

Hardwick Green Primary Academy

Geography – Subject Overview & Progression

Long Term Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	<p>Where do I belong?</p> <p>Geography Content: Planet Earth; fieldwork</p>	<p>Once upon a time</p> <p>Geography Content: Physical geography [places in stories e.g. woodlands]</p>	<p>Where in the world?</p> <p>Geography Content: Different environments – physical geography</p>	<p>All creatures great and small</p> <p>Geography Content: Physical geography - habitats of animals</p>	<p>Growing and farms</p> <p>Geography Content: Human and physical geography</p>	<p>Do you like to be beside the seaside?</p> <p>Geography Content: Human and physical geography; fieldwork</p>
Reception	<p>Where do I belong?</p> <p>Geography Content: The United Kingdom and planet Earth, different countries; fieldwork</p>	<p>Once upon a time</p> <p>Geography Content: Physical geography [places in stories e.g. woodlands]</p>	<p>Where in the world?</p> <p>Geography Content: Antarctica & Africa – place knowledge</p>	<p>All creatures great and small</p> <p>Geography Content: Physical geography - habitats of animals</p>	<p>Growing and farms</p> <p>Geography Content: Human and physical geography</p>	<p>Do you like to be beside the seaside?</p> <p>Geography Content: Human and physical geography; fieldwork</p>
KS1 Cycle A	<p>Why do we remember explorers?</p> <p>Geography Content: locational knowledge – continents & oceans, map work</p>					<p>Why do we remember Amelia Earhart?</p> <p>History Content: Locational knowledge - continents & oceans, map work</p>
KS1 Cycle B	<p>What is it like to live here?</p> <p>Geography Content: place knowledge – the UK. Human and physical geography. Skills and fieldwork.</p>		<p>How is each season different?</p> <p>Geography Content: physical geography – weather and seasons</p>	<p>Why is Zeraffa's journey remembered?</p> <p>History Content: Locational knowledge - continents & oceans. Map work</p>	<p>What is it like in Australia?</p> <p>History Content: Locational knowledge - continents & oceans. Place knowledge - Australia. Map work</p>	
Year 3			<p>How do volcanoes & earthquakes affect peoples' lives?</p> <p>Content: Tectonic plates, The Ring of Fire, Volcanos in Italy, Philippines, Japan and Mexico. Locational knowledge.</p> <p>Horizontal Links: Science - Rocks and Soils, History – Roman Empire (Vesuvius and Pompeii)</p>			<p>What's it like to live in Whitby?</p> <p>Content: Place knowledge - Study of human and physical geography in the UK, locational knowledge of the UK. Fieldwork in Whitby.</p> <p>Horizontal Links: Historical context to Whitby (inc. Angloe Saxons).</p>

Year 4		<p>Why are rivers important to people?</p> <p>Content: Seas around UK Significant trade routes in and out of UK. Significant rivers in the UK, Definition of and key features of rivers, economic effects of a river.</p> <p>Horizontal Links: History – settlements (Anglo-Saxons & Vikings).</p> <p>Diagonal Links: KS1 History, transport.</p>			<p>Is there enough for everyone?</p> <p>Content: Human and physical geography – distribution of energy</p> <p>Horizontal Links: Science – environment</p> <p>Diagonal Links: Energy usage in Russia, Americas</p>	<p>Why do people migrate?</p> <p>Content: Human geography – migration</p> <p>Horizontal Links: Rivers and seas as methods of migration</p> <p>Diagonal Links: Migration after natural disasters (volcanoes & earthquakes).</p>
Year 5			<p>How can we protect the Earth's biomes?</p> <p>Content: Physical geography – biomes.</p> <p>Horizontal Links: Biomes found in Russia.</p> <p>Diagonal Links: Science – living things & their habitats</p>		<p>What's it like to live in Iceland?</p> <p>Content: Place knowledge - Study of human and physical geography in Europe</p> <p>Horizontal Links: Biomes</p> <p>Diagonal Links: Energy usage & migration</p>	<p>What are the challenges of our changing population?</p> <p>Content: Human geography – population.</p> <p>Horizontal Links: UK populations vs Russia</p> <p>Diagonal Links: Migration</p>
Year 6			<p>Is 'America' more than just the USA?</p> <p>Content: Place knowledge - Study of human and physical geography in the Americas</p> <p>Horizontal links: Globalisation</p>			

