



National Curriculum 2014 coverage and progression within Curious-city™ enquiries

KS1		Y1										Y2									
Geography		What is my hat made of?	Where is my school?	How do we move around?	Who helps who?	What changes around me?	What am I?	What do artists do?	What grows near me?	How could we play in different ways?	What might I do in the future?	What could my classroom be made of?	How do we live a healthy life?	How can we help?	What did Brunel do for Great Britain?	How are schools the same?	How do plants grow near me?	What is home?	How will we get around in the future?		
Locational knowledge	name and locate the world's seven continents and five oceans																				
	name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas		Dark Blue																Dark Blue		
Place knowledge	understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country		Dark Blue														Dark Blue				
Human and physical geography	identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles				Light Blue												Light Blue				
	use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather							Light Blue									Dark Blue		Dark Blue		
	use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop								Light Blue								Dark Blue		Dark Blue		
Geographical skills and fieldwork	use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage															Dark Blue		Light Blue	Dark Blue		
	use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map		Dark Blue															Light Blue	Dark Blue		
	use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key		Dark Blue															Light Blue	Dark Blue		
	use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment		Dark Blue	Light Blue														Light Blue			

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Light Blue indicates objectives are enhancing

Dark Blue indicates objective as lead state of being

KS2		Y3	Y4	Y5	Y6	
Geography		Where does the darkness come from? How can we find out about people in the past? What is underneath our feet? Why did people travel in the past? How can you feel the force? How do plants die? What is the difference between surviving and being healthy? What is the difference between noise and sound? Why are more people becoming vegetarian? Why do we live here? What is creativity? What should you flush down the loo? Who has stood here before us? How can we switch off? Where does our water come from? What does the Earth look like from the Solar System? How can you show what you believe in? Where is our twin? How can science help the homeless? Who is trading with whom? What makes a good performance, great? How are you helping to save our planet? What do forces actually do? How are lives saved? Who were the greater engineers? Linnaeus and Darwin - how are they connected? Where does our food really come from? How do we all live together? Why are shadows important? How big is your footprint?				
Locational knowledge	locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)					
Place knowledge	understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America					
Human and physical geography	describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water					
Geographical skills and fieldwork	use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies					