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.
- Explore their school environment.
- Talk about different places that they visit e.g. 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 (e.g. 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 e.g. 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						
	Year 1 **Spatial Sense**	Year 2 **Spatial Sense**	Year 3 **Spatial Sense**	Year 4 **Spatial Sense**	Year 5 **Spatial Sense**	Year 6 **Spatial Sense**
Key Knowledge	• The word aerial means from above. • When we look at something from above, we call this an 'aerial view'. • Sometimes objects look different from an aerial view. • Maps give us information about places. • Location means where something is. • Maps use symbols to show where things are. • Location means the place where something is. • We can use words to describe location e.g. next to, nearby, far, close to, behind. • We can use words to compare the location of different places. • We can give directions such as forwards, backwards, left or right. • Compasses can be used to find direction and navigate. • A compass has four points: north, south, east and west. • Maps often have a title, labels and symbols. • Maps often have a key which explains any symbols. • Maps often have a compass showing north, south, east and west.	• Maps show us information about different places. • 'Site' means where something, like a building, is located. • An outbuilding, sheds, trees, shrubbery, a car park, playgrounds, outdoor seating (etc. - locally relevant detail) are located on the site of my school. • People who draw maps are called cartographers. • Maps must be clear and easy to read. • Maps may include labels and symbols that give us more information. • Maps use symbols to tell us information about the local area. We can use maps to describe location and to navigate. • An Ordnance Survey map can help us to find human and physical features of an area. • We can use a map to plan a route. • Routes need a starting point and a destination. • Compass directions help us know which direction to travel in. • A globe is a model of the Earth. • World maps and globes show us the continents and the oceans. • The Equator is an imaginary line halfway between the North Pole and the South Pole.	• A map shows information about an area of land. • The eight points of a compass are: north, northeast, east, southeast, south, southwest, west and northwest. • Compasses use magnetism to show direction. • Maps were made long ago to help the army fight invasions. • Ordnance Survey are an organisation that produce maps of the UK. • Maps use symbols to show us information about locations. • Grid references tell us where to find a place on a map. • The grid references are usually labelled as either numbers or letters. • The horizontal lines are referred to as 'northings' whereas, the vertical lines are called 'eastings'. • Physical geography refers to natural features of the earth. • We can compare the physical features of different places by looking at maps and photographs. • We can identify the main differences between two landscapes. • Human geography refers to features of the environment made by people. • We can compare the human features of different places by looking at maps, photographs and other information. • We can identify the similarities and differences between Wednesbury and San Francisco.	• Latitude lines run parallel to the equator and tell us how far north or south a location is. • Longitude lines parallel to the Prime Meridian line and tell us how far east or west a location is. • The Tropics of Cancer and Capricorn are areas where the sun can be directly overhead. • Scale tells us the distance between places on a map. • Some maps show an area in large-scale with lots of detail. • Some maps show an area in small-scale with very little detail. • Grid references have information that help us to find locations. • The horizontal lines are called 'northings'. • The vertical lines are called 'eastings'. • Wednesbury is an industrial town that is south-west of Walsall and north-west of Birmingham. • The River Tame runs through Wednesbury. • The Wednesbury Old Canal used to run to Birmingham. • Wednesbury is at Junction 9 of the M6 motorway. • Wednesbury is on the Black Country Route – a spine road that links Wolverhampton to West Bromwich. • Wednesbury has a tram station.	• Cartographers use imaginary lines to help them locate places on maps. • Lines of latitude are parallel to the equator running from east to west. • Lines of longitude run from the poles; from north to south. • There are four hemispheres; northern, southern, eastern and western. • The Prime Meridian divides the Eastern and Western hemispheres. • The Prime Meridian runs through Greenwich in London. • Co-ordinates can be used to help us locate places on a map. • A co-ordinate is a point where lines on a globe cross over. • When we write co-ordinates we write the latitude first, then the longitude. • Maps are drawn to different scales; some show us small areas, others show us large areas. • Map scale is the proportion between the distance on a map and the actual distance on the earth's surface. • Map scale helps us to measure distance between places on a map. • A relief map is a kind of map that shows how high land is. • On relief maps, colours can be used to show heights; dark green means at the same height as the sea, through yellow to brown. • For smaller areas, contours can be used to show how the land height is changing.	• Lines of longitude run from the North Pole to the South Pole. • Lines of latitude run parallel to the equator. • The points where lines of longitude and latitude intersect are co-ordinates. • The Arctic Circle is a region around the North Pole. • The Antarctic Circle is a region around the South Pole. • In the Arctic and Antarctic Circles there are winter days when the sun doesn't rise, and summer days when the sun doesn't set. • Polar Night and Midnight Sun are caused by the tilt of the earth on its axis. • The Prime Meridian is the point where the world begins to be divided into 24 sections called time zones. • Within a time zone, people observe the same time as it is convenient for business, trade and communications. • Some countries adjust their clocks for daylight saving time. • Cartographers have tried different ways to represent our round earth on a flat map. • The Mercator projection has been used for a long time, but land near the poles appears larger than it should. • The Peters projection tries to show the correct size of countries in relation to each other. • Maps can help us to understand data about people, places and the environment. • Wealth distribution around the world is uneven. • Food consumption around the world is uneven.

