

Cuddington Primary School

Geography Essential Learning, Assessment and Skills Progression



CUDDINGTON
Primary School



Respect Collaborate Aspire

Creating Success Together

Geography Essential Learning and Assessment Questions

Our Geography curriculum is structured around key disciplinary and substantive concepts, **including location, place, physical processes, human and physical features, human-environment interaction, and geographical enquiry**. These concepts underpin learning and are revisited from Reception to Year 6, enabling pupils to build secure and connected geographical knowledge.

Through this progression, pupils develop an understanding of how places are shaped by physical processes and human activity, and begin to make connections across local and global contexts. Geographical enquiry is central to this approach, with pupils using maps, atlases, photographs, and fieldwork to investigate and understand the world.

By revisiting these concepts and building disciplinary skills, pupils think increasingly like geographers—able to analyse patterns, explain processes, evaluate environmental issues, and understand their role as informed, responsible global citizens.

Reception		
Essential Learning		
What is our school like?	How is our environment different to ... (UK)?	How is England different to ... (World)?
The Natural World ELG Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.	The Natural World 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.	The Natural World ELG Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.
I know ... - My way around the classroom and outdoor learning area as well as Essential areas of the school. - My school is in Cuddington. - The location of the natural (grown) features in our school grounds (the field, the pond, and the woodland areas). - The location of man-made (made) features in our school grounds (the building, the fences, and the trim trail). - Maps help you to find where you are and where you are going (e.g. Sat	I know ... - How to describe what I see, hear, and feel when outside or from discussion around stories or non-fiction texts. - Which natural and man-made features are in different environments. - How Cuddington is different. - How this place is the same or different to our school grounds. Make simple drawings or take photographs of man-made and natural features.	I know ... - That I live on Earth, and some know they live in England. - The capital city of England is London. - Some similarities and differences between these countries. - The name of some landmarks (i.e. Big Ben and The Great Wall). Discuss the location of ... compared to England using location vocabulary (near/far).

Nav, world map, treasure map, class plan, Google maps, Google Earth). • To follow a simple story map. • To read a plan of the classroom and draw a (imaginary) map of the Reception classroom, outdoor area, and/or school grounds by adding items.		
Assessment Questions		
- Can you give an example of natural features in our school area? - Can you give an example of man-made features in our school area? - What does a map tell you? - Where is our school on this map? - Can you give an example of a map you can use to find a place?	- What do you see, hear, or feel when you are outside? - Which natural features can you see at or near ...? - Which man-made features can you see at or near ...? - How is Cuddington different from ...? - What is the same about ... and our school grounds? - What is different about ... and our school grounds?	- Where do you live? - What is the capital city of England? - What is the capital of ...? - What is the same or different between England and ...? - Can you name a landmark? - Where is England / ... on this map?
Essential Vocabulary		
school, classroom, outdoor area, wood, field, pond, woodland, building, fence, trim trail, natural, man-made, map, plan	see, hear, feel, same, different, natural, man-made, environment, photograph, drawing, Cuddington	Earth, England, country, city, countryside, capital city, landmark, near, far, world map, location
Tier 1 (Core): school, classroom, outside, wood	Tier 1 (Core): see, hear, feel, same, different	Tier 1 (Core): Earth, city, countryside
Tier 2 (Subject): natural, man-made	Tier 2 (Subject): natural, man-made, environment	Tier 2 (Subject): country, England, capital city, landmark

Tier 3 (Disciplinary): map, plan	Tier 3 (Disciplinary): vocabulary of the chosen place in the UK	Tier 3 (Disciplinary): world map, locational vocabulary, geographical vocabulary of the chosen place

