



Progression of vocabulary

	Vocabulary			
	Early Years	KS1	Lower KS2	Upper KS2
Locational and place knowledge	abroad, aerial view, Antarctic, Arctic, city, country, countryside, equator, local area, North Pole, ocean, polar regions, South Pole, town, United Kingdom, United Kingdom, village, world	Antarctica, Arctic, Arctic Ocean, Asia, Atlantic Ocean, Belfast, capital city, California, Cardiff, Celtic Sea, continent, country, Edinburgh, England, English Channel, equator, Europe, hemisphere, Indian Ocean, Irish Sea, landmark, local, location, London, Mediterranean, mountain, North America, North Pole, North Sea, Northern Ireland, Oceania, ocean, Pacific Ocean, poles, San Francisco, Scotland, South America, South Pole, Southern Ocean, state, town, United Kingdom, United States of America, valley, village, Wales, world	Arctic Circle, Antarctic Circle, Australia, capital city, channel, city, continent, country, county, English Channel, equator, Europe, France, hamlet, hemisphere, international, latitude, local area, longitude, mainland, market town, North America, North Pole, North Sea, Northern Ireland, Oceania, ocean, Pacific Ocean, Paris, Prime Meridian, region, Ring of Fire, rural, San Francisco, Scotland, South America, South Pole, Southern Ocean, Sydney, town, Tropic of Cancer, Tropic of Capricorn, United Kingdom, village, Wales	Amazonia, Amazon rainforest, Australia, Brazil, continent, country, county, Cumbria, English Channel, equator, France, International Date Line, Lake District, landmark, landscape, Las Vegas, local area, longitude, Manaus, National Park, Nevada, North America, North Sea, Northern Ireland, Oceania, ocean, Ordnance Survey, Pacific Ocean, Prime Meridian, region, San Francisco, Scotland, South America, South Pole, Southern Ocean, state, Sydney, Tropic of Cancer, Tropic of Capricorn, United Kingdom, United States of America, UTC (Coordinated Universal Time), village, Wales
Human and physical geography	Human geography: address, bank, building, bungalow, café, church, home, house, houses, journey, place, road Physical geography: autumn, bare branches, beach, blossom, cliff, clouds, coast, cold, fallen leaves, field, freezing, frost, golden, grow, hail, height, hot, island, library, meadow, mosque, new life, park, pebbles, playground, post office, postcode, rain, rainbow, rainfall, rockpool, sand, sand dunes, school, sea, season, shop, skyscraper, snow, spring, storm, street, summer, supermarket, sun, synagogue, temple, tide, waves, weather, weather station, wind, winter	Human geography: airport, bridge, building, castle, cathedral, docks, factory, farm, house, houses, human feature, inland, landmark, office, pier, , port, shop, stadium, street, transport, urban, rural, vehicles bay, Physical geography: adapt, autumn, beach, boreal, broadleaved, cliff, cloud, coast, cold, conifer, copse, desert, drought, earthquake, extreme weather, fault line, flood, fog, foliage, forest, freezing, frost, fungi, habitat, hailstone, heatwave, hot, hurricane, ice, lake, leaf litter, lightning, moss, national, precipitation, puddle, rainbow, rainfall, rainforest, river, sapling, sea, season, seeds, similar, sleet, snow, snowstorm, soil, spring, stump, summer, sunny spells, sunshine, temperature, terrain, thunder, thunderstorm, tornado, vegetation, warm, waterfall, weather, weather station, wind, woodland	Human geography: