



Geography Curriculum Progression

	RECEPTION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Autumn Unit A	<p>Where do I live?</p> <p>Children are encouraged to know their address and talk about their walk to school</p>	Weather	-	Investigating technology in our local area (focused enquiry)	Geographic Grid System	<p>Our World, The United Kingdom & Mapping Skills</p> <p>Case study: Bengaluru, India & Los Angeles, USA.</p>	<p>Natural Resources - How do we use our land in Britain?</p>
Autumn Unit B	<p>Mini beast Habitats</p> <p>Which country are mini beasts from? (African land snails as part of this)</p>	-	-	<p>Where does our food come from?</p>	Plants of the World	Case Study: Scottish Islands	-
Spring Unit A	<p>Weather through maths meetings</p> <p>Discussing the seasons, which weather do we see and when?</p>	<p>Our country</p> <p><i>see progression below</i></p>	<p>Our world & Local Area (including mapping)</p> <p>Katie Morag</p> <p><i>see progression below</i></p>	<p>Biomes: Tropical Rainforests</p> <p>Case study: Amazon Rainforest</p>	Climate Change	<p>Alaska</p> <p>Case study: Comparing region of UK (Scottish Islands/Highlands) with a region of N America (Alaska)</p> <p>Case study: Oil spill in Alaska</p>	<p>Our challenging world – Natural Disasters</p> <p>Tsunamis, Hurricanes, Floods Earthquakes & Volcanoes</p> <p>Case study: Haiti Earthquake (2010)</p>
Spring Unit B	<p>Flags of the world</p> <p>Exploring flags as part of Fairy tales/ kings and Queens. Recognising countries and talking about their flags.</p>	-	-	Case Study: Compare UK with Malopolska, Poland (an EU region)	Settlements	Water & Rivers (Part 1)	
Summer Unit A	<p>Volcanoes</p> <p>Where are volcanoes located? The structure of a volcano</p>	Local Area (including mapping)	<p>Contrast UK & non-European country</p> <p>Mexico</p>	<p>Mountains Volcanoes & Earthquakes</p>	<p>Deserts</p> <p>Case study: Arabian Desert</p>	<p>Water & Rivers (Part 2)</p> <p>Case study: The River Nile or Yellowstone River</p>	<p>South America</p> <p>Physical & Human Geography analysis of the continent</p>
Summer Unit B	<p>World Geography</p> <p>The continents Exploring maps (real and treasure maps) What is an island?</p>	-	<p>Contrast UK & non-European country</p> <p>Mexico</p>	<p>UK region study: Comparing London with the countryside eg. Oxfordshire, East Anglia</p>	Compare UK with an EU region: Spain & Catalonia	Sustainable tourism around the world	<p>Compare region of UK with a region of South America</p> <p>Argentina & then zooming in on Croeso i Ariannin</p>

Locational knowledge, Geographical skills and fieldwork

Place knowledge

Human geography

Physical geography



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Case Studies	<p>Contrast UK & non-European country Sydney Australia</p>	<p>Contrast UK & non-European country Mexico</p>	<p>Short case study: Mount Everest</p> <p>In-depth case study: Comparing London with East Anglia</p> <p>Short case study: Amazon Rainforest</p> <p>In-depth case study: Compare a region of the UK with a region in Europe - Malopolska, Poland</p>	<p>Short case study: My place in the world</p> <p>Short case study: Mega-diverse countries e.g. Ecuador, Madagascar</p> <p>In-depth case study: Arabian Desert</p> <p>In-depth case study: Compare a region of the UK with a region in Europe Catalonia, Spain</p>	<p>Short case study: Bengaluru, India & Los Angeles, USA.</p> <p>Short case study: Scottish Islands</p> <p>In-depth case study: Comparing region of UK (Scottish Islands/Highlands) with a region of N America (Alaska)</p> <p>In-depth case study: Oil spill in Alaska</p> <p>Short case study: The River Nile or Yellowstone River</p> <p>Short case study: Sustainable tourism in UK, Antarctica, Great Barrier Reef & Ecuador</p>	<p>Short case study: Dams e.g. The Cachí Dam, Cartago, Costa Rica</p> <p>Short Case Study: Earthquakes - Different options available: Ancash, Haiti, Mexico City, Sichuan, Valdivia, Kashmir</p> <p>Short Case Study: The Moore Tornado, Oklahoma, 2013.</p> <p>In-depth case study: A country study of their choice focusing on human and physical geography</p> <p>In-depth case study: Y Wladfa emigration from Wales to Patagonia</p> <p>Short case study: Conservation in Puerto Madryn</p>