Year One	
Essential Learning	
What's it like where we live?	Where in the world do people and animals live?
I know ... - A town/village is our home: where we live; where people work and play. - Our school is in the villages of Cuddington and Sandiway. - Physical features are natural: they would be here even if people were not, like a beach, forest, valley, coast, ocean, and soil. These are blue and green on maps. - Human features are made by people, like a city, town, village, house, shop, factory, farm, office, port, and harbour. These are grey on maps. The location of Cuddington using a local map. Locational and directional language (near and far; left and right) to describe the routes on a map. Use simple fieldwork and observational skills to study the geography of our village. Read and devise a simple map of our village and name what I see on the way to/from school. We can find out where places are by looking at human and physical features on aerial photographs, plans or maps using the symbols of a key.	I know ... - The 7 continents' names: Asia, Oceania, Europe, Antarctica, North America, and South America. - Around each continent, there are 5 oceans: Arctic, Southern, Pacific, Atlantic and Indian. - We live on the continent of Europe. - The location of hot and cold areas of the world and can name some animals (elephants/penguins) that live there. Some birds migrate and move in the winter to a hot place. - People live in different places. Some near the coast, in the countryside, in the tropical rainforest or in a city where people group together to live, work, meet and make things. The location of the 7 continents, 5 oceans, North (Arctic) and South Pole (Antarctic) using world maps, atlases, or globes. The location of the UK and hot/cold places using world maps, atlases, and globes.
Assessment Questions	
What is a town or village?	What are the 7 continents of our world?

- Where is our school located? - Can you give examples of physical features in our village? - Can you give examples of human features in our village? - Where is Cuddington on this map? - How can find out about the geography of places?	- Can you name the 5 oceans? - On which continent do we live? - Where do elephants/penguins live? - Where are the hot areas of our world on this map? - Can you name some cold areas of our world?
Essential Vocabulary	
- familiar, landmark, key, symbol, map, plan, route, town, village, physical feature, human feature Places in the local area - high street, supermarket, church, bus stop, train station, car park, park, playground, houses, school. Positional language – left, right, top, middle, bottom, on top of, in front of, above, between, around, near, far, up, down, forwards, backwards, inside, outside.	- continent, North Pole, Arctic, South Pole, Antarctic, ocean, coast, countryside, rainforest, city, Equator, hot, cold, land, country, vegetation, migration
Tier 1 (Core): town, village, school, house, park, map	Tier 1 (Core): hot, cold, land, sea, city
Tier 2 (Subject): physical feature, human feature, landmark, route, plan, symbol, key	Tier 2 (Subject): continent, ocean, coast, countryside, rainforest, country
Tier 3 (Disciplinary): aerial photograph, fieldwork, location	Tier 3 (Disciplinary): North Pole, South Pole, Arctic, Antarctic, Equator, migration

Year Two		
Essential Learning		
What are the wonders of our world?	Where do we live in the world?	What is the weather like in our country?

I know ... - There are human and physical wonders of the world in our local area and further from us. - There are ancient and modern wonders on each continent called landmarks. - Rivers (River Weaver, Thames, Congo, Yangtze, Amazon, Nile, Mississippi) and mountains (Mount Everest) are world wonders. Simple compass directions (North, South, East and West) and locational and directional language, to describe the location of features and routes on a map. Aerial photographs and plan perspectives show landmarks and human and physical features.	I know ... - There are four countries (England, Scotland, Wales, and Northern Ireland) in the United Kingdom. I live in England. - Their capital cities are London, Edinburgh, Cardiff, and Belfast. - The UK is surrounded by seas (south by the English Channel, to the East by the North Sea, to the West by the Irish Sea and the Atlantic Ocean). - Human and physical geographical similarities and differences between Brazil and Cuddington. Building materials include bricks fired from clay in the UK and wood from trees from the Amazon rainforest is used in Brazil. Millions of people group together in cities to live, work, and meet. The location of the UK, its countries, capital cities, and surrounding seas using world maps, atlases, and globes. Locational and directional language (near and far; left and right) to describe locations on a map including drawing a simple key.	I know ... - Weather is the state of our atmosphere that changes e.g. dry, wet, hot, cold. - What daily weather patterns there are in the United Kingdom and the weather in other parts of the country. - The weather news is called a forecast, which is a prediction of what the weather might be like before it happens. - You change what you wear, where you go and what you do according to the weather. - People such as farmers need to know about the weather so they can decide when to plant or harvest their crops. Observe the change in weather over a week and choose words or symbols to represent that type of weather.
Assessment Questions		
- What are human and physical - Can you name an ancient and a modern wonder of our world? - Which physical wonders are there? - What are the compass directions? - How can we find out about where landmarks are situated?	- Can you name the 4 countries of the United Kingdom? - Which country do you live in? - What is the capital city of England, Scotland, Wales, or Northern Ireland? - Which seas surround the UK? - Can you name human and physical similarities and differences between Brazil and Cuddington?	- What is the weather like today? - What could the weather be like in the UK? - What clothing would you wear if there was hot or cold weather? - How do we know what weather it will be tomorrow? - Who needs to know about the weather and why?