Geography Curriculum Progression Map

Autumn						
	Year 1 **Spatial Sense**	Year 2 **Spatial Sense**	Year 3 **Spatial Sense**	Year 4 **Spatial Sense**	Year 5 **Spatial Sense**	Year 6 **Spatial Sense**
Substantive Concepts **Place Knowledge** **Locational Knowledge** **Physical and Human Geography**	Place knowledge: the connection of location and physical and/or human geography processes with personal experience Locational Knowledge: naming and locating locations, positioning systems, appreciating distance and scale, learning about the orientation of the world, including references (such as continents and oceans) that they can navigate from The location of features / places around us in relation to selves e.g. what we pass on our route to school, objects in the classroom and their distance from where we are or places and their distance from our homes	Place knowledge: the connection of location and physical and/or human geography processes with personal experience Locational Knowledge: naming and locating locations, positioning systems, appreciating distance and scale, learning about the orientation of the world, including references (such as continents and oceans) that they can navigate from The location of the school in the local area, the location of key buildings / services / physical features in the local area (4 compass points)	Locational Knowledge: naming and locating locations, positioning systems, appreciating distance and scale, learning about the orientation of the world, including references (such as continents and oceans) that they can navigate from Features in the local area in relation to the 8 compass points, comparing features in the local area with a contrasting locality (San Francisco)	Place knowledge: the connection of location and physical and/or human geography processes with personal experience Locational Knowledge: naming and locating locations, positioning systems, appreciating distance and scale, learning about the orientation of the world, including references (such as continents and oceans) that they can navigate from Using four figure grid references to locate places on a map, calculating distances between places on a map of the local area, changes in the local area (canals and road developments / closures etc.)	Locational Knowledge: building own identity and developing a sense of place, appreciating distance and scale, learning about the orientation of the world, including references (such as continents and oceans) that they can navigate from Labelling the equator, meridian line, longitude and latitude lines on a world map, locating countries in the eastern / western hemispheres, locating countries using co-ordinates, using map scale to calculate the distance between two places, drawing a simple relief map	Place knowledge: the connection of location and physical and/or human geography processes with personal experience Locational Knowledge: building own identity and developing a sense of place, appreciating distance and scale, learning about the orientation of the world, including references (such as continents and oceans) that they can navigate from Climates of regions in relation to lines of latitude, using the line showing Greenwich Mean Time to calculate times in the UK compared with other countries, using maps to compare distribution of wealth / food

Geography Curriculum Progression Map

Autumn						
	Year 1 **Spatial Sense**	Year 2 **Spatial Sense**	Year 3 **Spatial Sense**	Year 4 **Spatial Sense**	Year 5 **Spatial Sense**	Year 6 **Spatial Sense**
Procedural Knowledge **Geographical Skills and Fieldwork**	Recognise landmarks in aerial photographs of the local area Take photographs and make notes / sketches of observations of the classroom Draw simple maps of our route to school – a line drawing with buildings and places of interest marked on it Draw a signpost map with 'me' or 'home' at the centre with things drawn closer to / further away from us Draw a key that includes simple symbols	Recognise landmarks in aerial photographs and on maps of the local area Take photographs, videos and make notes / sketches of observations of the classroom Draw simple sketch maps of the school site Draw simple maps with symbols and 4 compass points for the school site Identify human and physical features on an OS map of the local area Use digimaps to give a set of directions from school to the a local destination Locate continents and countries on globes and world maps	Use a map of the local area to identify what is located towards each of the 8 compass points from the school Use an OS map to identify a greater range of symbols in the local area Draw symbols in a key Use and write simple grid references (e.g. C6) to find places on a map Use maps with a key and grid lines to compare two locations	Label a globe with lines of latitude, lines of longitude, the Equator, the Northern Hemisphere, the Southern Hemisphere, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circle, the Prime/Greenwich Meridian Use map scale to calculate the distance between places on a map of the local area Use four figure grid references to describe locations Find locations using four figure grid references Use maps and images from the past to describe how the local area has changed over time	Identify where 0º longitude and 0º latitude are Label a globe with lines of latitude, lines of longitude, the Equator, the Northern Hemisphere, the Southern Hemisphere, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circle, the Prime/Greenwich Meridian Use atlases to identify places that are in the eastern and western hemispheres Use coordinates to identify places e.g. which continent is at 60ºN and 100ºE? Which ocean is at…? Use map scale to calculate the distance between to places using rulers. Use relief maps to label the highest and lowest points. Use a GIS to analyse and draw conclusions about a place	Noting the curve of the earth, label a globe with lines of latitude, lines of longitude, the Equator, the Northern Hemisphere, the Southern Hemisphere, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circle, the Prime/Greenwich Meridian Use lines of latitude or parallels to describe climates of different regions Use the line showing Greenwich Mean Time to calculate times in other time zones. Explain map projection. Use a GIS and Food Distribution maps to analyse and draw conclusions about a place