agricultural, agriculture, bridge, building, commercial, community, dams, deforestation, economic activity, generators, human features, hydroelectricity, industrial, irrigation, landmark, land use, leisure, location, motorway, museum, pollution, population, port, recreational, renewable energy, residential, resources, resort, road, shopping centres, ski resort, settlement, sustainability, theme park, tourism, trade, transportation, turbines, urban, vertical, Physical geography: active, adapt, aftershock, ash, base, biome, block mountains, climate change, climate zone, condensation, confluence, conifer, course, crater, crust, deciduous, delta, desert, dome mountains, dormant, dry zone, Earth's layers, earthquake, ecosystem, endangered, environment, epicentre, eruption, estuary, evaporation, extinct, fault line, fertile, flooding, fold mountains, forests, geothermal, grassland, habitat, hill, inner core, island, lake, lava, magma, mantle, meander, minerals, moss, mountain, mountain range, mouth, natural disaster, outer core, peak, physical features, plate boundary, polar, precipitation, Richter scale, river, run off, same, savannah, scale, sea-level, slope, source, succulent, summit, tectonic plates and boundaries, temperate, tremor, tropical, tsunami, vegetation belt, volcano (shield, composite), water cycle, water vapour, weather pattern	Human geography: agriculture, air freight, business, casino, congestion, construction, consumer, dam, deforestation, economic, economy, electricity, employment, export, farming, farmland, favela, housing, import, indigenous, industry, infrastructure, logistics, manufacturing, occupation, population, port, poverty, producer, production, renewable energy, reservoir, resources, services, shanty town, shipping, social, supermarket, trade, transportation, urban area, urban sprawl, windfarm Physical geography: altitude, arch, beach, biodiversity, biome, canal, carbon dioxide, cave, cliff, climate, climate change, climate zone, confluence, contour lines, coast, cracks, desert climate, drought, erosion, estuary, finite, flooding, forest, forestry, fossil fuels, global warming, groynes, headland, hill, lake, latitude, lava, mudflats, natural resource, non-renewable, particles, pebble, physical feature, precipitation, quarry, rainfall, raw materials, rock, sand dune, sea defences, sea wall, seasons, stack, stump, summit, tarn, temperature, valley, weather, wildlife
Geographical skills and fieldwork	after, change, collect, different, dislike, far, finish, gauge, like, map, measure, near, next, observe, predict, record, same, similar, start, then	aerial view, birds-eye view, change, compare, compass, direction, far, foundation, globe, improve, key, left, map, meteorologist, near, new life, north, right, route, south, symbol, thermometer, tourist, track, travel, west	bar scale, compare, compass direction, compass point, co-ordinates, distance, disaster plan, evacuation, geographical sources, grid references, hiking, horizontal, key, land use, location, map, paragliding, route, symbol, tour,	average, compare, compass, compass directions, coordinates, distribution, fair trade, filtration, flight path, grid reference, journey, key, map, meridian, orienteering, pipeline, process, protection, recycling, relaxation, scale, symbol, time difference, time zone, tourism, tour, route, water scarcity, water treatment