	Can you show me this country, capital city or sea on this map?	
Essential Vocabulary		
channel, compass points, north, south, east, west, country, river, mountain, hill, cliff, landmark	United Kingdom, country, capital city, key, symbol, map, sea, ocean	weather, weather words (sun, wind, rain, hail, snow, storm), forecast, temperature, predict, change, harvest
Tier 1 (Core): river, mountain, hill, landmark, map	Tier 1 (Core): country, city, sea, map, England	Tier 1 (Core): weather, sun, rain, wind, hot, cold
Tier 1 (Core): river, mountain, hill, landmark, map	Tier 2 (Subject): United Kingdom, capital city, ocean, human feature, physical feature, key, symbol	Tier 2 (Subject): temperature, storm, forecast
Tier 3 (Disciplinary): aerial photograph, location, route	Tier 3 (Disciplinary): similarity, difference, location, comparison	Tier 3 (Disciplinary): predict, change, pattern

Year Three		
Essential Learning		
How does the water go round and round?	Why is climate important?	Where on Earth are we?
I know ... - A river flows from a source, downhill, towards a mouth. - Streams are tributaries, and where they join is called a confluence. The river may meander. - The mouth of the river is where it joins a sea, lake, or ocean in an estuary.	I know ... - The weather is what happens in our atmosphere from day to day. - Climate is the average weather pattern in an area measured over many years. In the UK, we have a temperate climate. - Biomes are a large community of flora (plants) and fauna (animals) occupying a habitat. In the UK there is a temperate biome.	I know ... - The world is a sphere/globe, including key circles or lines of longitude, latitude, the Equator and the North and South Poles. - The two halves of the globe are called the Northern Hemisphere and the Southern Hemisphere. - We live in the Northwest of England. It is called Cheshire.

- Humans use rivers for transport routes, water supply, waterpower, hydroelectric power, irrigation, religious beliefs, tourism, sport, and leisure. - The workings of the water cycle (evaporation, condensation, precipitation, collection). It is a cycle because it begins all over again. The location of the Thames (London), the River Weaver (Northwich) and some of the world's major rivers (Yangtze, Nile, Niger, Mississippi, Ganges, Rhine, Danube) on a map interpreting the key. Carry out fieldwork linked to rivers identifying human and physical features in the local area by taking photos and drawing detailed sketches with labels.	- Across the world, there can be very varied conditions (hot, cold, wet, dry) at the same time depending on how the weather and climate interact with the land. The position and explain the significance of the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic, and Antarctic Circle. Locate cold places in the Arctic (North Pole) and Antarctica (South Pole), hot/dry places include deserts (Sahara Desert), and wet places include India (Cherrapunji, Mawsynram) using maps and atlases by reading symbols on the key.	- The Earth rotates every 24 hours on its axis, causing day and night. Parts of the world are in the daytime while others are in the night. - There are different time zones in the world and the Prime/Greenwich Meridian is used worldwide for timekeeping and navigation. Points on the Earth's surface are described, using longitude and latitude, lines (coordinates) and I can locate larger places on larger scale maps in an atlas by using them.
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Assessment Questions

- Can you describe the journey of a river from source to mouth? - What is the name of the river that flows through London / Northwich? - Can you name one of the world's rivers? - Why do humans use rivers? - What is the water cycle?	- What do we mean by weather? - What is the meaning of climate? - What is the climate like in the UK? - What are biomes? - Can you give examples of places that have a different climate/biome? - Can you show where the Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn, Arctic or Antarctic Circle are on this map?	- What can you tell me about our Earth? - What are the 4 countries and their capital cities of the UK? - We live in the Northwest of England. It is called Cheshire. - How does day and night happen? - How can we find out where we are? - Where do we live in the UK?
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Essential Vocabulary