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Autumn						
	Year 1 **Spatial Sense**	Year 2 **Spatial Sense**	Year 3 **Spatial Sense**	Year 4 **Spatial Sense**	Year 5 **Spatial Sense**	Year 6 **Spatial Sense**
Key Vocabulary	above, below, aerial (view), perspective, map, satellite, information, place, location, symbol, atlas, locality, identify, next to, nearby / near, far, close to, behind, in front, furthest, closest, further than, closer than, signpost map, compass, navigate, direction, left, right, forwards, backwards, north, south, east, west, title, label, key, cartographer	site, information, accurate, represent, show, key, symbol, location, map, compass, north, south, east, west, labels, clear, symbols, ordnance survey, landmarks, directions, location, route, navigate, destination, left, right, world map, 3D globe, continents, oceans, scale, represent, Europe	map, symbol, key, compass, north, northeast, northwest, south, southeast, southwest, Ordnance Survey, army, military, mapping, cartographer, grid reference, location, horizontal, vertical, eastings, northings, climate, vegetation, river, peninsula, fog, bay, strait, human, environment	Tropic of Cancer, Tropic of Capricorn, equator, longitude, latitude, scale, distance, measure, large-scale, small-scale, detail, calculate, grid reference, horizontal, vertical, eastings, northings, location, locate, industrial, town, canal, motorway, junction, crossing, tram	equator, parallel, Prime Meridian, eastern hemisphere, western hemisphere, longitude, latitude, Prime Meridian line, Greenwich, Royal Observatory, co-ordinates, scale, distance, small-scale, large-scale, elevation, contours, relief maps, topography, gradient	longitude, latitude, parallel, Prime Meridian, co-ordinates, Arctic, Antarctic, polar, Arctic Circle, Antarctic Circle, axis, rotate, time zone, Greenwich Mean Time, British Summer Time, projection, distortion, cartographer, distribution, wealth, life expectancy

Geography Curriculum Progression Map

Spring						
	Year 1 **The UK**	Year 2 **The British Isles**	Year 3 **Settlements**	Year 4 *(taught in Spring 1)* **Regions of the UK**	Year 5 **Mountains, Volcanoes and Earthquakes**	Year 6 **British Geographical Issues**
Key Knowledge	• The word 'union' means joined together. • The United Kingdom is a union of four countries. • The four countries in the United Kingdom are: England, Northern Ireland, Scotland and Wales. • Scotland is a country in the United Kingdom. • Scotland is located to the north of England. • The Scottish flag is called the St. Andrew's flag and is blue with a white cross. • Wales is one of the countries in the United Kingdom. • There are mountains and valleys in Wales. • Cardiff is the capital of Wales. • Northern Ireland is one of the countries in the United Kingdom. • The capital city of Northern Ireland is Belfast. • The Giant's Causeway is made of rocks. • England is a country in the United Kingdom. • The capital city of England is London. • Coastline is an area where the land meets the sea.	• An island is a body of land entirely surrounded by water. • The main islands of the British Isles are Britain and Ireland. • England is one country in the British Isles. • Scotland is a country in the British Isles. • Scotland is located to the north of England. • The mainland of Scotland is part of the island of Great Britain. • Wales is one of the countries in the British Isles. • Wales is part of the island of Britain. • In the past, many ships were wrecked off the western coast of Wales. • Ireland is one of the islands in the British Isles. • There are two countries located on the island of Ireland: Northern Ireland and the Republic of Ireland. • The Republic of Ireland is not part of the United Kingdom. • The Giant's Causeway is located in Northern Ireland and has interestingly shaped rocks. • Cape Town is one of South Africa's three capital cities. • Cape Town is a port; ships come to load and offload their cargo. • Table Mountain is named after its flat shape.	• Settlements are where people live. • A village is a settlement where a small number of people live. • A city is a settlement where a large number of people live. • Hamlets are very small settlements; they can be just two or more houses. • Villages have a small number of homes and sometimes have a shop. • Towns and cities have many homes, offices, shops, services and transport links. • Villages and hamlets are located in rural areas. • Towns and cities are located in urban areas. • Urban areas have more infrastructure than rural areas. • Population density tells us how many people live in a given area, usually a square kilometre. • Urban areas are densely populated. • Rural areas are sparsely populated. • In the past, settlements were found near water, for example, next to a river. • In the past, settlements needed to be able to defend themselves from enemies. • Large settlements today need good transport links and many services such as schools, shops and restaurants.	• London is located in the South East of England. • The River Thames runs through the South East of England. • The Ribblehead Viaduct is a bridge structure that allows a railway to travel across a valley. • The Humber Bridge stretches across the Humber Estuary, making it easy for vehicles to travel across it. • People can change landscape with constructions such as bridges. • Giant's Causeway is a landscape of rock columns. • The Giant's Causeway was created by an ancient volcanic eruption. • The South West is an area of England known for its landscapes and beaches. • The climate of the South West is warmer and drier than much of England. • Fossils found along the Jurassic coast tell the story of millions of years of history. • Agriculture and mining were important industries in the past in the South West.	• A mountain is a large landform that rises above surrounding land. • Mountains are often found in groups called mountain ranges. • There are many mountains around the world including the Andes, Mount Everest and the Rocky Mountains. • The Alps are a mountain range in Europe. • During an earthquake, the ground shakes. • Earthquakes most frequently occur at a plate boundary where plates move. • Turkey experiences Earthquakes due to its location. • Volcanoes are openings in the Earth's crust. • Volcanoes can release magma, gases and ash. • Scientists, geologists and geographers work to find out how to keep people who live near volcanoes safe. • Experts such as geologists, volcanologists and seismologists use geography to study the earth. • Experts use data and maps to understand the earth and its processes. • Understanding the earth's processes can help experts to predict eruptions and earthquakes.	• Air pollution is a mixture of synthetic and natural substances in the air. • Air pollution can cause allergies, disease and even death. • In the UK, the government is trying to reduce air pollution with the Clean Air Strategy. • Climate change causes heavy rain and sea-level rise. These cause flooding in the UK. • Many towns and cities in the UK are located on waterfronts and many areas of low-lying land are populated. • In recent years, there have been several cases of severe flooding in the UK after a series of storms. • Waste materials that are unwanted, or unusable are disposed of. • Some waste can be reused or recycled. • Some waste is disposed of in landfill sites. This can damage the environment and is not sustainable. • Litter is waste, or rubbish, left in public or open spaces. • Keeping our streets clean costs over £1 billion a year: this is a cost to taxpayers. • Common litter items include food packaging, sweet wrappers, drinks cans, bottles and cigarette butts. • There are several areas in Sandwell where air pollution levels are too high. • Our local area can be identified on an OS map and we can locate areas of high pollution. • Local councils are trying to combat air pollution through reducing traffic, encouraging cycling and adding plants to public areas.

