



GEOGRAPHY PROGRESSION DOCUMENT

Highfield Community Primary School

Nicola Townson

Geography Progression in EYFS

The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception to match the programme of study for Geography.

The most relevant statements for Geography are taken from the following areas of learning:

- Understanding the world

| EYFS Framework | | |
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| Three and Four Year-Olds | Mathematics | <ul style="list-style-type: none"> • Understand position through words alone. For example, “The bag is under the table,” – with no pointing. • Describe a familiar route. • Discuss routes and locations, using words like ‘in front of’ and ‘behind’. |
| | Understanding the World | <ul style="list-style-type: none"> • Use all their senses in hands-on exploration of natural materials. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. • Begin to understand the need to respect and care for the natural environment and all living things. |
| Reception | Understanding the World | <ul style="list-style-type: none"> • Draw information from a simple map. • Explore the natural world around them • 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. • Understand the effect of changing seasons on the natural world around them. |
| ELG | People Culture and Communities | <ul style="list-style-type: none"> • 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. |
| | The Natural World | <ul style="list-style-type: none"> • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons. |

Geography

Pre- National Curriculum

| Phase 1 (P4) | Phase 2 (P5) | Phase 3 (P6) | Phase 4 (P7) | Phase 5 (P8) |
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| <p>I can handle/ explore artefacts linked to my environment.</p> <p>I can create intentional results from my actions e.g. using a switch to start and stop.</p> <p>I can recognise/ show an awareness for familiar people.</p> <p>I can begin to react to cue songs/ objects of reference for familiar routines and places.</p> <p>I can show my understanding of familiar items by exploring them appropriately for example; looking for an adult to push me on a swing etc.</p> <p>I can begin to use objects of reference/ symbols or photographs to request favoured places in school.</p> | <p>I can show an awareness of my school environment by moving to another area in school when shown a symbol/ object of reference or given a verbal instruction.</p> <p>I can show an adult where I would find specific activities in school e.g. for swimming I can indicate swimming pool or for sunshine I can go outside etc.</p> <p>I can sort objects or symbols based on where they belong. E.g. swing on a park or boat in the sea etc.</p> <p>I can answer simple questions about places (yes/no).</p> <p>I can answer simple question about people (yes/no).</p> <p>I can sort items collected on a local walk into given groups. E.g. rocks or twigs and /or leaves or flowers.</p> | <p>I can develop an understanding of physical/ natural features and human/ made features.</p> <p>I can identify familiar places from simple maps.</p> <p>I can (with support) create a simple map/ plan of a favoured place.</p> <p>I can identify where I would need to go to buy certain items, e.g. Asda for food, Smyths for toys etc.</p> <p>I can answer simple questions based on my local environment e.g. what can you do at the park etc.</p> | <p>I can sort some photographs into physical and human features of familiar areas/ buildings/ parks etc.</p> <p>I can indicate a preference for physical or human features of a place.</p> <p>I can name and recall different features I have seen during a visit/ walk in my local area.</p> <p>I can use symbols to represent simple directions e.g. forwards and backwards.</p> <p>I can represent and record key features of a place using a model or symbol e.g. story map of bear hunt with symbols or drawings for parts of the journey etc.</p> <p>I can demonstrate ways I can care for my local environment e.g. putting litter in the bin or tidying up toys.</p> | <p>I can identify some physical and human features in a photograph or during a visit.</p> <p>I can use simple geographical language to communicate ideas about different locations.</p> <p>I can use resources given to me and my own thoughts and feelings to respond to simple questions about places and people.</p> <p>I can recognise simple symbols or representations on maps and plans.</p> <p>I can say what I like and don't like about different features of an environment.</p> <p>I can name favoured places and begin to say why I like them.</p> <p>I can name places I dislike and begin to say what I don't like about them.</p> |

Geography Progression in KS1 and KS2

| National Curriculum Programmes of Study | | |
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| | KS1 Geography National Curriculum Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness. | KS2 Geography National Curriculum Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. |
| | Location Knowledge (National Curriculum) | |
| | Pupils should be taught to: <ul style="list-style-type: none"> name and locate the world's 7 continents and 5 oceans name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas | Pupils should be taught to: <ul style="list-style-type: none"> 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 and human characteristics, countries, and major cities 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), and land-use patterns; and understand how some of these aspects have changed over time 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) |
| | Place Knowledge (National Curriculum) | |
| | Pupils should be taught to: <ul style="list-style-type: none"> 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 | Pupils should be taught to: <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, a region in a European country, and a region in North or South America |

| Human and Physical Geography (National Curriculum) | | |
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| | <p>Pupils should be taught to:</p> <ul style="list-style-type: none">● 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:<ul style="list-style-type: none">● 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 | <p>Pupils should be taught to:</p> <ul style="list-style-type: none">● describe and understand key aspects of:<ul style="list-style-type: none">● 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 |
| Geographical skills and fieldwork (National Curriculum) | | |
| | <p>Pupils should be taught to:</p> <ul style="list-style-type: none">● 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 | <p>Pupils should be taught to:</p> <ul style="list-style-type: none">● use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied● use the 8 points of a compass, 4- and 6-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 the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies |

Geography at Highfield

| | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| | Enquiry questions | | | | | | |
| Autumn | Into the woods What are seasonal signs of autumn and winter? | Highfield explorers What is the geography of our school and local area? | Chorley Explorers What is my local area like? | Stones and Bones Why do people visit the Lake District and what impact is this having on the environment? | Anglo-saxon times Why are settlements different? | Terrible Tudors What makes the United Kingdom? How has the UK been impacted by human activity? | Britain's got talent Why is Blackpool a popular resort? How does land use affect our local area? |
| Spring | Off We Go Visiting Chorley, what is in our local area. Messy maps of school and Chorley. | King of the Castle What are the countries and capital cities of the UK? | Monarchs Where in the world is the UK? | All Roads lead to Rome Why do people live near volcanoes? | Viking Voyages What makes a place appealing to tourists? How diverse are the landscapes and places? | War torn Europe Where does our food come from? | Glorious Greece What impact does a mountain range have on surrounding areas? |
| Summer | Animal Kingdom Hot and cold climates Savannah, rainforest, the Arctic. | At the Seaside What are similarities and differences between seashores in Blackpool and Sydney? | Save our oceans Why do oceans matter? Should we look after our world? | The Inca Trail What challenges face rainforests today? | Beyond the Nile How do rivers affect people's lives and influence human activity? | Great wall of China What has the impact of earthquakes been on China? | House of Wisdom How has the evolution of technology changed global distribution of resources, wealth and knowledge? |

| Progression of knowledge, skills and understanding - substantive knowledge | | | | | | | |
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| | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Location Knowledge | | | | | | | |
| The local area *Biannual Chorley Project involves all Year 1 -6 classes completing a local geography study. | <u>Spring 1 (Off We Go)</u> -begin to understand journey's and being an explorer -visit the local library -identify familiar places in the local area -make a messy map of the local area -explore the school grounds -make a messy map of the school grounds- describe attributes of different areas within school | <u>Autumn Term (Highfield Explorers)</u> Understand where I live. Know where <u>our school</u> is in the local area, and use simple directional language (e.g near, far, up, down, left, right, forwards, backwards) - Know their home address, including postcode. -Know that our school is on Wright Street in Chorley, and locate on maps. -Describe, and create a simple map of, own route to school. | <u>Autumn term (Chorley Explorers)</u> Name, locate and describe key landmarks in the <u>local area</u> , using simple locational/ directional language and the four main compass directions. -Know what landmarks are -Name key landmarks in Chorley -Where are the landmarks in relation to Highfield on the map? Using locational language -Know the four compass points N, E, S, W and apply in relation to Highfield and local area | <u>Autumn term (Stones and Bones)</u> Name, locate, describe and discuss key landmarks and geographical features of <u>a local area</u> , using the eight points of a compass, four figure grid references, maps, symbols and keys. -Identify where the National Parks of the UK are located (The Yorkshire Dales, the Lake District, the Peak District) and what they have in common, (Protected areas because of their beautiful countryside, wildlife and cultural heritage) | <u>Summer term (Beyond the Nile)</u> Name, locate and describe a <u>local river</u> and understand how it has changed over time, using the eight compass points, four figure grid references, maps, symbols, and keys. Describe and explain river formation and key features of river systems. -Visit a local river and name it, map it from source to mouth and describe some features and use the vocabulary such as estuary, mouth, source, meander, waterfall, erosion, deposition, tributary, ox bow lake, delta, stream) -Know, name and locate the main | | <u>Autumn Term (Britain's got talent)</u> Name, locate, describe and discuss key landmarks and geographical features of <u>a local area</u> , using the eight points of a compass, six figure grid references, maps, symbols and keys. Know how Blackpool evolved throughout the revolution and how it attracts tourism - looking at tourism and the development of the tram system. Visit Blackpool via the train and use the tram. Discussion around the first motorway (the M6 Bypass) |