river, flow, stream, source, mouth, tributary, wetland, evaporation,	biome, weather, weather pattern, climate, climate zone, North and South Poles,	Sphere/globe, longitude, latitude, Equator, Arctic Circle, Antarctic Circle, Tropic of
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condensation, precipitation (rain, snow, and hail), confluence, meander, water vapour, water cycle, estuary	temperate, fauna, flora, drought, desert, Equator, vegetation belt	Cancer, Tropic of Capricorn, hemisphere, rotate, axis, time zones
Tier 1 (Core): river, stream, rain, sea, water	Tier 1 (Core): weather, hot, cold, wet, dry	Tier 1 (Core): Earth, globe, day, night
Tier 2 (Subject): source, mouth, tributary, confluence, evaporation, condensation, precipitation, water cycle	Tier 2 (Subject): climate, climate zone, biome, temperate, flora, fauna	Tier 2 (Subject): Equator, hemisphere, rotate, axis, time zones
Tier 3 (Disciplinary): meander, estuary, water vapour, process	Tier 3 (Disciplinary): vegetation belt, drought, Equator, interaction	Tier 3 (Disciplinary): longitude, latitude, coordinates, Prime (Greenwich) Meridian

Year Four

Essential Learning

Do we like to be beside the seaside?	Can you come on a Great American Road Trip?	How do volcanoes and earthquakes affect the lives of people?
I know ... - The British Isles have a long coastline. There is a mixture of headlands, cliffs, bays, beaches, dunes, marshes, and estuaries. - Beaches are made by erosion over a very long time. There are 'hard' and 'soft' coasts ('rocky' and 'sandy'). - The effects of the sea and tide. - Features and activities that can be seen around UK coasts (industry, fishing, and tourism) and their effects led to the development of docks, ports, harbours, and over-fishing, climate change and pollution. - Places like Spain have lots of coasts. Costa Blanca changed from a port to a tourist destination. The location of some coastal places in Southwest England (Cornwall, Devon, Dorset, and Somerset) and Spain (Costas) on a larger scaled map of the UK.	I know ... - The differences between a continent, country, and city. - Similarities and differences between North and South American regions, countries, and cities. - Describe some of the main environmental regions of North and South America, with their biomes (Pacific coast, mountains (Rockies in North America and Andes in South America), Canadian Shield, Great Plains/Prairies, Deserts (Arizona, Colorado), Great Lakes, Eastern coastal strip, Caribbean, and Amazon River Basin (rainforest). - The 8 directions on a compass (north, northeast, east, southeast, south, southwest, west, and northwest). I can use a map or the sun to work out directions. - What and where Route 66 is, and some of the cities it passes through and name its historical and geographical features. The location of the city of Denver in the state of Colorado, in the country of the USA, on the continent of North America, using a map, an atlas index or Google Earth, using letter co-ordinates. The names of some cities that are N, NE, E, SE, S, SW, W and NW of Route 66 using a map.	I know ... - What volcanoes are and what happens when a volcano erupts. Volcanoes can be active, dormant, or extinct. - When tectonic plates move against each other on land and in the sea, heat is generated and through cracks in the Earth's surface hot lava and gas erupts. - What earthquakes are and how they are caused. Cracks and movement of the ground cause lots of damage by earthquakes. - The Pacific Ring of Fire (Mid-Atlantic Ridge), around the Pacific Ocean, is the world's most active earthquake and volcanic zone. - The main reasons why, people live in earthquake and volcanic zones; some of their hazards and how to stay safe. The location of some earthquake zones, volcanoes (Vesuvius/Pompei) and Pacific Ring of Fire on a larger scaled map. Be introduced to 4 figure OS grid references.
Assessment Questions		

- Which geographical features can we find along the coastlines? - How are beaches and coasts formed? - What is the difference between hard and soft coasts? - What are the effects of the sea and tides? - Which activities can be seen around UK coasts? What is their effect? - Can you locate a British and Spanish coast on this map?	- What is the difference between a continent, country, and city? - Name 2 similarities/differences between North and South America. - Can you name the 8 directions on a compass? - What and where is Route 66? - Can you locate Denver using this map? - Can you name cities that are N, NE, E, SE, S, SW, W and NW of Route 66 using this map?	- What are tectonic plates? - What happens when a volcano erupts? - What is a dormant/extinct volcano? - What is an earthquake? - What is the Pacific Ring of Fire? - What are the main reasons why, people live in earthquake and volcanic zones? Why are they dangerous? - Can you locate places where there are earthquakes and volcanoes on this map?
Essential Vocabulary		
beach, cliff, coast, coastline, dunes, tide, gravitational pull, erosion, seaside, industry, tourism, docks, ports, harbours, over-fishing, climate change, pollution	region, city, country, state, compass point, N, NE, E, SE, S, SW, W, NW, environmental, biome, coast, mountain, desert, prairie, rainforest, highway	tectonic plates, active volcano, eruption, dormant, extinct, earthquake, crater, hazard, lava, plate boundary, magma, Richter scale, tsunami
Tier 1 (Core): grandparents, school, past, now, young, old, then	Tier 1: aeroplane, travel, flight, journey, wings, pilot	Tier 1 (Core): grandparents, school, past, now, young, old, then
Tier 2 (Subject): before I was born, a long time ago, timeline, object, artefact, difference	Tier 2: invention, transport, photograph, modern, engine, rudder, propeller	Tier 2 (Subject): before I was born, a long time ago, timeline, object, artefact, difference
Tier 3 (Disciplinary): chronology, evidence	Tier 3: change over time, impact, evidence	Tier 3 (Disciplinary): chronology, evidence