Knowledge categories:

These are the 'big ideas' embedded throughout our geography curriculum. Children are exposed to new knowledge in these categories over each unit, allowing new knowledge to be integrated into existing knowledge. This allows for the development of more advanced schema in these knowledge categories. Knowledge organisers are arranged using these categories, to support assimilation of new knowledge.



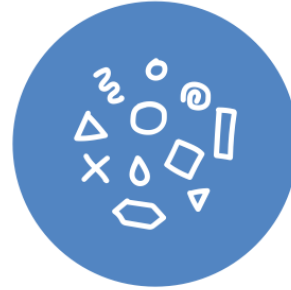
Location



Physical features



Human features



Diversity



Physical processes



Human processes



Techniques

Progression in knowledge:

	EYFS	KS1	LKS2	UKS2
Locational Knowledge	<p>Children learn about their own immediate environment, and they know that they live on a planet called Earth which is made up of different oceans and countries.</p> <ul style="list-style-type: none"> Know that there are different countries in the world and talk about the differences they have experienced or seen in photos Know that the Earth, the planet on which we live, has a surface of land and sea. Know that the United Kingdom is made up of four countries, and that we live in England. Know that we live in Stockton-on-Tees, in the North East of England. 	<p>Building on EYFS knowledge of their own environment, children start to learn the names of key places in the UK beyond their immediate environment. Children also learn the names of the world's oceans and continents.</p> <p>Pupils develop contextual knowledge of the location of globally significant places. They should develop knowledge about the world, the United Kingdom and their locality.</p> <p>Children can:</p> <ul style="list-style-type: none"> name and locate the world's seven continents and five oceans; name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas; identify the position and significance of the Equator, Northern Hemisphere and Southern Hemisphere. Identify the North pole and South pole. use key vocabulary to demonstrate knowledge and understanding in this strand: United Kingdom, England, Scotland, Wales, Northern Ireland, town, city, village, sea, beach, hill, mountain, London, Belfast, Cardiff, Edinburgh, capital city, world map, continent, ocean, Europe, Africa, Asia, Australasia, North America, South America, Antarctica. 	<p>Building on KS1 knowledge of the UK, children begin to explore more of the world, understand how the world has zones and the significance of those zones. Locating places and features accurately on maps also becomes a focus.</p> <p>Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America.</p> <p>Children can develop contextual knowledge of the location of globally significant places – both terrestrial and marine.</p> <p>Children develop their understanding, recognising and identifying key physical and human geographical features.</p> <p>Children can:</p> <ul style="list-style-type: none"> locate the world's countries, using maps to focus on Europe, concentrating on environmental regions and key physical and human characteristics; name and locate counties and cities of the United Kingdom, identifying human and physical characteristics including hills, mountains, rivers and seas, and how a place has changed; identify the position and significance of latitude and longitude. use key vocabulary to demonstrate knowledge and understanding in this strand: county, country, town, coast, physical features, human features, mountain, hill, river, sea, climate, tropics, tropical, of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere. 	<p>Children begin to explore Eastern Europe and South America using maps to find these locations. Children use their knowledge of longitude, latitude, coordinates and indexes to locate places. Compared to Lower KS2, children focus more on finding locations outside of the UK.</p> <p>Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America.</p> <p>Children develop their understanding of recognising and identifying key physical and human geographical features of the world; how these are interdependent and how they bring about spatial variation and change over time.</p> <p>Children can:</p> <ul style="list-style-type: none"> use maps to locate the world's countries with a focus on Eastern Europe, North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities; name and locate counties and cities of the United Kingdom, identifying their physical features, including land-use patterns; showing change over time; identify the position and significance of the Arctic and Antarctic Circle, the Tropics of Cancer & Capricorn, the Prime/Greenwich Meridian and time zones; use key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, coordinates, latitude, longitude, contour, altitude, peaks, slopes, continent, country, city, North America, South America, border, key.