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| | | | | <p>including a focus study of <u>the Lake District.</u></p> <p>-Plan a route from our school to the Lake District using four figure grid references and the eight compass points.</p> <p>-Map symbols. Read and follow OS symbols in the local area. Then focus on using these in the Lake District.</p> | <p>rivers in the UK, including the focus study of <u>the River Ribble.</u></p> <p>-Know and label the main features of a river</p> <p>-Follow the journey of rivers using maps and atlases</p> <p>-Investigate river formation and how rivers are formed over time,</p> <p>-Know why rivers are important.</p> | | |
| | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| The UK | <p>Autumn 1 (All About Me) Know where I live.</p> <p>-describe my house</p> <p>-explore my friends houses</p> <p>Spring 1 (Off We Go) Know that Chorley is in England.</p> <p>-visit amenities in Chorley</p> <p>-messy map of Chorley</p> | <p><u>Spring Term (King of the Castle)</u> Name and locate the four countries in the UK and their capital cities, on a world map and map of the UK.</p> <p>-Learn the names of England, Northern Ireland, Scotland and Wales.</p> <p>-Learn what is meant by the term capital city.</p> <p>-Learn the names of Belfast, Cardiff,</p> | <p><u>Spring term (Monarchs)</u> Name and locate the four countries of the UK, their capital cities and some key features, on a world map and map of the UK, use simple locational/ directional language and the four main compass directions.</p> <p>-Name the four countries in the United Kingdom</p> | | <p><u>Autumn term (Anglo-Saxon times)</u> Name and locate different types of UK settlements (hamlets, villages, towns, cities, megacity, conurbation) use 8 points of compass, four figure grid references, maps, symbols and keys.</p> <p>-Many of the places where people live in the UK today have existed for</p> | <p><u>Autumn term (Tudors)</u> Locate and describe human and physical features of the UK (e.g coasts, rivers, mountains, counties and cities) using locational/ directional languages, 8 points of a compass, six figure grid references, maps, symbols and keys.</p> | |

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| | -identify familiar places in our local area | Edinburgh, and London -Recognise identifying characteristics of each country; flags and language spoken. | and their capital cities. Identify on a world map and a map of The UK -Identify key features in each capital city and label on a map -Know which is N, E, S and W on a compass and apply in relation to key landmarks Name the surrounding seas of the UK. -Learn the names of the Atlantic ocean, English Channel, Irish Sea, North Sea.. -Locate London on a map and describe its location. -Identify and describe landmarks of London. -Know why so many important buildings are located in London | | hundreds or even thousands of years - name current towns and cities that were established in Anglo Britain - York look at these towns now and what is in that town now, -Know the main differences between a rural and urban location within the UK -Identify features on an OS map using the legend. (Symbols) | -Learn and name our home county - Lancashire. -Identify and locate surrounding counties and ones that our school visits. -Identify the location of major cities within the UK such as London, Birmingham, Manchester, Leeds Liverpool, Edinburgh, Glasgow, Aberdeen, Dundee, Inverness, Cardiff, Swansea, Newport, Belfast, Londonderry. -Identify and locate two or three regions of the UK; such as Snowdonia, Cairngorms, Fylde, Exmoor, South Downs | |
| | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| The World | Spring 1 (Off We Go) | <u>Summer Term (At the seaside)</u> | <u>Summer Term (Save our oceans)</u> | <u>Spring term (Romans)</u> | <u>Spring Term (Vikings)</u> | <u>Summer Term (Great wall of China)</u> | <u>Spring Term (Glorious Greece)</u> |

