can understand how my region is an area within England, and there are counties, towns and cities within my region. I can understand that England is a country within the continent of Europe. I can understand that the USA is a country within the North American continent. I can understand that Western USA is a region within the USA. I understand that there are states, cities, and towns within the West Region of the USA. I can make comparisons between my country and the USA in terms of the size of the land and the population.	I can understand that physical processes are the natural forces that change Earth's physical features, e.g. the water cycle. I can understand and explain rivers and mountains and how they are formed and identify some key examples in the Western USA. I can understand how tectonic movement has shaped the Earth's surface. I understand human processes in my region and Western USA, including settlements and economic activity.	I can understand the diversity of human heritage by identifying and locating cultural features such as landmarks, historical sites and cultural centres.	I can use atlases, maps and globes to locate places and describe features studied.
	Environmental Impact & Sustainable Development (CVPS)					
Rivers What are the features of my local river?	Place	Space	Scale	Physical and Human Process	Cultural Awareness and Diversity (CVPS)	Fieldwork
	I can understand that physical features are significant within the local area in which they are located.	I can identify the names and locations of the five longest rivers in England. I can identify the location of a river in my region. I can identify the location of the River Trent.		I can identify key features of the River Trent basin, including the source and the mouth. I can understand what rivers are and how they are formed. I can name and explain the different features of rivers.		I can plan a geographical enquiry using fieldwork and observational skills. I can record data in a variety of ways. I can present my data using charts and graphs. I can analyse data and explain what I have learnt.
	Environmental Impact & Sustainable Development					
The United Kingdom Land Use, Economic Activity and Travel	Place	Space	Scale	Physical and Human Process	Cultural Awareness and Diversity (CVPS)	Fieldwork
	I can understand that physical features are significant within the local area in which they are located.	I can name biomes and vegetation belts that are found across the world. I can name the biomes and ecosystems found in the UK. I can identify the location of the New Forest.	I can understand that you can find different ecosystems, vegetation belts and biomes within countries.	I can understand how the climate impacts the landscape through biomes and vegetation belts. I can understand what animals, plants and habitats can be found in a woodland ecosystem in the UK.		I can plan a geographical enquiry using fieldwork and observational skills. I can collect data using a range of equipment. I can record data in a variety of ways. I can present my data using charts and graphs.
	Environmental Impact & Sustainable Development					

							I can analyse data and explain what I have learnt.
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Year 6	Place Knowledge	Locational Knowledge		Physical and Human Geography		Geographical Skills and Fieldwork
Sustainability	Place	Space	Scale	Physical and Human Process	Cultural Awareness and Diversity (CVPS)	Fieldwork
<p>How can our school reduce its plastic waste?</p>	<p>I can understand that the impact on the environment in an area has an impact on the people who live there and their feelings about their local area</p>			<p>I can understand that human actions can disrupt the natural physical processes on Earth.</p>		<p>I can plan a geographical enquiry using fieldwork and observational skills. I can collect data using a range of equipment. I can record data in a variety of ways. I can present my data using charts and graphs. I can analyse data and explain what I have learnt.</p>
				Environmental Impact & Sustainable Development		
				<p>I can explain the impact that plastic waste has on the environment.</p> <p>I can make suggestions on how the school can reduce the impact it is having on the environment.</p> <p>I can understand that events in other places can impact the UK. I can understand that the actions of individuals can have a large-scale impact.</p>		
UK Depth Study	Place	Space	Scale	Physical and Human Process	Cultural Awareness and Diversity (CVPS)	
<p>What is the economic activity of the UK, and how sustainable is it?</p>	<p>I understand that people in a particular region can have a strong identity linked to the landscape and heritage of their region.</p>	<p>I can identify the location of my region within England.</p> <p>I can use clues to identify my region's key human and physical geographical features and landmarks.</p>	<p>I can understand how my region is an area within England, and there are counties, towns and cities within my region.</p> <p>I can understand how England is one country within the continent of Europe and the links it has with other countries in Europe.</p>	<p>I can understand human processes in the United Kingdom, including agriculture, waste management, automation, energy generation, water use and the global market.</p> <p>I can explain how economic activity in the United Kingdom has changed over time.</p>		
				Environmental Impact & Sustainable Development		
				<p>I can outline the environmental impact caused by different economic activities in the UK.</p> <p>I can use facts and evidence to judge the sustainability of economic activity in the UK.</p> <p>I can understand that events in other places can impact the UK.</p>		