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Locational Knowledge	<p>Name, locate and identify the characteristics of the 4 countries and capital cities of the UK and its surrounding seas.</p> <p>Locate the UK on a world map.</p>	<p>Name and locate the world's 7 continents and 5 oceans, understanding the terms 'continent' and 'sea'.</p> <p>Understand that a world map shows all the countries in the world.</p> <p>Compare globes, atlas, Google Earth and discuss their use/effectiveness.</p>	<p>Locate and name the continents on a World Map.</p> <p>Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn.</p> <p>Identify highest mountains in the world and compare with UK.</p> <p>Locate the main countries of Europe inc. Russia. Identify capital cities of Europe.</p> <p>Locate and name the countries making up the British Isles, with their capital cities.</p> <p>Locate and name the main countries and cities in/around East Anglia.</p>	<p>On a world map, locate areas polar regions, tropics, desert.</p> <p>Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time zones, night and day.</p> <p>Identify longest rivers in the world, largest deserts, highest mountains. Compare with UK.</p> <p>Locate the main countries of Europe inc. Russia. Identify capital cities of Europe.</p>	<p>Locate the main countries in Europe and North or South America. Locate and name principal cities.</p> <p>Compare 2 different regions in UK rural/urban.</p> <p>Locate and name the main counties and cities in England.</p> <p>Linking with History, compare land use maps of UK from past with the present, focusing on land use.</p>	<p>On a world map locate the main countries in Africa, Asia and Australasia/Oceania. Identify their main environmental regions, key physical and human characteristics, and major cities.</p> <p>Linking with local History, map how land use has changed in local area over time.</p> <p>Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time.</p>



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Human & Physical Geography	<p>Identify seasonal and daily weather patterns in the United Kingdom.</p> <p>Briefly, identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Identify the human and physical features of the two localities studied.</p> <p>Use basic geographical vocab to refer to key physical features including: beach, coast, forest, mountain, sea, river, season: weather.</p> <p>Use basic geographical vocab to refer to key human features, including: city, town, village, factory, farm, house and shop</p>	<p>Use both maps and globes, identify the coldest places in the world – The North and South pole,</p> <p>Make predictions about where the hottest places in the world are?</p> <p>Children to identify the equator and locate the places on the Equator which are the hottest.</p> <p>Science link with animal adaptation. Use basic geographical vocab to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p>Use basic geographical vocab to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and lighthouse.</p>	<p>Physical geography including: Brief introduction to mountains, volcanoes and earthquakes linking to Science: rock types.</p> <p>Biomes - Rainforests – locations, climate, layers of the rainforest, effects of humans on the rainforest.</p> <p>Human geography including: Uses of technology in the local area.</p> <p>Where is food grown? Food miles Fairtrade</p> <p>Similarities and differences between human and physical geography in contrasting areas.</p>	<p>Physical geography, including: Plants of the world, climate zones, biomes and vegetation belts, deserts.</p> <p>Human geography including: Human use of plants, agriculture, Fossil fuels, climate change</p> <p>Types of settlements in Early Britain linked to History. Why did early people choose to settle there?</p> <p>Types of settlements in modern Britain: villages, towns, cities.</p> <p>Similarities and differences between human and physical geography in contrasting areas.</p>	<p>Physical geography including coasts, rivers and the water cycle including transpiration; climate zones, biomes and vegetation belts.</p> <p>Know the processes of river formation including erosion and deposition.</p> <p>Human geography including trade between UK and Europe and ROW</p> <p>Fair/unfair distribution of resources (Fairtrade).</p> <p>Types of settlements in Viking, Saxon Britain linked to History.</p> <p>Similarities and differences between human and physical geography in contrasting areas.</p>	<p>Physical geography including Volcanoes and earthquakes, looking at plate tectonics and the ring of fire.</p> <p>Distribution of natural resources focussing on energy</p> <p>Similarities and differences between human and physical geography in contrasting areas.</p>



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Geographical Skills & Field work	<p>Use simple fieldwork and observational skills to study the geography of their local area and the key human and physical features of its surrounding environment e.g. note taking, videoing, data collection, sketches, observations.</p> <p>Aerial photographs</p> <p>Use simple compass directions (North, South, East and West) to describe the location of features on a map.</p>	<p>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.</p> <p>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.</p> <p>Subject specific vocabulary Use geographical enquiry Collect, analyse, map and communicate geographical info in variety of ways. Interpret a range of geographical information from a variety of sources.</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>Learn the eight points of a compass, 2 figure grid reference (maths co-ordinates), some basic symbols and key (including the use of a simplified Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>Use fieldwork to observe and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied</p> <p>Learn the eight points of a compass, four-figure grid references.</p> <p>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>Can I use the four and six figure grid references, symbols and keys to build my knowledge of the United Kingdom and the wider world?</p> <p>Can I use ordnance survey maps, symbols and keys to build my knowledge of the United Kingdom and the wider world?</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied</p> <p>Use the sixteen 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 in the past and present.</p> <p>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied</p> <p>Use the sixteen points of a compass, extend to 6 figure grid references with teaching of latitude and longitude in depth. Expand map skills to include non-UK countries.</p> <p>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>