Year Five		
Essential Learning		
How is our country changing?	Where should we go on holiday?	Where does all our stuff come from?
I know ... Great Britain is the official name given to the countries of the United Kingdom	I know ... The location of the world's countries (Austria, Belgium, Bulgaria, Croatia, Republic of Cyprus,	I know ... The UK buys and sells goods from all over the world. We buy (import) more than we

and Northern Ireland. It is the largest island of the British Isles. The United Kingdom of Great Britain lies in Europe, located northwest of the European mainland. It includes the island of Great Britain, the north-eastern part of the island of Ireland and other smaller islands. • The UK withdrew from the European Union in January 2020, in a process called Brexit. • The key changes that occurred in East London for the 2012 Olympic and Paralympic Games. • Some ways in which development can be sustainable. • How the West Midlands changed following the Second World War. • Changes that happen(ed) in my local area (housing development) and that this change is continual. • How to use a range of sources to identify changes in the UK and my locality using Ordnance Survey maps. • To observe and record changes of human and physical features in the local area using sketch maps, plans, graphs, or digital technologies.	Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Ireland, Italy, Latvia, Lithuania, Luxembourg, Malta, Netherlands, Poland, Portugal, Romania, Slovakia, Slovenia, Spain and Sweden), using maps to focus on Europe (including the location of Russia). The EU is a political and economic union of 27 member states that are located primarily in Europe. • Fold mountains form where two tectonic plates collide and push the earth upwards. Ben Nevis (Scotland), Scafell Pike (England) and Snowdon (Wales) are mountains in the UK. • World mountains include the Alps; Andes; Himalayas, Pyrenees, and Rockies. These are tourist destinations. • Homes protect and insulate their inhabitants from extreme cold and heavy snowfall in winter; the rest of the year there are high levels of rain. Stone-built ground floors, often partly recessed into the mountainside offer some protection from the wind. The presence of cows stabled here creates some extra warmth for the human accommodation above. • What an avalanche is, how they are caused and how they affect the landscape (dangers). • Photographs can help to identify features of a region. • How to use physical and political maps to identify countries and regions in Europe using an atlas.	sell (export) so we have access to a wider variety of food, cheaper, jobs are created, and more land is available for other uses. • It is sometimes difficult to ascertain where raw materials and ingredients originate - plants grow climatic conditions or certain seasons (Fruit comes from biomes different from our own). • That clothes can be produced fairly (fair deal for food producers, fair trading practices, payment and prices, no children are being exploited and working conditions are safe) and sustainably, and unwanted clothing may be recycled and processed. • Locally made and grown products in the UK and locally imported products in our country. Eating locally reduces fossil fuels and pollution; less packaging; and local and seasonal food has a higher nutrition density. • There are many routes that products can take before arriving in my home and I can explain the journey of one product. • The name and locate top producers in the world that originate (Germany, China, Netherlands, USA, and France) using maps, atlases, and globes.
Assessment Questions		
• What is the difference between Great Britain and the UK?	• Can you locate some of the 27-member states in Europe?	• Why does the UK import and export food?