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| | <p>-travelling around the world -begin to understand land and sea and which transport to select -begin to look at simple maps</p> <p>Summer 1 (Animal Kingdom) -Know some similarities and differences between our country and other countries -make comparisons between different landscapes (savannah, rainforest, arctic) -identify which climate different animals belong to -draw on knowledge from stories and non-fiction texts</p> <p>Summer 2 (Summer Holidays) -similarities and differences between our</p> | <p>Understand the terms 'continent' and 'ocean'.</p> <p>-Name and locate continents studied (Europe and Australasia) on a globe and in an atlas. -Name and locate Sydney on a world map.</p> | <p>Know how many continents and oceans are on planet Earth.</p> <p>-Name the 7 continents and 5 oceans on a world map. Know the largest and smallest. -Know why it is important to save our oceans and the impact of pollution on our oceans -Know about the positive and negative features of plastic</p> | <p>Name and locate major volcanoes, Describe and understand key aspects of volcano formation, the process of volcanic eruptions, the different types of volcano and their physical effects on the environment.</p> <p>-Name all four layers of the Earth in the correct order, stating one fact about each layer. -locate the world's largest volcanoes, and the Ring of Fire</p> <p>Summer Term (Inca Trail) Identify the position and significance of latitude, longitude, Equator, the hemisphere, the Tropics of Cancer and Capricorn, relating these to their climate, biomes, seasons and vegetation, using 8 points of a</p> | <p>Locate the countries of Europe and their environmental regions, key physical and human characteristics (rivers, mountains, capitals, landmarks) and major cities, using maps.</p> <p>-Know the names of and locate at least 8 of the countries of Europe, including Scandinavia -Locate the different countries on a blank map of Europe. -Match at least 8 European capital cities to countries. -Identify two or three regions of Europe.</p> | <p>Locate key earthquake zones of the world. Describe and understand the causes, processes and effects of Earthquakes, the different types of Earthquakes and their physical effects on the environment, including a focus study on a particular earthquake - Yushu earthquake.</p> <p>-Locate the world's biggest earthquakes - use the San Andreas Fault as an example of a fault boundary and the impact of the earthquakes there (collapsing roads, economy) -use the terms 'longitude' and 'latitude' to help explain locations -Know where earthquakes occur due to the tectonic plates across the world</p> | <p>Describe and understand key aspects of mountain formation.</p> <p>-Know the names of a number of the world's highest mountains -Give a correct example of a mountain range and its continent</p> |
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| | country and other countries -understand the terms 'land' and 'sea' -describe the landscape of a beach | | | compass, maps, symbols and keys. -Locate the Amazon basin region, refer to longitude and latitude. | | | |
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| Place Knowledge | | | | | | | |
| | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Comparisons | Summer 1 (Animal Kingdom) -similarities and differences between our country and other countries -make comparisons between different landscapes (savannah, rainforest, arctic) -identify which climate different animals belong to -draw on knowledge from stories and non-fiction texts Summer 2 (Summer Holidays) | Summer Term (At the seaside) Study, understand, write about, express opinions about, identify key human and physical similarities and differences of a small area in a contrasting non-European country , including the weather, lifestyles, human and physical geography (Sydney, Australia) -Compare and contrast human and physical features of coastal areas of Blackpool and Sydney. | Summer term - (Save our Oceans) Identify key human and physical similarities and differences of a small area in a contrasting non-European country , including the weather, lifestyles, human and physical geography (In relation to the equator and N,S poles) -Identify continents near the equator, north and south pole -Identify differences in each country weather, | | Spring Term (Viking Voyages) Study, understand, write about, draw and label key similarities and differences of the human and physical geography studied, between a region of the UK and a region of Europe , including climate, land use, settlements and key physical features (e.g. mountains, coasts, and rivers) -Know key aspects of human and physical geography of the Lake District region. -Identify where the Lake District is -Identify what a National Park is and | | |

