

Geography Curriculum Progression Map

Early Years Foundation Stage

Understanding the World educational programme (taken from the EYFS Statutory Framework):

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Early Learning Goals that link to Geography:

EYFS Understanding the World – ELG People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- 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.

In the EYFS, children:

- Look at and talk about where they live.
- Learn that they live in Wednesbury, which is in England.
- Talk about different places that they visit eg the park, the beach, the farm, and can talk about some of the similarities and differences.
- Explore maps and make their own maps (often linked to stories such as 'We're Going on a Bear Hunt').
- Listen to stories which are set in different places, particularly different countries – this gives the opportunity to talk about how other countries are similar and different.
- Explore different places through some of our topics (eg animals - explore the different places they might live; space – learn what it looks like, feels like, what you can see etc; festivals/celebrations – learn about celebrations in other countries and this country eg Chinese New Year, Diwali, Eid).
- Have on display a large map of the world, on which we can link flags of countries from our topics and stories, put labels for land, sea, countries and places of interest that come up in our stories and topics.

Geography Curriculum Progression Map

Autumn 1						
	Year 1 <u>Spatial Sense</u>	Year 2 <u>Spatial Sense</u>	Year 3 <u>Spatial Sense</u>	Year 4 <u>Spatial Sense</u>	Year 5 <u>Spatial Sense</u>	Year 6 <u>Spatial Sense</u>
Key Knowledge	• To draw a map. • To know that maps give us information about places. • To understand maps are drawn from an aerial view	-To be able to read and gather information from a simple map • To be able to draw a simple map • To understand that maps and globes can show us different areas of the world • To understand that some maps show small areas and others can show large areas	• To compare and contrast two locations • To use geographical vocabulary to describe a location.	• To describe change over time in a specific location. • To use geographical tools and vocabulary to locate places on a map.	• To be able to read and understand how to use a range of maps • To understand that cartographers draw imaginary lines to divide the world into sections. Lines of latitude are parallel to the equator running from east to west. Lines of longitude run from north to south. • To know there are four hemispheres. The Equator divides the Southern and Northern hemispheres, and the Prime Meridian divides the Eastern and Western hemispheres. • To use coordinates to locate places on a map. • To use map scale and understand it is the proportion between the distance on a map and the actual distance on the earth's surface. • To interpret a relief map and know that it shows the height of land.	• To be able to read and understand how to use a range of maps • Maps can help us to understand data about people, places and the environment. • Within a time zone, people observe the same time as it is convenient for business, trade and communications. • Quality of life and standards of living differ across the globe.
Substantive Concepts	Place Space	Location	Location	Location	Place Space	Place Space
Disciplinary Concepts	Maps tell us information about places.	Cartographers - how they create maps based on the world around us.	Maps - how we know what is located within a place.	Maps - how we use them and what information they can give us about locations.	Cartography - how maps give us information about the world around us.	Maps - how geographers use maps to explain the world around us.

Geography Curriculum Progression Map

Autumn 1						
	Year 1 <u>Spatial Sense</u>	Year 2 <u>Spatial Sense</u>	Year 3 <u>Spatial Sense</u>	Year 4 <u>Spatial Sense</u>	Year 5 <u>Spatial Sense</u>	Year 6 <u>Spatial Sense</u>
Key Vocabulary	Aerial View Compass Key Location Navigate	map globe navigate location direction ordnance survey symbols scale equator	Eight-point compass Human features Key Physical features Symbols	Equator Lines of Latitude Lines of Longitude Prime Meridian Scale Tropic of Cancer Tropic of Capricorn	Eastern hemisphere Lines of Latitude Lines of Longitude Prime Meridian Relief maps Western Hemisphere	Latitude Longitude Map Projection Prime Meridian The Poles Time Zone Tropic of Cancer