• What does Brexit mean? • What were the key changes that occurred in East London for the 2012 Olympic and Paralympic Games? • What is sustainability? • How did the West Midlands change following WWII? • Which changes happened in our locality?	• How are fold mountains formed? • Can you name a mountain in the UK and the world? • How are homes protected from the extreme cold and heavy snowfall? • What is an avalanche and what are its dangers? • How can we identify the features of a region?	• Why is it sometimes difficult to ascertain raw materials or ingredients? • What is fair trade? • What happens to unwanted clothing? • Can you name any local or grown products in the UK? • What are the positives of shopping locally? • Can you explain the journey of a product?
Essential Vocabulary		
development, country, county, borough, UK, Great Britain, mainland, Europe, Brexit, sustainability, legacy, local area, future, continual, past, Ordnance Survey (OS) maps, sketch map, plan	continent, country, region, Europe, European Union, political map, physical map, mountain, fold mountain, mountain range, peak, Alps, Andes, Himalayas, Pyrenees, Rockies, altitude, tourism, settlement, avalanche, tectonic plates, agriculture, industry	import, export, trade, raw materials, climate, man-made, recycle, reuse, fair trade, locally sourced, consumer, retailer, producer, sustainability, route, journey, pollution
Tier 1 (Core): country, town, city, local area, past, future	Tier 1 (Core): mountain, snow, cold, country, holiday	Tier 1 (Core): buy, sell, food, clothes, shop
Tier 2 (Subject): United Kingdom, Great Britain, development, sustainability, legacy, mainland	Tier 2 (Subject): continent, region, fold mountain, mountain range, altitude, tourism, settlement	Tier 2 (Subject): import, export, trade, raw materials, recycle, reuse, fair trade
Tier 3 (Disciplinary): change over time, regeneration, Ordnance Survey, evidence	Tier 3 (Disciplinary): tectonic plates, physical map, political map, environmental interaction	Tier 3 (Disciplinary): global supply chain, consumer choice, sustainability

Year Six

Essential Learning

What is lifelike in the Amazon?	Are we damaging our world?	How will our world look in the future?
I know ... - The Amazon is a vast region that spans nine countries in the continent of South America: Brazil, Bolivia, Peru, Ecuador, Colombia, Venezuela, Guyana, and Suriname, as well as French Guiana (an overseas territory of France). 'The Amazon' may refer to a river, a river basin, or a rainforest region. - How the Amazon's climate (wet and dry season) is different to the climate in the UK. - Animals are adapted to their habitat and can give at least one example of an animal from the Amazon rainforest. - Key human and physical features of Manaus and how it differs from where I live. 'Shifting cultivation' is an agricultural system where plots of land are used temporarily by 'slashing and burning' and using ash to fertilise the land. - How the Amazon is being damaged by deforestation and how it can be protected. The location of the Amazon basin and Amazon River on a map of	I know ... - The threats to the health of our planet (wildlife and/or habitats) and some possible solutions. - Sources of several important minerals around the world and their use in everyday life. - Different types of energy (renewable and non-renewable), and their advantages and disadvantages. - Some of the threats to our oceans (pollution; climate change; overfishing; extraction of oil and gas from the seabed; habitat destruction; and the introduction of alien species (from other ecosystems)), the importance of protecting them and the advantages of Marine Protected Areas (MPAs) – a space in the ocean where human activities are more strictly regulated than in the surrounding waters. - Some examples of issues that are global in scale, as well as some that are local (waste, sound, light, or air pollution). - To identify important minerals around the world and their use in everyday life. Use a 6-figure grid reference, with support. To plan and carry out an enquiry into sustainability in school.	I know ... - What makes my local area special (housing, industry, employment, amenities, and public services) and how these have changed over time. - What community spirit is and why it is important. - To design ideas for a sustainable future that will meet the needs of the community (i.e. solar panels, eco-housing, double glazing, water butts). - Which hindrances this might bring to communities (i.e. habitat destruction, increasing waste, wind turbines). - Community needs may change in the future, and this will affect local opportunities. The location of local places on a map using keys and symbols confidently. To plan and carry out fieldwork to answer a given enquiry question about the local area, considering the views of others.