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| | -similarities and differences between our country and other countries -understand the terms 'land' and 'sea' | -Know Sydney is located on the South East coast of Australia. -Know that being located in the Southern hemisphere has seasonal differences. | landmarks, features etc | | how they differ from each other. -Know what the Lake District has in common with other National Parks in Britain. - Understand why the Lake District attracts tourists -Identify how the Lake District compares with our own locality | | |
| | | | | | Summer Term (Beyond the Nile) Study, understand, write about, draw and label key similarities and differences between The River Ribble and the River Nile , and their corresponding regions. -Know the difference in length between the two rivers (Ribble 75 miles, Nile 4,132 miles) - Uses of the rivers and their cultural significance | | |

| | | | | | <ul style="list-style-type: none"> - identify features (meanders in both - where and why?) -Consider volume of water and the need for the water -Consideration of the regional impacts | | |
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| Physical geography | | | | | | | |
| | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Weather and climate | Into the woods (Autumn 2) -autumn seasonal signs -winter seasonal signs -weather signs and change Down at the bottom of the garden (Spring 2) -spring seasonal signs -weather signs and change Animal Kingdom (Summer 1) -compare different climates -rainforest, savannah, arctic | All year Identify and describe weather associated with the four seasons. -Learn the sequence of: Spring Summer Autumn Winter -Know how the weather changes as we move through the seasons -Know which is the hottest and coldest season in the UK | Monarchs (Spring) Identify and describe weather associated with the four seasons, including understanding a basic weather forecast. -Know that the weather across parts of the UK is not identical. -Compare weather information from locations within each of the four countries of the UK. -Understand weather forecast for the UK -Know and recognise main weather symbols | Summer term (Inca Trail) Understand the different climate zones of the world (tropical, temperate, polar), including the significance of the Tropics of Cancer and Capricorn, the Equator and the polar regions. - Explore the reasons why Machu Picchu was built - what physical geography lends itself to the building area. Understand how climate and vegetation are | Spring Term (Viking Voyages) Identify and study the different climatic zones of the UK and Europe. -Learn that Europe is in the Northern Hemisphere. -Identify the major lines of latitude and longitude that pass through the continent of Europe | Autumn term (Tudors) Investigate the weather patterns across the UK including use of live data -Compare the weather in the different capital cities of the UK -Identify how the weather patterns change across the seasons -create rainfall/temperature graphs using bars and lines (on Excel - linked to computing) | Summer term Understand and compare the climate of North and South America Climate graphs are visited through Computing |

