



Chapelford Village Primary School

Long Term Subject Progression Overview

Subject: Geography

Subject Lead: Karen Bracegirdle

Year Group	Area of Learning	Knowledge	Skills	Vocabulary (Tier 2 and 3)
Early Years	Understanding the People and communities	Describe the immediate environment, using new vocabulary where appropriate. Know the name of the road, and town that school is located in. Talk about a range of contrasting environments within their local region.	Look at aerial views of the school setting, commenting on what they notice, recognising buildings, open space, roads and other simple features. Draw simple maps of their immediate environment, or maps from imaginary story settings they are familiar with.	town, village, road, house, farm, world, globe, earth, map, hot, sunny, seasons, cold, snow, weather, manmade, natural
Year 1	Continents and Oceans, Countries and Capital Cities of the UK (Continents, Oceans, Countries of the UK)	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	Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. 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.	vast, azure, rotated, expanse, ocean, continent, polar, atlas
	Continents and Oceans, (Countries and Capital Cities of the UK Capital Cities of the UK, Seas around the UK, Revisit continents,	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	Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. Identify seasonal and daily weather patterns in the United Kingdom and the location of	vast, azure, rotated, expanse, ocean, continent, polar, atlas

	oceans, countries of the UK and Capital cities, Equator)		hot and cold areas of the world in relation to the Equator and the North and South Poles.	
	Hot and Cold Locations	Identify seasonal and daily weather patterns in the United Kingdom Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles	Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. 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.	location, moist, misty, scorched, freezing, tropical, continent, ocean, polar, equator, temperate, compass
Year 2	Human and Physical features local area study	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom	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	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
	Fieldwork and map skills	Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to	Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries,	increase, decrease, align, symbol, observe, sketch, aerial, scale, cardinal point, valley, port, vegetation

		<p>describe the location of features and routes on a map.</p>	<p>continents and oceans studied at this key stage.</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p> <p>use simple 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>	
	<p>Human and physical features (UK and Non-European country) compare a non-European location to our locality – Amazon Rainforest</p>	<p>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>	<p>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.</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.</p> <p>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</p>	<p>urban, sprawling, contrast, inspiring, breath-taking, cityscape, majestic, striking, spectacular, colossal, scenic, horizon</p>

			human and physical features of its surrounding environment.	
Year 3	Continents and Oceans, Countries and Capitals, Counties and regions of the UK (include equator, north and south poles) – Year 1 knowledge and skills as this was missed for the cohort in year 1	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)	Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas. Describe geographical similarities and differences between countries. Describe how the locality of the school has changed over time.	extensive, sophisticated, settlement, terrain, wilderness, barren, topography, landmarks, region, county, scale, contour line
	UK study (review Year 2 knowledge and skills) – counties and regions of the UK (to include a non-European comparison – Amazon Rainforest Year 2 as this was missed for cohort)	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	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.	urban, sprawling, contrast, inspiring, breath-taking, cityscape, majestic, striking, spectacular, colossal, scenic, horizon

	Fieldwork human and physical features OS maps and scales	Human and physical geography - describe and understand key aspects of: 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	Ask and answer geographical questions about the physical and human characteristics of a location. Explain own views about locations, giving reasons. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies. Use a range of resources to identify the key physical and human features of a location.	increase, decrease, align, symbol, observe, sketch, aerial, scale, cardinal point, valley, port, vegetation
Year 4	Rivers	Describe and understand key aspects of: 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	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.	raging, tumble, cascading, precipice, iconic, turbulent, rivulet, estuary, flood plain, tributary, confluence, channel
	Longitude and latitude	Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic	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	hemisphere, co-ordinate, parallel, circumnavigate, determine, constitutes, straddle, latitude, longitude, horizontal, vertical, meridian, equator

		Circle, the Prime/Greenwich Meridian and time zones (including day and night	Meridian and time zones (including day and night	
	Longitude and Latitude World Countries	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	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	co-ordinate, parallel, circumnavigate, determine, constitutes, straddle, latitude, longitude, horizontal, vertical, meridian, equator
	Water Cycle	Describe and understand key aspects of physical geography, including the water cycle	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.	infiltrate, sequence, reoccurring, pollution, consequence, permeate, groundwater, precipitation, condensation, transpiration, percolation, evaporate
	Rivers Revisited	Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle The study focuses and elaborates the content of Rivers and to support ancient river civilisation explored in the following history learning module. Summer term study that elaborates on Autumn module and connects to the next river civilisation module focusing on the ancient Egyptians.	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.	raging, tumble, cascading, precipice, iconic, turbulent, rivulet, estuary, flood plain, tributary, confluence, channel

	Fieldwork human and physical features OS maps and scales (year 3 cohort missed)	Human and physical geography - describe and understand key aspects of: 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	Ask and answer geographical questions about the physical and human characteristics of a location. Explain own views about locations, giving reasons. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies. Use a range of resources to identify the key physical and human features of a location.	increase, decrease, align, symbol, observe, sketch, aerial, scale, cardinal point, valley, port, vegetation
Year 5	Rivers (year 4 as cohort missed)	Describe and understand key aspects of: 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	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.	Raging, tumble, cascading, precipice, iconic, turbulent, rivulet, estuary, flood plain, tributary, confluence, channel
	World countries – biomes and environmental regions	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	Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones.	arid, picturesque, densely, appreciate, fertile, exceptional, exhilarating, craggy, scenery, abundant

		and human characteristics, countries, and major cities	<p>Describe some of the characteristics of these geographical areas.</p> <p>Describe geographical similarities and differences between countries.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</p> <p>Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies</p>	
	OS Maps and Fieldwork 4 and 6 figure grid references	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)	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</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</p> <p>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.</p>	
Year 6	Comparison of UK (Lake District), Europe (Poland) and South America (Caribbean) regions Physical processes Earthquakes,	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	<p>Ask and answer geographical questions about the physical and human characteristics of a location.</p> <p>Explain own views about locations, giving reasons.</p>	equivalent, contrast, erosion, inhospitable, moderately, prosper, orogeny, glaciation, temperate, tectonic, summit, altitude

	mountains and Volcanoes		<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</p> <p>Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.</p> <p>Use a range of resources to identify the key physical and human features of a location</p>	
	Settlements Maps and Orienteering	Describe and understand key aspects of 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	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.	location, resource, distribute, employ, production, consumption, trade economy, navigable, lowland, migrant, refugee