

Curriculum Progression in Geography

	EYFS	Year 1 and 2 (KS1)	Year 3 and 4 (LKS2)	Year 5 and 6 (UKS2)
<p>Using mapping skills</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 maps.</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants</p>	<p>To use simple compass directions, north, south, east and west on a map. London vs Stafford</p> <p>Use locational and directional language [for example, near and far; left and right] to describe the location of features and routes on a map. London vs Stafford Where we live.</p> <p>Use atlases and globes and world maps to identify and locate the places studied throughout the KS1 geography content.</p> <p>Key vocabulary to demonstrate knowledge and understanding in this strand: compass, 4-point, direction, North, East, South, West, plan, record, observe, aerial view, key, map, symbols, direction, position, route, journey, the UK, changes, tally chart, pictogram, world map, country, continent, human, physical.</p>	<p>Know the eight compass points Uncovering the UK</p> <p>Key vocabulary to demonstrate knowledge and understanding in this strand: sketch map, map, aerial view, feature, annotation, landmark, distance, key, symbol, land use, urban, rural, population, coordinates.</p>	<p>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 The UK</p> <p>Key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, coordinates, latitude, longitude, key, symbol, Ordnance Survey, compass, legend, borders map, sketch, graph.</p>
<p>Fieldwork</p>	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Explore the natural world around them, making observations and drawing</p>	<p>Create a simple plan of their own classroom. London vs Stafford, Where we live.</p> <p>To use a simple plan of the school grounds to navigate around identified points. Where we live.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks</p>	<p>Begin to use and learnt the Ordnance Survey symbol and keys to build knowledge of the UK and wider world. Uncovering the UK.</p> <p>Key Vocab: fieldwork, measure, observe, record,</p>	<p>Produce temperature and rainfall graphs for contrasting regions. Spain and Catalonia</p> <p>Fieldwork will be completed in a range of topics. (sketches, *knowledge organisers)</p> <p>Key Vocab: fieldwork, measure, observe, record,</p>

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	pictures of animals and plants	and basic human and physical features. London vs Stafford , Where we live.		
Locational/place knowledge	<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 maps.</p>	<p>Use maps, atlases and globes to identify the United Kingdom and its countries. London vs Stafford, Let's Explore our Country</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom. London vs Stafford, Let's Explore our Country</p> <p>Name and locate the worlds seven continents Around the world in 80 days</p> <p>Name and locate the worlds 5 oceans. Around the world in 80 days</p> <p>Name and locate the surrounding seas of the United kingdom. Let's Explore our Country</p> <p>Find similarities and differences of the UK to non-European country. The UK vs Nigeria</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: United Kingdom, England, Scotland, Wales, Northern Ireland, town, city, village, sea, beach, hill, mountain, London, Belfast, Cardiff, Edinburgh, capital city, world map, continent, ocean, Europe, Africa,</p>	<p>Name and locate counties and cities of the United Kingdom Uncovering the UK</p> <p>To know the county the children live in and the ones that surround our own. Uncovering the UK</p> <p>To understand and explain the importance of the Prime/Greenwich Meridian to London's history and its importance today. Uncovering the UK</p> <p>To know the countries that make up the continent of Europe, including Russia. European Neighbours</p> <p>To understand geographical similarities and differences through the study of human and physical geography a region within Europe Italy today, European Neighbours</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: county, country, town, coast, physical features, human features, mountain, hill, river, sea, climate, tropics, tropical, of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</p>	<p>Locate the worlds countries using maps to focus on Europe. Spain and Catalonia</p> <p>To know the countries that make North America. California and Bangladesh</p> <p>To know the countries that make South America. South America</p> <p>To name and locate counties across the UK. The UK</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle Earth zones</p> <p>To understand geographical similarities and differences through the study of human and physical geography a region within North or South America Earth zones, California and Netherlands</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, coordinates, latitude, longitude, contour, altitude, peaks, slopes, continent, country, city, North America, South America, border, key.</p>

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		Asia, Australasia, North America, South America, Antarctica.		
Human geography	<p>Explore the natural world around them, making observations and drawing pictures of animals and plants</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>To use basic geographical vocabulary (cities, town, shop, village, house, factory) London vs Stafford</p> <p>To use basic geographical vocabulary to refer to farm, shop Where we live.</p> <p>To use basic geographical vocabulary to refer to port, harbour. Let's Explore our Country</p> <p>Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p>	<p>To understand how the human geography of London has changed over time. Uncovering the UK</p> <p>To be able to explain why people are attracted to live in cities Uncovering the UK</p> <p>To be able to explain why people are attracted to live by rivers Uncovering the UK, Rivers – Source to Sea</p> <p>Key Vocab: settlement, settler, site, need, shelter, food.</p>	<p>To understand the economic activity including trade links. Spain and Catalonia</p> <p>To describe and understand key aspects of human geography including the distribution of natural resources, including energy food, minerals and water. Natural resources.</p> <p>key vocabulary to demonstrate knowledge and understanding in this strand: environmental disaster, settlement, resources, services, goods, electricity, supply, generation, renewable, non-renewable, solar power, wind power, biomass, origin, import, export, trade, efficiency, conservation, carbon footprint, tourism, positive, negative, economic, social, environmental</p>
Physical geography	<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 of matter</p>	<p>To understand the physical geography of inner cities London vs Stafford</p> <p>Identify seasonal and daily weather patterns in the UK Seasons and climate.</p> <p>Identify hot and cold areas of the world in relation to the equator and the north and south poles Seasons and climate.</p> <p>Use the basic geographical vocabulary to refer to beach, cliff,</p>	<p>Name and locate the main rivers and seas of the UK. Uncovering the UK</p> <p>To name and locate some of the areas of high ground in the UK. Uncovering the UK</p> <p>To understand how the physical geography of London has changed over time. Uncovering the UK</p> <p>Describe and understand key aspects of natural phenomena, volcanoes and earthquakes and tsunamis. What a disaster: Italy today</p>	<p>To understand climate zones. Spain and Catalonia.</p> <p>To further explore given physical features of different countries. Spain and Catalonia, California and Bangladesh</p> <p>To describe and understand key aspects of climate zones, biomes and vegetation belts. Earth zones</p> <p>Key Vocab: tropics, deforestation, peak, plateau, fold mountain, fault-block</p>

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		<p>coast, sea, ocean. Let's Explore our Country.</p> <p>Use the basic geographical vocabulary to refer to season, weather, Seasons and climate</p> <p>Use the basic geographical vocabulary to refer to forest, hill, soil, river. 'Let's Explore our Country'</p>	<p>Describe and understand physical aspects of rivers. Rivers – Source to Sea</p> <p>Describe and understand physical aspects of the water cycle. Rivers – Source to Sea</p> <p>Key vocabulary to demonstrate knowledge and understanding in this strand: mantle, outer core, inner core, magma, volcano, active, dormant, extinct, earthquake, epicentre, shock wave, magnitude, tsunami, tornado, climate, tropics, deforestation, evaporation, water cycle, evaporation, condensation, precipitation, cooling, filter, pollution,</p>	<p>mountain, dome mountain, volcanic mountain, plateau mountain</p>
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