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| | <p>-apply knowledge and vocabulary from stories and non-fiction texts</p> <p>Summer Holidays (Summer 2)</p> <p>-seasonal signs of summer</p> <p>-weather signs and changes</p> | | <p><u>Summer term</u> <u>(Save our oceans)</u></p> <p>Identify that the North and South poles are cold and the equator is hot,</p> <p>Identify and locate hot and cold areas of the world in relation to the Equator and North and south poles.</p> <p>- Know what the north and south poles are and know its hot near the equator</p> <p>-Recap continents and locate hot and cold areas in relation to the equator and north, south poles</p> | <p>connected in biomes (e.g the tropical rainforest)</p> <p>-Name. describe and label the layers of a rainforest</p> <p>-To know what deforestation is.</p> | | | |
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| Physical features and processes | | <p>Begin to use basic geographical vocabulary to refer to key physical features of the local area</p> <p><u>Autumn term (Highfield Explorers)</u></p> <p>-Name physical features within a short walking distance from our school. Fieldwork to carry out observational activities. (school field, trees, parks)</p> <p><u>Summer Term (At the seaside)</u></p> <p>-Know the key physical features of a coastal place;</p> | <p><u>Autumn Term (Chorley Explorers)</u></p> <p>Use basic geographical vocabulary to refer to key physical features of the local area</p> <p>-Name key physical features around Chorley including rivers, rivington pike, hills etc</p> | <p><u>Autumn term (Stones and Bones)</u></p> <p>Investigate the physical geography of the Lake District; climate, vegetation, mountains, rivers and lakes, volcanic impact, glaciation</p> <p><u>Spring Term (Romans)</u></p> <p>Describe and understand key aspects of volcano formation, the process of volcanic eruptions, the different types of volcano and their physical effects on the environment.</p> <p>-Describe how volcanoes form at tectonic plate boundaries.</p> <p>-Correctly label the features of volcanoes and explain how they form.</p> <p>-Dormant, active, extinct.</p> <p>-Know the features of a volcanic</p> | <p><u>Spring term (Viking Voyages)</u></p> <p>-Identify the physical geography of the Lake District region; climate, landscapes, rivers, mountains,</p> <p><u>Summer Term (Beyond the Nile)</u></p> <p>Describe and explain the features of a water cycle</p> <p>-Understand the water cycle as a process from start to end points.</p> | <p><u>Autumn Term (Tudors)</u></p> <p>Describe and explain how some UK settlements have developed and changed over time, and why certain locations are more favourable than others.</p> <p>-Identify the physical geography of the regions of the UK identified</p> <p><u>Summer term (Shang Dynasty)</u></p> <p>Describe and understand the causes, processes and effects of Earthquakes, the different types of Earthquakes and their physical effects on the environment, including a focus study on a particular Earthquake (Yushu earthquake)</p> <p>-Know that an earthquake is caused when two</p> | <p><u>Spring Term (Glorious Greece)</u></p> <p>Describe and understand key aspects of mountain formation.</p> <p>-Know how mountains are formed</p> <p>-Explain one or more ways a mountain can be formed</p> <p>-Identify the physical geography of the Pindus mountain region; climate, plants, animals, soils, mountains, volcanoes, earthquakes, rivers and lakes</p> <p><u>Summer Term (House of Wisdom)</u></p> <p>-Identify the physical geography of the Baghdad region; climate, landscapes, rivers, mountains - this will feed into trade and the movement of resources.</p> |
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| | | | | eruption, including Mt Vesuvius <u>Summer term (Inca Trail)</u> -Identify the physical geography of the Amazon basin region studied; climate and vegetation, plants, animals, soils, inhabitants (biome) rivers. | | plate boundaries move and shake the ground. -Explain that earthquakes happen along plate boundaries -Yushu earthquake was the last major earthquake in China. | |
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| Human Geography | | | | | | | |
| | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Settlements and land use | | Begin to use basic geographical vocabulary to refer to key human features of the local area and the UK <u>Autumn Term (Highfield Explorers)</u> -Name human features within a short walking distance from <u>our school</u> . Fieldwork to carry out observational activities. (Nursery, shops, houses) | <u>Autumn Term (Chorley Explorers)</u> Use basic geographical vocabulary to refer to key human features of the local area and the UK Understand land use of the local area -Know the main differences between city, town and village -Know some of the advantages and disadvantages of | <u>Autumn term (Stones and Bones)</u> -Know how human geography has been influenced by the physical nature of the region; settlement type/ farming, mining and quarrying, tourism, energy/ water supplies, transport links within <u>the Lake District</u> . <u>Spring Term (Romans)</u> | <u>Autumn term (Anglo-Saxon times)</u> Describe, understand and distinguish between key types of settlement and land use. -Know what a settlement is. -Identify important features of a settlement site such as -Explain the main differences between types of settlements. | <u>Summer term (Shang Dynasty)</u> List some negative effects that an earthquake can have on a community - the 2010 Yushu Earthquake in China directly affected children and families: <i>At least 11 schools were destroyed in the earthquake. Over 85% of buildings in Gyegu, mostly of wood-earth</i> | <u>Spring Term (Glorious Greece)</u> Identify the human geography of the Pindus mountain region; settlement size and character, farming, extractive industries, tourism, natural resources, transport links and types. <u>Summer Term (North America Project)</u> -Make comparisons between North and South America. Compare the 'Great |