<p style="text-align: center;">Place Knowledge</p>	<p>Children begin to know about some different places outside of the UK. The EYFS focusses on knowledge and understanding of the world, people and communities.</p> <p>Children can:</p> <ul style="list-style-type: none"> • understand that some places are special to members of their community. • recognise some similarities and differences between life in this country and life in other countries • recognise some environments that are different to the one in which they live. [Antarctica and Africa]. • describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. 	<p>Children begin to compare places in the UK with a place outside of the UK. This builds on EYFS knowledge and understanding of the world, people and communities. Children can apply the skills of observing similarities and differences to places as well as people.</p> <p>Pupils develop contextual knowledge of the location of globally significant places. They should develop knowledge about the world, the United Kingdom and their locality. Children begin to understand basic vocabulary relating to human and physical geography.</p> <p>Children can:</p> <ul style="list-style-type: none"> • compare the UK with a contrasting country in the world [Australia]; • compare a local city/town in the UK [Stockton] with a contrasting city/town in a different country [Sydney in Australia]; • use key vocabulary to demonstrate knowledge and understanding in this strand: e.g. South America, London, Brasilia, compare, capital city, China, Asia, country, population, weather, similarities, differences, farming, culture, Africa, Kenya, Nairobi, river, desert, volcano. 	<p>Children develop vocabulary relating to physical and human geographical features from KS1. They begin to develop the skills of comparing regions, by focusing on specific features. Children focus on comparing regions of the UK in depth and start to look at an area outside of the UK.</p> <p>Children can 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> <p>Children can:</p> <ul style="list-style-type: none"> • understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom [Whitby – Y3] and a region within Europe [Iceland – Y5] and a region within America [Americas – Y6] • use key vocabulary to demonstrate knowledge and understanding in this strand: Stockton, Middleborough, Teesside, physical features, human features, landscape, feature, population, land use, retail, leisure, housing, business, industrial, agricultural. 	<p>Children develop their analytical skills by comparing areas of the UK with areas outside of the UK. They will have a deeper knowledge of diverse places, people, resources, natural, and human environments. They can make links to places outside of the UK and where they live. Children are encouraged to conduct independent research, asking and answering questions.</p> <p>Children can 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> <p>Children can:</p> <ul style="list-style-type: none"> • understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom [Whitby – Y3] and a region within Europe [Iceland – Y5] and a region within America [Americas – Y6] • use key vocabulary to demonstrate knowledge and understanding in this strand: latitude, Arctic Circle, physical features, climate, human geography, land use, settlement, economy, natural resources.
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Human and Physical Geography

Children will learn about how environments can have different weather. They will also learn about different human and physical environments (e.g. cities and forests) through exposure to them in stories and learning across the curriculum.

Children can:

- Know the names of the four seasons and understand the effect of changing seasons on the natural world around them.
- Begin to understand the need to respect and care for the natural environment and all living things.

Building on EYFS knowledge of how environments may vary. Children begin to learn about the physical and human features of geography.

Children will understand key physical and human geographical features of the world. They identify seasonal and daily weather patterns.

Children can:

- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles;
- use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather;
- use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.

Children have a stronger understanding of the difference between physical and human geography. They use more precise vocabulary, explaining the processes of physical and human geography and their significance. They learn more about extreme weather, the processes involved in the causes and effects of extreme weather, as well as beginning to understand the impact of humans on the earth.