Geography Curriculum Progression Map

Autumn 2						
	Year 1	Year 2	Year 3 <u>Settlements</u>	Year 4 <u>Mediterranean Europe</u>	Year 5 <u>Mountains</u>	Year 6 <u>British Geographical Issues</u>
Key Knowledge			- Settlements are where people live. - There are four types of settlement: hamlet, village, town and city - Rural areas have low population density. Urban areas have high population density. - Large settlements today need good transport links and many services such as schools, shops and restaurants.	- Describe and understand key physical and human features of Mediterranean Europe. - Mediterranean Europe is located in southern Europe. - The Mediterranean climate is warm and dry in the summer, cool and wet in the winter. - The warm, dry climate in Mediterranean Europe allows olives to grow. - There are several mountain ranges in Mediterranean Europe	- To know that a mountain is a large landform that rises above surrounding land. - To know that the Alps are the largest mountain range in Western Europe. - To know that the Himalayas are the largest mountain range in the world and that Mount Everest, in the Himalayas, is the world's tallest mountain (above sea level) - To know there are three main mountain ranges in North and South America: The Andes in South America, and the Rockies and Appalachians in North America. - To know that Kilimanjaro in Africa is notable, not only for its height, but for the fact that it stands alone and is not part of a mountain range.	- To know that the air in many UK cities contains pollution that is harmful to people, plants and animals. - To know that climate change causes more frequent and severe flooding in the UK. - To know that in UK we produce millions of tonnes of waste every year from our homes, businesses and industry, managing this waste is a challenge. - To understand that litter is waste left in open, public spaces. It can cause environmental damage.
Substantive Concepts			Place Space	Place Space Climate Trade	Location Landscape Interconnection	Sustainability Climate change
Disciplinary Concepts			Geographers use maps to communicate information.	Geographers use maps to communicate information and to represent the world around us.	How geographers study natural landforms.	geographers use maps and data to communicate issues that are important to our understanding of the environment.
Key Vocabulary			Dense population Population Rural Settlement Sparse population Suburban Urban	Colosseum Ecosystem Equator Inhabit Latitude Mediterranean Peninsula	Erosion Machu Picchu Mount Kilimanjaro Peak Plate Boundary Range Topography	Air Pollution Climate Change DEFRA Litter Particles Synthetic Waste

Geography Curriculum Progression Map

				The Gulf Stream		WHO
--	--	--	--	-----------------	--	-----

Geography Curriculum Progression Map

Spring 1						
	Year 1 <u>The UK</u>	Year 2 <u>The British Isles</u>	Year 3 <u>Rivers</u>	Year 4 <u>Eastern Europe</u>	Year 5 <u>East Anglia, Yorkshire and The Midlands</u>	Year 6 <u>North America</u>
Key Knowledge	-To look at the formation of the Union Jack and identify it as the flag of the United Kingdom. -To look at physical and human features of the countries within the UK and will use maps to identify human and physical features. -To identify locations around the UK. -To begin to understand how places are connected.	• To name locations within the British Isles on a map. • To use maps and atlases to identify locations within the British Isles. • To answer geographical questions such as 'What is it like to live in this place?'	• To recognise rivers of the world and how humans are connected to them. • To name, locate and describe key rivers in; Europe, Asia, North America, South America, Africa	• Eastern Europe covers a wide area, with many countries, peoples, cities and rivers. • Some Eastern European countries are grouped into Balkan or Baltic Countries. • Eastern European countries have different languages. • Eastern Europe has a continental climate. • There are some very long rivers in Eastern Europe, including the Volga and the Danube • In 2022 there was conflict between Russia and Ukraine that caused many people to flee their homes in search of safety.	• East Anglia is a region of the UK that is very flat. The marshland in East Anglia was drained leaving fertile land to grow crops and today East Anglia is known as 'breadbasket of Britain'. • The Midlands is an area with many businesses in towns and cities, and also rural areas. Birmingham is a large city in the Midlands. • Yorkshire is a large area to the North of England. The Yorkshire Dales have high hills, steep valleys and fast flowing rivers. • The Ribbleshead Viaduct and the Humber Bridge are two ways in which people have changed the landscape in Yorkshire and Humberside	• The North American continent spreads from close to the North Pole, south towards the equator. • Rivers stretch across the continent providing a source of water and also transport links. • Many of North America's major rivers have been affected by human actions. • Many people live in large cities in North America, this presents challenges.
Substantive Concepts	Interconnection	Place Space	Interconnection Trade Transport	Interconnection Climate Conflict	Interconnection Landscape	Interconnection Landscape
Disciplinary Concepts	How places in the UK are connected.	Geographers describe places.	Geographers study rivers to find out more about what lives in them, how they behave and the impact of human activities on them.	Maps - how we use them and what information they can give us about locations.	Geographers look at the human and physical geography of regions of the world.	Geographers look at the human and physical geography of regions of the world and communicate their knowledge to help us understand the world around us.
Key Vocabulary	Coast Gaelic Kingdom Mountain Seasons Union Valley	Coast Inhabited Island Loch Munro The British Isles The United Kingdom Uninhabited Valley	Estuary Mouth of a river River River basin/drainage basin River source Stream Tributaries Watershed Waterway	Balkan Countries Baltic Countries Cyrillic Human Geography Steppe	Arable farming Industry Mining Pastoral farming Relief Map Topography Valley Viaduct	Biome Mississippi River North America State United States of America Urbanisation

