



St. Peter's C of E Primary School – Geography Curriculum Progression

<p>EYFS</p> <p>Maple and Oak</p> <p>Understanding the World (People, Culture and Communities)</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>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.</p> <p>Understanding the World (The Natural World)</p> <p>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.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states</p>	<p>Locational knowledge</p>	<p>KS1</p> <p>Hawthorn, Rowan and Beech </p>	<p>LKS2</p> <p>Larch, Willow and Alder </p>	<p>UKS2</p> <p>Ash, Sycamore and Elm </p>
		<p>Pupils should be taught to:</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> ▪ 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 	<p>Pupils should be taught to:</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> ▪ 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) 	<ul style="list-style-type: none"> • I know the four countries of the United Kingdom and can locate them on a map. • I know some of the main towns and cities in the United Kingdom. • I know the 7 continents and 5 oceans of the world and can locate them on a map. • I know the names of the capital cities of England, Wales, Scotland and Ireland.

	Place knowledge	<p>Pupils should be taught to:</p> <p>Place knowledge</p> <ul style="list-style-type: none"> 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 	<p>Pupils should be taught to:</p> <p>Place knowledge</p> <ul style="list-style-type: none"> 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 within North or South America 	
		<ul style="list-style-type: none"> I know how to describe a place outside of Europe in comparison to the UK using geographical words. 	<ul style="list-style-type: none"> I know how to describe human and physical features of UK regions, cities and counties and how they might change over time. I know how to compare the physical and human features of a region in UK and a region in North/South America. 	<ul style="list-style-type: none"> I know geographical similarities and differences through the human and physical study of a region in a European country. I know how to compare the physical and human features of a region in UK and a region in North/South America.
	Human and physical geography	<p>Pupils should be taught to:</p> <p>Human and physical geography</p> <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 	<p>Pupils should be taught to:</p> <p>Human and physical geography</p> <ul style="list-style-type: none"> describe and understand key aspects of: <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 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 	

		<ul style="list-style-type: none"> • I know how the weather changes throughout the year and can name the seasons. • I know how to keep a weather chart and answer questions about the weather. • I can explain about and locate hot and cold areas of the world in relation to the Equator. • I know how to describe key human features including city, town, village, shop, harbour, farm etc. • I know how to describe key physical features including beach, cliff, coast, forest, hill, mountain, sea, ocean etc. • I know how to explain the facilities that a village, town and city may need and give reasons • I know how to explain how jobs may be different in different locations. 	<ul style="list-style-type: none"> • I know why people may choose to live in one place rather than another • I can understand the distribution of natural resources including energy, food, minerals and water. • I know how earthquakes are created. • I know how volcanoes are created and can identify some of the world's most famous. • I know what a biome is. 	<ul style="list-style-type: none"> • I know how to explain the process of rivers using appropriate geographical language. • I know how to explain the stages of the water cycle. • I know about weather patterns around the world and can relate these to climate zones • I know how to describe key aspects of human geography including settlement, trade and natural resources. • I know how to describe key aspects of physical Geography including climate zones, biomes and vegetation belts. • I know the human impact upon the environment and why people seek to manage and sustain the environment.
	Geographical skills and fieldwork	<p>Pupils should be taught to:</p> <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> ▪ 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 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 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 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. 	<p>Pupils should be taught to:</p> <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> ▪ 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. 	

		<ul style="list-style-type: none"> • I know simple compass directions to describe the location of features on a map. • I know how to find where I live on a map of the United Kingdom. • I know how to draw a map and use basic symbols in a key. • I know how to use aerial photographs to recognise landmark and basic human and physical features. • I know how to use simple fieldwork to study the geography of our school grounds. 	<ul style="list-style-type: none"> • I know how to use an atlas by using the index to find places • I know some basic Ordnance Survey map symbols and the eight points of a compass • I know how to make plans and more complex sketch maps using symbols and keys. • I know how to use four figure grid references on a map. • I know how to conduct a fieldwork study and present the findings in an appropriate way e.g. design questions and studies to conduct in the local area. 	<ul style="list-style-type: none"> • I know how to use maps, aerial photographs, plans and digital resources to describe what a locality might be like. • I know Ordnance Survey symbols and can record and present geographical fieldwork using a range of methods. • I know how to answer questions by using a map including six figure grid references.
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Cycle A

AREA OF STUDY			
	AUTUMN	SPRING	SUMMER
KS1	Family album Where we live in Darwen, zooming out into the wider world, learning about continents, oceans and countries of the UK.	All creatures great and small Weather investigating. Comparing the UK to a place outside of Europe; e.g. Arctic	The great outdoors Map work on the school grounds.
LKS2	A Kingdom United/Delightful Darwen Countries and cities of the United Kingdom, focusing specifically on our local area. Fieldwork investigating Darwen: focusing on landmarks, grid references, OS symbols and different maps.	Walk Like an Egyptian Focus on continents of the world and looking and key physical and human features of Egypt specifically. Investigating the River Nile, settlement and tourism to Egypt.	Amazon Adventures Investigating the Amazon area of South America and comparing biomes. Investigating human impact upon rainforest areas as well as trade links.
UKS2	Boom Bang Blitz Focus on countries of Europe and capitals. Comparing historical maps of Darwen – then and now and mapping key historical landmarks through fieldwork in our local area.	It's all Greek to me Key physical and human characteristics of Greece, focusing on mountains. Exploring tourism and trade.	Look who changed Britain Human Geography – energy resources

Cycle B

AREA OF STUDY			
	AUTUMN	SPRING	SUMMER
KS1	<p align="center">There's no place like home The UK; cities, towns and villages.</p>	<p align="center">Panic on Pudding Lane Countries of the UK, focusing specifically on London and its key landmarks that attract tourism.</p>	<p align="center">What a wonderful world Continents. Comparing hot and cold countries.</p>
LKS2	<p align="center">Yabba Dabba Do! Study of human and physical Geography of an area in Scotland, branching out into Europe. Types of settlement and land use.</p>	<p align="center">Road Trip USA Focus on North America and physical geography including volcanoes and earthquakes.</p>	<p align="center">What Did the Romans Ever do for Us? History based unit Explore location of Rome. Recap of volcanoes</p>
UKS2	<p align="center">Crime and Punishment Key topographical features and how humans have impacted and caused change over time 'Crime to the environment'. Geography of crime – rural and urban areas.</p>	<p align="center">Mystery of the Mayans Focus on Central America and comparison of climate with UK using digital technologies.</p>	<p align="center">Extreme Earth Countries around the world and their physical geography. Learn about time zones/divisions of the Earth. Explore rivers and the water cycle including a fieldwork study in the local area.</p>