Geography Curriculum Progression Map

Spring

	Year 1 **The UK**	Year 2 **The British Isles**	Year 3 **Settlements**	Year 4 *(taught in Spring 1)* **Regions of the UK**	Year 5 **Mountains, Volcanoes and Earthquakes**	Year 6 **British Geographical Issues**
Substantive Concepts **Locational Knowledge** **Place Knowledge** **Physical and Human Geography**	Place knowledge: the connection of location and physical and/or human geography processes with personal experience Interconnection and union – the union of 4 countries, what the Union Jack flag represents and which flags are included Locational Knowledge: naming and locating locations, positioning systems, appreciating distance and scale, learning about the orientation of the world, including references (such as continents and oceans) that they can navigate from Labelling maps of the UK – countries, comparing and contrasting two areas of the UK Physical and human geography: phenomena, human and natural, that are central to the interest of a geographer UK landscapes – mountains, valleys, countryside, rivers, towns, coasts, Giant's Causeway	Place knowledge: the connection of location and physical and/or human geography processes with personal experience Comparing Cape Town with Wednesbury (population, climate, location, human features and physical features) Locational Knowledge: naming and locating locations, positioning systems, appreciating distance and scale, learning about the orientation of the world, including references (such as continents and oceans) that they can navigate from Labelling maps of the UK – the islands of the British Isles, including smaller islands e.g. the Isle of Wight and the Isle of Man in England, the Isle of Skye in Scotland, coastlines Physical and human geography: phenomena, human and natural, that are central to the interest of a geographer Scotland, Wales and Northern Ireland: landscapes – city names, mountains, lochs, lighthouses, rock formations	Place knowledge: the connection of location and physical and/or human geography processes with personal experience What the land is used for in Wednesbury (our settlement), exploring population density in Wednesbury, transport links, services that are required, building construction, energy Locational Knowledge: naming and locating locations, positioning systems, appreciating distance and scale, learning about the orientation of the world, including references (such as continents and oceans) that they can navigate from Using local examples to identify differences between villages and cities, drawing a simple map of each type of settlement, drawing sketch maps of urban vs rural areas Physical and human geography: phenomena, human and natural, that are central to the interest of a geographer Settlements – key things that identify them e.g. fields and farmland, number of homes / roads / buildings, population density and why it is useful e,g. local councils need to know to provide services	Place knowledge: the connection of location and physical and/or human geography processes with personal experience Why the Southwest of England has been the site of many important events in British history (its location and resources) Locational Knowledge: naming and locating locations, positioning systems, appreciating distance and scale, learning about the orientation of the world, including references (such as continents and oceans) that they can navigate from Towns and cities that are in each county, Land's End, John O' Groats, The Bristol Channel, The English Channel Physical and human geography: phenomena, human and natural, that are central to the interest of a geographer Geographical features in different counties – coastlines, rivers, Giant's Causeway, AONBs, beaches, viaducts, bridges, national parks, regional airports, major roads, world heritage sites How human and physical geography has changed over time	Locational Knowledge: naming and locating locations, positioning systems, appreciating distance and scale, learning about the orientation of the world, including references (such as continents and oceans) that they can navigate from Naming and labelling mountain ranges (using Mount Everest, The Andes, Mount Kilimanjaro, the Rocky Mountains etc.) as references, location of earthquakes and tsunamis in relation to mountain ranges and tectonic plate boundaries Physical and human geography: phenomena, human and natural, that are central to the interest of a geographer The Alps – how Otzi was preserved in ice over thousands of years, effects of earthquakes on economically advantaged vs disadvantaged countries, the need to study this geographically (patterns in data) so that people can evacuate safely	Place knowledge: the connection of location and physical and/or human geography processes with personal experience Air pollution in our local area is harmful to people, plants and animals (allergies, disease and even death), Sandwell is in an Air Quality Management Area, how we can produce less waste, Clean Air Zone in Birmingham, personal cost of keeping streets clean Physical and human geography: phenomena, human and natural, that are central to the interest of a geographer Air pollution and where it is the worst (cities), climate change – the UK experiencing more severe flooding, environmental damage – litter, waste, recycling and landfill, the work of DEFRA and their policies in action