Geography Curriculum Progression Map

Spring 2						
	Year 1	Year 2	Year 3 <u>The South West of England</u>	Year 4 <u>Northern Ireland</u>	Year 5 <u>Australia</u>	Year 6 <u>South America</u>
Key Knowledge			- The South West includes the counties of Gloucestershire, Bristol, Wiltshire, Somerset, Dorset and Devon. - The coastline is eroding gradually year on year. - Tourism is a major industry in the South West. - Farming is another major industry in the South West. - The Southwest of England is one of the warmest parts of Britain because it is the furthest south and is warmed by the Gulf Stream.	- Northern Ireland is one of the countries in the United Kingdom. It is located on the island of Ireland. - Belfast is the capital city of Northern Ireland. - The Republic of Ireland was partitioned from Northern Ireland in 1922. - Giant's Causeway is a landscape of rock columns made from basalt. It was created by an ancient volcanic eruption. - Marble Arch Caves were formed by water flowing slowly through rocks and gradually dissolving the stone away.	- Australia is a large country and is very diverse. - After Captain James Cook sailed to Australia, the British claimed land and set up prison colonies. - Australia's biodiversity is under threat from invasive species, climate change and urbanisation.	- To explain human and physical features of South America. - Identify countries in South America. - Identify the Andes Mountains - Explain the significance of Machu Picchu. - Describe the challenges caused by human interaction with the Amazon Rainforest.
Substantive Concepts			Climate Interconnection Change	Location Landscape	Location Biodiversity	Location Biodiversity
Disciplinary Concepts			Geographers describe places and look at how people and places are connected.	Change and interconnection	Interconnection and diversity	Interconnection and diversity
Key Vocabulary			Arable Area of Outstanding Natural Beauty Coastline County Moor Pastoral The Gulf Stream Tourism	Giant's Causeway Republic	Aboriginal People Biome Colony Commonwealth Industry Mining Settler	Altitude Biodiversity Deforestation Pangea Plateau Rainforest Subduction Zone