Progression of knowledge and skills

	Substantive knowledge			
	EYFS	KS1	Lower KS2 Year 3/4	Upper KS2 Year 5/6
Locational knowledge	◆ Name the place where they live ◆ Begin to talk about the UK map, naming countries and cities within the UK.	• 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 ◆ Name and locate the Arctic on a map and plan a route from the UK.	• Locate the world's countries, using maps to focus on Europe (including the location of Russia), 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, 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 ◆ Identify key lines of latitude and longitude on a globe or map. ◆ Understand how climate zones are changing due to natural processes and human activity. ◆ Label the continents and oceans crossed during a journey from Sydney, Australia to London, UK ◆ Locate cricket grounds in UK cities ◆ Identify human and physical features of UK cities ◆ Name and locate some UK counties.	• 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) ◆ Locate Las Vegas, the Amazon Rainforest and the city of Manaus. ◆ Identify and understand the concept of time zones ◆ Understand what the UK coast is and identify some coastal features. Including different types of beaches ◆ Understand coastal erosion and how erosion and human activity changes the coastline over time. ◆ Understand the features of urban and rural settlements in the Amazon Rainforest. ◆ Identify human and physical features of the city of Manaus. ◆ Identify where the UK imports from and exports to.

• Objectives from the national curriculum, Development Matters and EYFS framework documents. ◆ Additional objectives covered within the lessons



Progression of knowledge and skills

	Disciplinary knowledge			
	EYFS	KS1	Lower KS2 Year 3/4	Upper KS2 Year 5/6
Locational knowledge	◆ Use a world map to find cold places ◆ Use a simple map to locate and identify a beach. ◆ Begin to use a UK map to identify the local area and familiar places	◆ Understand that we can use maps to locate the continents and oceans of the world. ◆ Understand that we can use a UK map to locate its four countries and its surrounding seas.	◆ Use geographical information to plan a journey around the city of Paris. ◆ Use maps to plan a route to Paris from a UK location. ◆ Use a map to identify key lines of latitude and longitude. ◆ Use a map to plan a journey from Sydney, Australia to London, UK. ◆ Use maps to locate cricket grounds within UK cities. ◆ Use maps to identify human and physical features of UK cities. ◆ Locate a county on a map and use the eight compass points to describe its location within a country.	◆ Use a map to identify the time zones where places are located. ◆ Use a map to identify the coast and coastal features. ◆ Use photographs and maps to identify examples of coastal erosion and coastal change. ◆ Plan and plot a route to Manaus from the UK considering the continents, countries, oceans crossed and the transport options ◆ Use photographs to identify features of urban and rural settlements in the Amazon. ◆ Use maps and photographs to identify human and physical features of Manaus.

- Objectives from the national curriculum, Development Matters and EYFS framework documents. ◆ Additional objectives covered within the lessons

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Progression of knowledge and skills

	Substantive knowledge			
	EYFS	KS1	Lower KS2 Year 3/4	Upper KS2 Year 5/6
Place knowledge	• Recognise some environments that are different to the one in which they live. • Recognise some similarities and differences between life in this country and life in other countries • 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. • 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. ♦ Recognise the difference between a city and a rural environment.	• 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 ♦ Identify the human and physical features in the local area and in Cardiff. ♦ Identify some human and physical features of Cardiff and its location in the UK. ♦ Describe what life is like for people living in Cardiff ♦ Understand similarities and differences between the local area and Cardiff. ♦ Identify and describe the similarities and difference between the local area and San Francisco.	• understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, and a region in a European country ♦ Identify the human and physical features of Paris ♦ Understand the similarities between the local area and the city of Paris. ♦ Understand and describe how land use in the local area has changed over time.	• understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, and a region within North or South America ♦ Identify key human and physical features of and surrounding Las Vegas ♦ Identify the similarities and differences between the climate in Las Vegas and the climate of locations in the UK. ♦ Understand what life is like in Las Vegas compared to life in the UK. ♦ Understand how people live in Manaus and compare it to life in the UK. ♦ Describe the location of the Lake District and some of its geographical features. ♦ Understand the climate of the Lake district and how it affects human and physical features.

• Objectives from the national curriculum, Development Matters and EYFS framework documents. ♦ Additional objectives covered within the lessons

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Progression of knowledge and skills

Place knowledge	Disciplinary knowledge			
	EYFS	KS1	Lower KS2 Year 3/4	Upper KS2 Year 5/6
	◆ Locate a place on a map and describe how it is different from where I live.	◆ Use a map to plan and follow a route and recognise key features/landmarks along the route. ◆ Use photographs to identify human and physical features and make comparisons between the local area and Cardiff. ◆ Use videos, photographs and aerial views to compare features of two locations.	◆ Use a map and photographs to identify human and physical features of Paris. ◆ Compare features of the local area with features of Paris. ◆ Use maps and photographs (including aerial photographs) to identify how land use has changed in the local area.	◆ Use a map and photographs to identify human and physical features in and around Las Vegas and identify the location of those features. ◆ Use charts of weather data to compare the climate in Las Vegas and the UK. ◆ Use photographs and other resources to research how people live in Manaus, ◆ Use a map to locate and show the location of the Lake District and some of its features. ◆ Use charts to record the climate in the Lake district. ◆ Use photographs to gather information about the climate of the Lake District and its effects.