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Spring						
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Procedural Knowledge **Geographical Skills and Fieldwork**	Draw and locate the four countries of the UK and their capital cities a on a UK map. Describe where to find the countries of the UK on a map or in an atlas, using north and south. Identify the land sea on world maps and globes. Use photographs to describe the land in the UK e.g. mountains and valleys in Wales, Giant's Causeway in Northern Ireland. Use photographs to describe and sketch two contrasting places in the UK e.g. central London and rural Yorkshire.	Draw and locate the four countries of the British Isles and add labels to identify smaller islands, using maps and an atlas. Use an atlas to identify key human and physical features of the countries in the UK. Use maps, atlases and photographs to identify coastlines of the UK, identifying human and physical features found there. Use maps and atlases to identify Ireland and Northern Ireland. Use maps and information to compare the UK with a contrasting, non-European country (South Africa).	Annotate maps with key features that identify contrasting settlements (village and city e.g. fields and farmland, many roads and buildings). Draw a simple map of different types of settlements: hamlet, village, town, city. Use aerial photographs and maps to draw sketch maps of an urban area and a rural area. Use a map of UK population density to identify areas of high and low population, using a key. Annotate a population density map to include locally relevant places. Design a settlement, considering land use, travel, accommodation, jobs, energy sources and services.	Use maps to locate cities and towns that are in specific counties of the UK. Use maps and atlases to identify geographical features, such as rivers and coastlines. Annotate maps of the Southeast and Southwest of England. Use maps to identify where roads cross waterways and identify structures that show how people have changed the landscape e.g. bridges and viaducts. Draw and label key parts of natural rock formations. Use maps and atlases to identify Area(s) of Outstanding Natural Beauty, protected coastlines and World Heritage sites. Use photographs, maps and atlases to describe how areas of the UK have changed over time.	Draw and label diagrams of a mountain and a valley. Label a world map with mountains and mountain ranges. Use maps and atlases to locate places around the world that have experienced earthquakes and volcanoes. Draw and label diagrams of a cone-shaped volcano. Use information from world maps to identify how data and maps gave combined to show us where volcanoes and earthquakes are likely to occur. Use a GIS to identify patterns and trends that help us understand the earth and its processes.	Use maps to identify cities in the worst areas for air pollution in the UK. Annotate maps of the UK to explain why the UK is vulnerable to flooding. Include maps and data to respond to questions: How is managing waste a challenge for the UK? Why is air pollution a challenge for Sandwell? Present information orally and in written formats to answer geographical questions: Why is litter a problem in the UK?

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Key Vocabulary	England, Northern Ireland, Scotland, Wales, union, United Kingdom, islands, kilt, bagpipes, thistle, Caledonia, Britannia, Loch Ness, Grampian Mountains, Hadrian's Wall Edinburgh, Wales, Cardiff, red dragon, daffodil, mountain, valley, peak, slope, summit, Republic of Ireland, Belfast, Giant's Causeway, physical feature, columns, London, Buckingham Palace, Houses of Parliament, River Thames, city, countryside, Saint George	British Isles, island, water, surround, coastline, England, Ireland, Scotland, Wales, Caledonia, Britannia, Grampian Mountains, Hadrian's wall, Edinburgh, mainland, Wales, Cardiff, valley, Atlantic Ocean, coast, southern, western, Royal Charter, shipwreck, Northern Ireland, Republic of Ireland, Belfast, Dublin, Gaelic, Giant's Causeway, harbour, port, cape, plateau	settlement, town, city, services, urban, rural, hamlet, village, suburban, infrastructure, transport, population, dense, sparse, construction, energy, population density	eastern, region, county, city, London, Surrey, West Sussex, Kent, viaduct, estuary, Ribblehead Viaduct, Humber Bridge, volcano, eruption, legend, basalt, column, western, southern, landscape, Area(s) of Outstanding Natural Beauty, climate, prehistoric, historic, modern, mining, agriculture	landform, mountain, peak, range, summit, slope, valley, The Alps, Mont Blanc, Otzi, Eiger, Matterhorn, earthquake, tectonic plate, fault line, friction, plate boundary, seismic waves, Turkey, Syria, volcano, Earth, crust, molten rock, magma, geologist, volcanologist, seismologist	air pollution, synthetic, fossil fuels, natural, pollutant, emissions, allergy, World Health Organisation, premature, Heavy Rainfall Event, coastal defence, vulnerable, waterfront, low-lying, frequent, severe, waste, landfill, reduce, reuse, recycle, consumption, sustainable / sustainability, litter, discard, degrade, fly-tipping, air pollution, borough, local council, asthma, clean air zone