Children locate a range of the world's most significant human and physical features. Explain how physical features have formed, why they are significant and how they can change. Explain the impact of humans on the earth in terms of land use, settlements and their direct connection to physical changes.

Children can:

describe and understand key aspects of:

- physical geography, including: volcanoes, tornadoes, tsunamis, earthquakes and the water cycle;
- human geography, including: types of settlement and land use, migration, and the distribution of natural resources including energy and water;
- use key vocabulary to demonstrate knowledge and understanding in this strand: mantle, outer core, inner core, magma, volcano, active, dormant, extinct, earthquake, epicentre, shock wave, magnitude, tsunami, tornado, climate, tropics, deforestation, evaporation, water cycle, evaporation, condensation, precipitation, cooling, filter, pollution, settlement, settler, site, need, shelter, food.

Children deepen their understanding of the difference between physical and human geography. They can explain the terminology of both aspects of geography with a range of examples. They spend time exploring human geography and the impact humans have on the world. They focus on trade links, resources and the distribution of resources around the world. Children also learn about the different types of mountains.

Children will locate a range of the world's most significant human and physical features. Explain how physical features have formed, why they are significant and how they can change. Children can understand how these are interdependent and how they bring about spatial variation and change over time. Children will deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.

Children can:

describe and understand key aspects of:

- physical geography, including: climate zones, biomes and vegetation belts.
- 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 key vocabulary to demonstrate knowledge and understanding in this strand: environmental disaster, settlement, resources, services, goods, electricity, supply, generation, renewable, non-renewable, solar power, wind power, biomass, origin, import, export, trade, efficiency, conservation, carbon footprint, peak, plateau, fold mountain, fault-block mountain, dome mountain, volcanic mountain, plateau mountain, tourism, positive, negative, economic, social, environmental.

Geographical Skills and Fieldwork

Children learn about their own environment through basic, foundational field work e.g. visiting a forest or farm.

Children can:

- Draw information from a simple map.

Building on EYFS knowledge of their own environment, children begin to use maps to locate places and name features using keys and symbols. Children also begin to look at how the environment has changed over time.

Children can interpret geographical information from a range of sources. They can communicate geographical information in a variety of ways.

Children can:

- use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage;
- use simple compass directions and locational and directional 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 the surrounding area, including key human and physical features, using a range of methods;
- use key vocabulary to demonstrate knowledge and understanding in this strand: compass, 4-point, direction, North, East, South, West, plan, record, observe, aerial view, key, map, symbols, direction, position, route, journey, the UK, changes, tally chart, pictogram, world map, country, continent, human, physical.

Children begin to develop their map skills. They will be able to identify features on a map through the use of symbols and keys. Children begin to use fieldwork skills to monitor and explain patterns in human and physical features.

Children collect, analyse and communicate a range of data gathered through fieldwork that deepens their understanding of geographical processes. They interpret a range of sources of geographical information including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).

Children can:

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied;
- use four points of a compass and four-figure grid references symbols and keys (including the use of Ordnance Survey maps), to build their knowledge of the United Kingdom and the wider world;
- use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and digital technologies;
- use key vocabulary to demonstrate knowledge and understanding in this strand: sketch map, map, aerial view, feature, annotation, landmark, distance, key, symbol, land use, urban, rural, population, coordinates.

Children build on their map skills by communicating locations through grid references and coordinates. They also explain what makes a good map symbol and why. Children focus on observing and recording the changes of human features over time, for example trade patterns.

Children will become confident in collecting, analysing, and communicating a range of data. Children can explain how the Earth's features at different scales are shaped, interconnected and change over time.

Children can:

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features;
- use the eight points of a compass, and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world;
- use fieldwork to observe, measure, record and present human features using a range of methods, including sketch maps, plans and graphs, and digital technologies;
- use key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, coordinates, latitude, longitude, key, symbol, Ordnance Survey, Silva compass, legend, borders, fieldwork, measure, observe, record, map, sketch, graph.