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Progression of knowledge and skills

	Substantive knowledge			
	EYFS	KS1	Lower KS2 Year 3/4	Upper KS2 Year 5/6
Human and physical geography	• Know and talk about the different factors that support their overall health and wellbeing: being a safe pedestrian • Understand that some places are special to members of their community. • Name and describe people who are familiar to them. • Talk about members of their immediate family and community • Understand the effect of changing seasons on the natural world around them • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. • Talk about the lives of the people around them and their roles in society ♦ Hear and use vocabulary relating to human and physical features ♦ Talk about the weather using suitable vocabulary and recognise weather symbols ♦ Talk about the weather and climate in different parts of the world ♦ Identify the jobs of people in my community and the places where they work. ♦ Recognise the features of a beach.	• 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 • 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 • Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop ♦ Identify cold areas of the world and the different climate zones ♦ Identify and describe features of life in different hot climates. ♦ Identify a city, town, village and their features. ♦ Identify the human and physical features of Cardiff and San Francisco ♦ Identify forests and talk about their human and physical features. ♦ Identify different types of weather, features of the four seasons and how the seasons affect people's lives. ♦ Identify types of extreme weather.	• Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle and key aspects of human geography, including: types of settlement and land use ♦ Describe typical weather patterns in each climate zone. ♦ Identify and locate different biomes. ♦ Describe the weather, vegetation and animals that are features of a biome. ♦ Understand and describe the layers of the earth. ♦ Understand and describe earthquakes and volcanoes ♦ Understand and describe the effect of earthquakes and volcanoes on the people who live nearby. ♦ Understand why tsunamis occur and their effects. ♦ Understand what a mountain is, how they are formed and how people use them. ♦ Understand and describe key aspects of a water cycle. ♦ Understand the features of a river and how people use them. ♦ Identify how land is used in the local area and other settlements. ♦ Understand and describe the features of different types of settlements: cities, towns, villages and hamlets.	♦ Describe and understand key aspects of physical geography, including: climate zones, rivers and mountains and 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 ♦ Understand and identify the challenges facing Las Vegas such as water shortage, climate change, pollution and urban sprawl ♦ Understand how humans use the coast ♦ Identify different types of natural resources including fossil fuels, water, food and minerals ♦ Understand how people use natural resources ♦ Trace the journey of food from source to table. ♦ Understand how increasing population increases demand for natural resources and identify ways of conserving them. ♦ Understand why we need to protect the Amazon rainforest. ♦ Identify different types of land use within the Lake District ♦ Understand challenges facing the Lake District and how its features can be protected. ♦ Understand what trade is and how goods are transported locally and across the globe. ♦ Understand the process of raw material to finished product.

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Progression of knowledge and skills

Human and physical geography	Disciplinary knowledge			
	EYFS	KS1	Lower KS2 Year 3/4	Upper KS2 Year 5/6
	◆ Understand that there are different types of weather and use symbols to the represent these. ◆ Express opinions about the weather/climate and explain why ◆ Say how places change during the different seasons.	◆ Understand that there are different weather patterns around the UK and the world and that they affect life. ◆ Know that we can use maps to find the different climate zones and show their location using a key. ◆ Compare plants, animals and weather patterns find differences between places with hot climates. ◆ Compare features and identify some differences between a city, town and village. ◆ Use maps, photographs and aerial views to identify the human and physical features of cities and forests. ◆ Use photographs and observation to identify features and effects of the seasons. ◆ Collect data and make observations about rainfall, wind direction/speed and temperature to gather information about weather patterns. ◆ Use forecast maps to compare the weather in different places around the UK.	◆ Use a map to label the key climate zones in the world and identify cities located within these zones. ◆ Use a map to show the location of the different biomes using a key. ◆ Use maps to locate places where earthquakes have taken place and where there are volcanoes, including the ring of fire. ◆ Use photographs and other resources to gather information about how volcanoes and earthquakes affect human activity. ◆ Use maps to locate places where tsunamis have taken place. ◆ Use UK and world maps to locate mountains. ◆ Create a map showing the course of a river. ◆ Use observations, maps and aerial photographs to identify how land is used. ◆ Locate local settlements using four-figure grid references.	◆ Use UK and world maps to identify places where specific natural resources can be found. ◆ Use maps to identify places where electricity is generated. ◆ Use photographs to help understand how electricity is generated. ◆ Create a map of the local area to show how and where water is collected, stored and transported. ◆ Use maps, observe and record to find out where food comes from within the local area. ◆ Use maps to research and show different types of land use within the Lake District. ◆ Use maps to identify trade routes