Geography Curriculum Progression Map

Summer						
	Year 1 **The Seven Continents**	Year 2 **Northern Europe**	Year 3 **Rivers**	Year 4 *(taught in Spring 2)* **Europe**	Year 5 **Local Study**	Year 6 **South America**
Key Knowledge	• Continents are large areas of land. • We have seven continents on Earth. • We have five oceans on Earth. • Oceans are large areas of water. • We have five oceans on Earth. • The oceans are important for all life on Earth. • Humans can damage the oceans. • 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. • Antarctica is the most southern continent. • The worlds continents are diverse. • Deserts, grassland and rainforest can be found in some continents around the world. • People can change land. • We live in the continent of Europe. • Europe is one of the smaller of the world's seven continents. • In southern Europe, the climate can be warm and sunny, but in northern Europe the climate is cooler.	• Countries in northern Europe include: Denmark, Finland, Norway, Sweden and Iceland. • Denmark, Sweden and Norway are known as 'Scandinavia'. • Northern Europe is cooler than the UK because it is closer to the North Pole. • The countries of Northern Europe have large capital cities. • Northern Europe has mountains, valleys and lakes. • Most people in Northern Europe live further south where it is usually warmer. • Much of northern Europe is closer to the North Pole than the UK. • It is very cold in the winter in northern Europe. • Animals, plants and people have adapted to the cold weather. • Mammals such as bears, moose, beavers and lynx live in northern Europe. • Some animals have adapted to live in the cold climate. • Some animals migrate, which means they travel and live in other places at different times of the year. • Roald Amundsen was an explorer from Norway. • He learned about surviving in a cold climate from the Inuit. • He led the first successful expedition to the South Pole.	• Throughout time, people have lived by rivers and used them for food and transport. • Every river begins as a stream and starts at a 'source' and ends with an estuary. • When streams merge together they form a river. • The River Thames is the longest river that is entirely in England. • The Severn is the longest river in the whole of the United Kingdom. • Many rivers in England flow through more than one county, but many rivers in Europe will flow through more than one country. • The River Danube flows through ten European countries. • There are two main rivers flowing through Africa - the Nile and the Niger. • Both rivers flow through more than one country. • Both rivers are important for trade and travel. • There are five important rivers in Asia: the Yellow, the Yangtze, the Ob, the Ganges and the Indus. • The Yellow and the Yangtze flow through China. • Ancient Indian civilisation began along the River Indus. • The Amazon River is located in South America and is being debated as either the longest or second longest river in the world. • The Mississippi River is located in North America. • The Murray River is located in Australia. • Dams are built by people to control the flow of water in rivers.	• Europe is a continent in the Northern Hemisphere. To its south is the Mediterranean Sea. • There are many countries in Europe including the UK, France, Germany and Spain. • Russia is a large country located both in Europe and in Asia. • In the northern hemisphere, countries experience a cooler climate than countries in the south. • Climate, food and farming are all connected. • In Mediterranean regions, the climate enables farmers to grow many different crops including oranges. • A mountain range is a series of mountains or hills. • A plain is an area of flat grassland with few trees. • There are active volcanoes in Italy. • Europe has many large settlements including London, Paris, Berlin, Madrid, Rome, Venice and Athens. • Athens is the capital city of Greece. • Venice is a city in Italy located in a lagoon. <u>Regional study (cohort specific e.g. where the families of children who speak EAL lived before moving to the UK)</u> • The climate of this region of Europe is… • The landscape of this region of Europe is… • The main settlement in this region is…	• Ordnance survey maps show where roads and buildings are located. • Local issues are things that people in a certain area are concerned about. • Local councillors are elected to the council to represent the views of local residents. • A sketch map is a simple map, hand-drawn, from memory. • A sketch map shows the location of places. • When we draw a sketch map, we need to think about the relationship between places. • Within a local area, there can be many different issues that concern residents. • Some local issues where we live include: traffic, graffiti, litter, air / water pollution. • Geographers collect data to help understand local issues. • In geography, collecting and recording data can give us more information. • When collecting data, we need to be accurate. • We need to analyse data to find out what information it shows. • We can use data to create a graph. • A graph is a mathematical drawing. Graphs are an easier way to see what information data shows.	• South America is located in the Western Hemisphere. It is also almost entirely in the Southern Hemisphere, but some parts cross into the Northern Hemisphere. • Scientists believe South America and Africa were once joined millions of years ago. • Some of the countries in South America include Brazil, Chile and Argentina. • The Incan Empire covered land in many South American countries, including Peru, Ecuador, Bolivia, Argentina, Chile and Columbia. • The Inca overcame the challenge of geography to build an empire covering deserts, rainforests and mountains. • The Inca were known for their governance of the empire, aided by their communication system of knotted strings and for their engineering. • The highest point of the Andes mountain range is Mount Aconcagua. • The Atacama Desert is one of the driest places in the world. • There are volcanic zones in the Andes mountains. • A large proportion of land is Brazil is dedicated to farming of crops and animals. • Brazil grows cotton, coffee, fruit and sugar cane for export. • Brazil is the largest energy consumer in South America. It also produces coal, oil and hydroelectric power. • The Amazon Rainforest has more species of plants and animals within it than any other rainforest in the world. • Deforestation and forest fires are a threat to the biodiversity of the rainforest. • Due to the large stores of carbon within the rainforest, its destruction would have global impact.