South America and draw my own using keys and symbols confidently.		
Assessment Questions		
• Can you name the 9 countries in the Amazon? • What does the Amazon refer to? • How is the Amazon's climate different to the climate in the UK? • How are Amazon rainforest animals adapted and can you give examples? • How is Manaus different from where I live? • What is shifting cultivation? • How is the Amazon being damaged and how do we protect it? • Can you locate the Amazon basin and Amazon River on this map of South America?	• What threatens the health of our planet and what are some solutions? • Which important minerals are sourced around the world and what are they used for in everyday life? • What are renewable and non-renewable energy? What are the advantages and disadvantages? • What threatens our oceans? • What are Marine Protected Areas? • Can you name some global or local environmental issues? • What did you find out about the sustainability of our school?	• What makes our local area special? • Why is community spirit important? • What does your sustainable future look like? • Which hindrances might bring to communities? • If a community's needs change, how will this affect local opportunities? • Can you locate important local places on this map?
Essential Vocabulary		
• continent, country, region, river, river basin, source, mouth, rainforest,	• Sustainability, habitat destruction, endangered, extinction, conservation, mineral renewable,	• enquiry, future, industry, employment, amenities, public services, public spaces,

deforestation, climate, settlement, shifting cultivation, fertile, agriculture • locational vocabulary: longitude, latitude, north, south, east, west	non-renewable, marine, ocean, enquiry, biodiversity, recycle, waste	community spirit, physical and human features, housing, sustainability
Tier 1 (Core): river, forest, animal, plant, hot, wet	Tier 1 (Core): pollution, waste, ocean, animal, environment	Tier 1 (Core): home, community, jobs, buildings, future
Tier 2 (Subject): rainforest, climate, habitat, river basin, agriculture, settlement	Tier 2 (Subject): renewable, non-renewable, energy, conservation, endangered, recycle	Tier 2 (Subject): industry, employment, housing, amenities, public services
Tier 3 (Disciplinary): deforestation, shifting cultivation, sustainability, adaptation	Tier 3 (Disciplinary): biodiversity, extinction, sustainability, global issue	Tier 3 (Disciplinary): sustainable development, community planning, fieldwork, decision-making

Assessment Approach

Cuddington assesses pupils through enquiry-based questions within each unit. Staff then use this progression grid to judge how well pupils are thinking as geographers—moving from describing and identifying in EYFS/KS1 to analysing, evaluating, and justifying in KS2.

Expected Standard: Pupils can independently demonstrate the ‘can’ statements for their year group using taught content and vocabulary.

Skill Area	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational Knowledge	Can describe familiar places (school, local area)	Can locate own village/town on simple maps	Can name UK countries and capitals	Can locate UK and world features using maps	Can locate regions and continents with increasing accuracy	Can locate countries in Europe and beyond using atlases	Can confidently locate global regions and explain spatial relationships
Place Knowledge	Can describe own environment	Can describe features of local area	Can compare simple places (local vs non-local)	Can explain similarities/differences between places	Can compare regions (e.g. UK vs Americas)	Can explain how places change over time	Can analyse how physical and human processes shape places
Understanding Physical and Human Processes	Can identify natural and man-made features	Can distinguish human and physical features	Can describe weather and simple processes	Can explain processes (water cycle, climate)	Can explain physical processes (coasts, tectonics)	Can explain environmental and human changes	Can evaluate environmental issues and sustainability
Map Skills	Can use simple plans and maps	Can use simple maps and basic symbols	Can use compass directions and simple keys	Can use maps, atlases, and symbols accurately	Can use 4-figure grid references and compass points	Can use OS maps and a range of mapping tools	Can use 6-figure grid references and complex mapping confidently
Fieldwork	Can explore and observe surroundings	Can use simple observation and recording	Can collect simple data (weather, features)	Can carry out local fieldwork with support	Can conduct fieldwork using a range of methods	Can record and present findings using graphs/maps	Can plan, carry out, and evaluate independent enquiries
Geographical Enquiry	Can answer simple questions about places	Can ask simple geographical questions	Can ask relevant questions and compare places	Can investigate using sources (maps, photos)	Can analyse information from different sources	Can draw conclusions from evidence	Can evaluate evidence and justify conclusions
Use of Geographical Sources	Can use maps and images to talk about places	Can use maps and photos to find information	Can use atlases and keys	Can interpret a range of sources	Can compare and analyse sources	Can select appropriate sources	Can critically evaluate sources and evidence
Vocabulary	Can use simple geographical words	Can use basic geographical vocabulary	Can use subject-specific vocabulary	Can use technical vocabulary in explanations	Can apply accurate geographical terminology	Can use analytical vocabulary	Can use precise evaluative geographical language
Making Connections	Can recognise own environment	Can describe simple similarities/differences	Can compare local and global places	Can link processes and places	Can connect themes (climate, settlement)	Can explain patterns and change over time	Can analyse global patterns and interconnections