Geography Curriculum Progression Map

Summer 1						
	Year 1 <u>The Seven Continents</u>	Year 2 <u>Northern Europe</u>	Year 3 <u>Western Europe</u>	Year 4 <u>London and South East England</u>	Year 5 <u>New Zealand</u>	Year 6 <u>Africa</u>
Key Knowledge	- There are seven continents on Earth: Asia, Europe, Africa, North America, South America, Australia and Antarctica. - We have five oceans on Earth; The Pacific Ocean, The Atlantic Ocean, The Indian Ocean, The Southern Ocean and the Arctic Ocean. - The North Pole is located at the most northern point on Earth and the South Pole is located at the most southern point on Earth. - The Equator is an imaginary line around the middle of the Earth. - Deserts, grassland and rainforest can be found in some continents around the world. - We live in the continent of Europe.	- The location of northern Europe means it has quite warm summers and very cold winters. - Denmark, Norway and Sweden are Scandinavian countries. - People and animals have adapted to survive the cold winters in Northern Europe.	- Western Europe has a temperate climate which means it doesn't get extremely hot or cold. - The countries in Western Europe include; France, Germany, the Netherlands, Belgium, Switzerland, Luxembourg and Austria. - Countries in Western Europe trade with each other. - Paris is the capital of France. - France has diverse landscape including sandy beaches, green fields and snowy mountains.	- The South East is an area of England. - London is located in the South East of England. - The Romans built London as a useful port for trading. - Canterbury is a historical place with a rich history. - Brighton is a seaside town, popular with tourists. - Dover is a town and major ferry port.	- New Zealand is located in the South Pacific Ocean. - New Zealand has volcanoes, geysers and can experience earthquakes. - Scientists think Maori people came from Polynesia to New Zealand around 700 years ago. - New Zealand has a temperate climate with lots of rainfall and sunshine. - Melanesia, Micronesia and Polynesia are groups of islands in the Pacific Ocean.	- Africa is a diverse continent - Biomes located in Africa include; forests, desert, grasslands, savannah, and mangroves. - Desertification is a process that changes productive land into desert. - If people within a country cannot access nutritious food, the country is experiencing food insecurity. - Locust and other pest infestations can damage farmland and cause food insecurity.
Substantive Concepts	Location Climate Landscape	Location Migration Climate	Location Trade Climate	Location Trade Tourism	Location Tradition Environmental change	Diversity Trade Sustainability Climate change
Disciplinary Concepts	Interconnection and diversity	Connection	Diversity	Change over time	Geography experts, including geologists, seismologists and volcanologists work to look for patterns and understand physical processes more fully.	Geographers use what they know from one context in another. Geographers think about alternative futures.
Key Vocabulary	Continent Earth Equator Globe North Pole Ocean South Pole	Adapt Climate Compass Explorer Human features Migration Nordic	Agriculture Climate Export Import Temperate Climate The Alps Trade	Coastline Dover London Pier Skyline Tourist Transportation	Biome Commonwealth Earthquake Industry Maori Tectonic plates Tsunami	Agriculture Biodiversity Colonialism Commodity Desert Desertification Food Insecurity

Geography Curriculum Progression Map

		Physical features Sami people Scandinavia Weather				Homo Sapiens
--	--	--	--	--	--	--------------

Geography Curriculum Progression Map

Summer 2						
	Year 1	Year 2	Year 3 <u>Asia: India and China</u>	Year 4 <u>Asia: Japan</u>	Year 5 <u>Local Study</u>	Year 6 <u>Globalisation</u>
Key Knowledge			• To know that many of the world's ancient civilisations started near a river. • To know the physical and human features of India. • To know the physical and human features of China. • To compare India and China	• To know Japan has diverse human and physical geography • Japan is located in the Northern Hemisphere in the continent of Asia. • Japan is made up of four main islands and many smaller islands. • Japan has a varied climate, influenced by air masses from the continent and from the ocean. • Japan has many cities, including Tokyo and Kyoto. • In the past, Japan had a feudal system.	• To use my knowledge from fieldwork to explain an important local issue. • To understand that geographers think about problems in local areas and suggest ways they can be solved. • To know a graph is a mathematical drawing that shows information using lines, shapes and colours.	• To know that globalisation is the process of interaction and integration among people, companies and governments worldwide, and that this process has changed the world. • Globalisation is a process of interaction among people around the world. • Global trade has seen companies move production to the locations where products can be produced cheaply. • Advantages of globalisation in some cases can include global sharing of information, exchange of ideas, economic development. • Disadvantages of globalisation in some cases can include; job losses, low wages, unsafe working practices, environmental damage. • The challenge for people around the world is to ensure the process of globalisation is fair for all.
Substantive Concepts			Location Interconnection Diversity	Place Diversity	Location FIELDWORK	Interconnection Inequality
Disciplinary Concepts			Geographers use what they know from one context in another.	Geographers use what they know from one context in another.	Why and how geographers collect data and what they do with it once they've collected it. This helps children to see why fieldwork is important to geographers and how they communicate their findings and ideas.	Geographers use data from around the world to inform their understanding.

Geography Curriculum Progression Map

Key Vocabulary			Great Wall of China Indus River Indus Valley Civilisation Qin Shi Huangdi River Ganges Taj Mahal	climate Kimono Kyoto Land of the Rising Sun Monsoon Origami Samurai Tokyo Tsunami Weather	Analyse Data Fieldwork Graph Local Councillor Resident Sketch map	Culture Economic Economic Exploit Globalisation Integration Interaction Investment Political Social Social Trade
------------------------------	--	--	---	--	--	---