Geography Curriculum Progression Map

Summer

	Year 1 **The Seven Continents**	Year 2 **Northern Europe**	Year 3 **Rivers**	Year 4 *(taught in Spring 2)* **Europe**	Year 5 **Local Study**	Year 6 **South America**
Substantive Concepts **Locational Knowledge** **Place Knowledge** **Physical and Human Geography**	Locational Knowledge: naming and locating locations, positioning systems, appreciating distance and scale, learning about the orientation of the world, including references (such as continents and oceans) that they can navigate from Land vs sea, seven continent names, coastlines, five ocean names, north pole, south pole, Europe Physical and human geography: phenomena, human and natural, that are central to the interest of a geographer Ocean pollution, types of land e.g. deserts, grasslands, rainforest, cities, farming, Alpine Mountains, flat European plains	Place knowledge: the connection of location and physical and/or human geography processes with personal experience There are cities, towns, villages, farms, homes, businesses and shops etc. In Northern Europe, just like in the UK Locational Knowledge: naming and locating locations, positioning systems, appreciating distance and scale, learning about the orientation of the world, including references (such as continents and oceans) that they can navigate from Locating country names, capital cities and flags of Northern European countries, annotating maps to show where Willow Warblers migrate, Amundsen's route through the Northwest Passage Physical and human geography: phenomena, human and natural, that are central to the interest of a geographer Travel around Northern Europe – planes, trains, cars, buses, ships docking in ports to offload goods, The Little Mermaid Statue, The Øresund Bridge, how the climate of Scandinavia affects how people live (adapting to cold winters), how Sami reindeer herders live, explaining who Amundsen was (explorer)	Locational Knowledge: naming and locating locations, positioning systems, appreciating distance and scale, learning about the orientation of the world, including references (such as continents and oceans) that they can navigate from Locating countries that the Danube, Niger, Nile and Indus flow through, labelling maps with keys and different colours for each river, identifying oceans / seas that the Mississippi and Amazon flow into Physical and human geography: phenomena, human and natural, that are central to the interest of a geographer Labelling a diagram of a river to show its journey from source to estuary, how ancient settlements were developed around the river due to fertile lands, how the building of dams can be used for hydroelectric power and irrigation for farming but would affect the river further along its course	Place knowledge: the connection of location and physical and/or human geography processes with personal experience Why we can't grow some crops in the UK e.g. oranges (connection between climate, food and farming) Locational Knowledge: naming and locating locations, positioning systems, appreciating distance and scale, learning about the orientation of the world, including references (such as continents and oceans) that they can navigate from Locating country names, capital cities, coastlines, Mediterranean Sea, North Sea and Baltic Sea, labelling the Alps, Pyrenees and Urals, labelling Mount Etna, comparing Venice and Athens using Venn diagrams, revisiting relief maps to describe the landscape in different regions Physical and human geography: phenomena, human and natural, that are central to the interest of a geographer The climate is not the same across Europe - exploring how farmers grow different crops, vegetation belts, looking at climate graphs (average temperature and rainfall), how people travel	Place knowledge: the connection of location and physical and/or human geography processes with personal experience Local councillor – share the local issue that children are concerned about, consider how this may be different for people living in the countryside e.g. lack of public services Locational Knowledge: naming and locating locations, positioning systems, appreciating distance and scale, learning about the orientation of the world, including references (such as continents and oceans) that they can navigate from Use OS maps to identify important local issues, using local road names and features to draw a sketch map from memory (considering appropriate scale) Physical and human geography: phenomena, human and natural, that are central to the interest of a geographer Considering how local issues can be overcome	Place knowledge: the connection of location and physical and/or human geography processes with personal experience Deforestation of the Amazon would affect us due to the amount of carbon stored by the trees there. Scientists also believe that cures to many fatal diseases may be found in the Amazon. Locational Knowledge: naming and locating locations, positioning systems, appreciating distance and scale, learning about the orientation of the world, including references (such as continents and oceans) that they can navigate from Identifying the location of the Incan Empire, annotating maps of Brazil Physical and human geography: phenomena, human and natural, that are central to the interest of a geographer Drawing a diagram to show the formation of the Andes and the subduction zone, Brazil's farming regions, energy production and mineral extraction (mines), comparing former areas of rainforest with existing areas to explore deforestation

Geography Curriculum Progression Map

Summer						
	Year 1 **The Seven Continents**	Year 2 **Northern Europe**	Year 3 **Rivers**	Year 4 *(taught in Spring 2)* **Europe**	Year 5 **Local Study**	Year 6 **South America**
Procedural Knowledge **Geography Skills and Fieldwork**	Annotate a world map to show land and sea. Use maps and atlases to identify continents and oceans. Label a world map with the names of the seven continents and the five oceans. Label a picture of the globe with the north pole, the south pole and the equator. Use maps, atlases and photographs to identify different types of land found on each continent (grassland, deserts, rainforests, woodlands, polar regions etc.) Label a map of Europe with relevant physical and human features.	Annotate a map of Europe with country names, capital cities and flags. Use images and sort physical and human features found in Northern Europe e.g. fjords. Use a map to show location and explain how climate affects how people of Scandinavia live. Annotate a map to show migration of birds. Annotate a map of Europe to explain an explorer's journey.	Use pictures and videos to understand the journey of a river. Draw and label a diagram of a river from source to estuary. Identify countries that rivers in Europe flow through on a map. Use maps, photographs and atlases to explain the similarities and differences between The Nile and The Niger. Explain the importance of rivers for transport, irrigation and food.	Use maps and a globe to label a map of Europe with country names, capital cities, coastlines. Label the Mediterranean Sea, North Sea and Baltic Sea. Use knowledge of location to describe the climate in different countries in Europe and how it affects crops that can be grown there. Label The Alps, Pyrenees and Urals on a map of Europe. Label Mount Etna. Use maps to describe, compare and contrast the landscape in Europe. Compare and contrast two countries, using a Venn diagram. Use books and the Internet to research a chosen region / country in Europe.	Use physical and political and knowledge of the local area to identify issues that are important to local residents. Ask questions of others to understand more about issues that affect local residents e.g. classmates, parents, wider family and staff. Take digital photographs and draw sketch maps from memory, using road names etc. Plan how to gather data e.g. tally chart. Design a data collection sheet. Gather data (undertaking fieldwork). Analyse data and discuss anomalies e.g. time of day for lighter / heavier traffic. Present data in a graph / chart.	Use OS maps to locate South America and label country names and surrounding oceans. Draw diagrams showing the formation of a mountain range and the subduction zone. Annotate a map to show farming regions, energy production and mineral extraction. Use maps to compare the former areas of rainforest with existing areas.
Key Vocabulary	Earth, globe, Asia, Europe, Africa, North America, South America, Australia, Antarctica, Arctic, Pacific, Atlantic, Indian, Southern, phytoplankton, pollution, North Pole, South Pole, equator, scientists,	Northern Europe, Denmark, Finland, Norway, Sweden, Iceland, Scandinavia, lowlands, mountains, lakes, evergreen, coniferous, forest, capital city, mountain, valley, lake, Northern Lights, fjord, Øresund Bridge, climate, weather, survive,	river, flowing, transport, trade, source, stream, tributary, estuary, mouth, waterway, Europe, county, country, Nile, Niger, Asia, The Yellow, The Yangtze, The Ob, The Ganges, The Indus, dam, Amazon,	Europe, Northern Hemisphere, continent, country, Mediterranean, coastline, Atlantic, northern/north, east/eastern, south/southern, west/western, climate, temperature, equator,	local councillor, Ordnance Survey, residents, local issues, sketch map, location, relationship, scale, annotate, orientation, geographer, fieldwork, data, qualitative, quantitative, analyse, mathematical, graph / chart, visual	biome, climate, Pangea, urbanisation, favela, dense, sparse, Quecha, quipu, emperor, engineering, government, communication, tectonic plate, subduction, geological, latitude, longitude, altitude, proximity,