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Progression of knowledge and skills

Geographical skills and fieldwork	Substantive knowledge			
	EYFS	KS1	Lower KS2 Year 3/4	Upper KS2 Year 5/6
	◆ Know what a map is. ◆ Know that they can record their observations in different ways ◆ Know that places have an address.	◆ Know how to use world maps, atlases and globes to identify the United Kingdom and its countries, San Francisco, the USA, the continents and oceans ◆ Understand how map symbols and a key are used. ◆ Know the points of a compass (north, south, east and west) ◆ Know that observations can be recorded using photographs, drawings and in writing.	◆ Know how to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied ◆ Know the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) ◆ Know that maps use a scale to represent a large area. ◆ Know fieldwork involves observing, measuring, recording and presenting the human and physical features using a range of methods, including sketch maps, plans and graphs, and digital technologies.	◆ Know how to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied ◆ Know 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. ◆ Know that maps use different scales to show areas in different levels of detail. ◆ Know fieldwork involves observing, measuring, recording and presenting the human and physical features using a range of methods, including sketch maps, plans and graphs, and digital technologies. ◆ Know how to use Ordnance survey map and symbols to identify features, land use and plan route. ◆ Understand the principles of fair trade.

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Progression of knowledge and skills

Geographical skills and fieldwork	Disciplinary knowledge			
	EYFS	KS1	Lower KS2 Year 3/4	Upper KS2 Year 5/6
	• Draw information from a simple map. • Explore the natural world around them. • Describe what they see, hear and feel whilst outside. • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. • Explore the natural world around them, making observations and drawing pictures of animals and plants. • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. ♦ Observe and describe the weather outside ♦ Use a map to explain and sequence a journey and to show what they have observed ♦ Begin to identify my local area and familiar places on a UK map ♦ Talk about a map they have made and explain its features ♦ Ask and answer questions about the world around them. ♦ Use symbols to mark locations on a map	• 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 • 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 • 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 • 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. ♦ Uses senses to make observations and record them ♦ Use an atlas, world map, globe or UK map to locate some of the world's forests. ♦ Locate a world city on a map. ♦ Collect data and make observations about the weather: rainfall, wind direction/speed and temperature. ♦ Use observations to identify how extreme weather could affect the school and its grounds. ♦ Describe the weather patterns they have observed and recorded as an informal verbal or written report.	• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • Use the eight points of a compass, four-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. ♦ Use maps to plan a route from the school to Paris by coach, describing each stage of the journey. ♦ Use a weather station or individual instruments to gather data about the local weather patterns. ♦ Use maps and eight compass directions to plan a route around UK cities ♦ Explore the local area and note the location of sports facilities/grounds. ♦ Mark local sports facilities using a map and a key. ♦ Use observations of the school and its grounds to find safe places in the event of an earthquake. ♦ Use four-figure grid references and a key to create a map of the local area. ♦ Use maps to identify how land is used in different settlements. ♦ Use a map to show a plan for how land can be used in the future. ♦ Use a bar scale on a map to work out real-life distances.	• 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. ♦ Use Ordnance survey map and symbols to identify features, land use and plan route. ♦ Use maps, globes, and atlases to locate Las Vegas and plan routes, using a key to mark the different types of transport used for each leg of the journey. ♦ Create a map of a coastal area using six-figure grid references and OS symbols to plot and illustrate key features. ♦ Use a map with six-figure grid references to locate features within the Lake District and navigate a route using compass directions. ♦ Use observations, gather data, use maps to explore how trade impacts the local economy and record findings in a report. ♦ Ask questions and use resources to find out about fair trade and its impact on a community. ♦ Use the scale of a map, e.g. 1:10 000 to work out real-life distances.

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