Geography Curriculum Progression Map

Summer						
	Year 1 **The Seven Continents**	Year 2 **Northern Europe**	Year 3 **Rivers**	Year 4 *(taught in Spring 2)* **Europe**	Year 5 **Local Study**	Year 6 **South America**
	geographers, desert, grassland, rainforest, city, diverse, continent, climate, ocean, border, north, south, east, west, mountain, plain, peninsula, physical feature, human feature	Sami, snowplough, grit spreader, adapted, reindeer, bear, moose, beaver, lynx, bird, migrate, Roald Amundsen, Northwest Passage, Atlantic, Pacific, Arctic Circle, Inuit, sledge, South Pole, North Pole	Mississippi, North America, South America, continent	mild, crops, vegetation belt, mountain range, The Alps, The River Po, The Apennines, Sierra Nevada, volcano, Lisbon, Madrid, Rome, Milan, Venice, Athens, settlement, lagoon, Aegean Sea, Adriatic Sea, landscape		terrain, economy, arable farming, pastoral farming, export, import, consumer, deforestation, biodiversity, slash and burn, carbon

Geography Curriculum Progression Map

Progression in Disciplinary Knowledge Across All Units *'Knowing how we know'*				
	EYFS	Year 1 and Year 2	Year 3 and Year 4	Year 5 and Year 6
Asking and Answering Questions	Ask questions about aspects of their familiar world.	Ask and respond to geographical questions.	Ask and respond to geographical questions, using evidence to support answers.	Ask and investigate geographical questions, suggesting enquiries to test them.
Collecting and Interpreting	Draw things they see around them.	Observe and collect information and data from fieldwork, photographs, aerial images, diagrams, globes, atlases and simple maps. Understand the geographers learn about the world by observing and collecting data and information.	Observe and collect information and data from fieldwork, photos and aerial images, diagrams, globes, atlases, maps and a range of age-appropriate charts and graphs, choosing an appropriate method to record evidence as needed. Understand that geographers learn about the world by observing and collecting data and information. Begin to understand that some knowledge about the world can be revised as we collect new data and information.	Observe and collect information and data from fieldwork, photos and aerial images, diagrams, globes, atlases, map, GIS and a range of age-appropriate charts and graphs, choosing an appropriate method to record evidence as needed and provide reasons for this. Understand that geographers learn about the world by observing and collecting data and information. Understand that knowledge about the world can be revised as we collect new data and information.
Analysing and Communicating	Communicate simple geographical information with support (orally, using simple pictures, maps and through writing).	Analyse and communicate geographical information by constructing simple maps, labelled diagrams, age-appropriate graphs and through writing, using appropriate geographical vocabulary,	Analyse and communicate geographical information by constructing maps with keys, labelled diagrams, age-appropriate graphs and through writing at length, using appropriate geographical vocabulary.	Analyse, communicate and explain geographical information by constructing maps with keys, labelled diagrams, age-appropriate and through writing at length, using appropriate geographical vocabulary. Choose an appropriate method to communicate information and give reasons for this.
Evaluating and Debating	Describe their immediate environment and express their views about it with support.	Express their own views about the people, places and environments studied.	Express their own views about the people, places and environments studied, giving reasons. Compare their views with others. Reach geographical conclusions and begin to debate the impact of geographical processes and human effects on the world, from given evidence.	Express their own views about the people, places and environments studied, giving reasons. Compare their views with others and understand that some geographical knowledge is open to debate, challenge and discussion. Reach geographical conclusions, give reasons and critically evaluate and debate the impact of geographical processes and human effects on the world, from given evidence.