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| | | <p><u>Summer Term (At the seaside)</u></p> <p>-Know the key human features of a coastal place</p> | <p>living in a city, town or village.</p> <p><u>Spring Term (Monarchs)</u></p> <p>-Recognise identifying characteristics of capital cities; main buildings, tourist attractions</p> | <p>To describe and understand the effect of volcanoes on settlements and land use.</p> <p>-Compare and contrast the effect volcanoes have had on land use. Iceland, Vesuvius, Teide.</p> <p><u>Summer term (Inca Trail)</u></p> <p>-Identify the human geography of the Amazon basin region studied; settlement size and character, farming types, extractive industries, transport links, natural resources, environmental impact - climate change.</p> <p>-Give an example of how humans are having a negative impact on the Amazon and an action that can be taken to help</p> <p>--Define the word indigenous and give an example of how</p> | <p><u>Spring term (Viking Voyages)</u></p> <p>Identify some European cities and settlements</p> <p>-Identify the human geography of the Scandinavian region; Denmark Sweden Norway Iceland, capital cities, types of settlements including buildings there, tourism, transport links</p> | <p><i>construction, were destroyed, leaving hundreds trapped and thousands homeless.</i></p> | <p>Lakes' to the 'Lake District'. Look at Mount St Helens and the eruption in 1980 (retrieval of knowledge from previous learning on volcanoes).</p> |
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| | | | | indigenous peoples use the Amazon's resources. | | | |
| Economic trade and resources | | | | | | <p><u>Spring term (War torn Europe)</u> Use physical and political maps, atlases, globes, Google maps, and Google Earth to locate and describe major imports and exports, including those of the UK.</p> <p>-Know what food the UK produces -Know the term fairtrade and its implications on the lives of so many people -Identify that different foods grow in different biomes and say why. -Explain which food has the most significant negative impact on the environment. -Consider a change people can make to reduce the negative impact of food production.</p> | <p><u>Summer Term (House of Wisdom)</u> Understand global supply chains</p> <p>Understand the highest value exports</p> <p>-Know why industry is important to the world -Know about the issues associated with Brexit -Know the geography of the Silk Road and what was traded on the Silk Road (silk, spices, cotton, ivory, tea, precious metals). -Compare trading along the Silk Road and the Suez Canal. -Understand how the House of Wisdom and Silicon Valley had similar impacts on global trade and distribution of resources.</p> |

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| | | | | | | <div>-Describe the intentions around trading responsibly. -Explain that food imports can be both helpful and harmful.</div> | <div>-Know why the Middle East (in recent times) has become a hub for economic activity - the oil fields and growth of the football trade.</div> |
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Vocabulary - Topic specific

| | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| | Enquiry questions | | | | | | |
| Autumn | Building, Town, Farm, Road, Park, Path, People, Beach, Sea, Lake, River, Desert, Mountain/hill, Countryside, Forest/wood, Weather, Seasons, Map, Local, Place. Globe, Village, City, Shop, Land, House, Motorway language, World, Water, Pond | Highfield explorers What is the geography of our school and local area? local, area, address, road, street, route, plan, map, shop, house, | Chorley Explorers What is my local area like? local area, human, physical, features, map, city, town, village, rivers, hills, landmarks, house, shop, factory, office, compass points, north, south, east, west | Stones and Bones Why do people visit the Lake District and what impact is this having on the environment? climate, vegetation, mountains, rivers and lakes, volcanic impact, glaciation | Anglo-saxon times Why are settlements different? settlement, land use, hamlet, town, village, kingdom | Terrible Tudors What makes the United Kingdom? How has the UK been impacted by human activity? monarch, united, democracy, Brexit, devolved Government, land use, transport, North v South | Britain's got talent Why is Blackpool a popular resort? How does land use affect our local area? tourism, transport links, industrial, revolution, resorts, land use, physical, human, topography |
| Spring | | King of the Castle What are the countries and capital cities of the UK? United Kingdom, Great Britain, England, Northern Ireland, Scotland, Wales, country, capital city, Belfast, Cardiff, Edinburgh, London | Monarchs Where in the world is the UK? countries, capital cities, weather, forecast, symbols, seas, locate, surrounding, continent | All Roads lead to Rome Why do people live near volcanoes? magma, lava, ash, eruption, chamber, crater, tremors, dormant, extinct, active | Viking Voyages What makes a place appealing to tourists? How diverse are the landscapes and places? tourism, diversity, journey, transport links, attractions, human geography | War torn Europe Where does our food come from? biomes, trading, production, trade routes, seasonal | Glorious Greece What impact does a mountain range have on surrounding areas? mountain range, tectonic plates, climatic zones, ridge, fold mountains, physical, islands |
| Summer | | At the Seaside What are similarities and differences between seashores in Blackpool and Sydney? | Save our oceans Why do oceans matter? Should we look after our world? | The Inca Trail What challenges face rainforests today? climate and vegetation, plants, | Beyond the Nile How do rivers affect people's lives and influence human activity? | Great wall of China What has the impact of earthquakes been on China? epicentre, tectonics plates, earth's crust, | House of Wisdom How has the evolution of technology changed global distribution of |

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| | | coast, seaside, cliff, ocean, sea, human, physical, compass points, north, south, east, west, direction, continents, Europe, Sydney, Australia, non european | Ocean, port, harbour, equator, poles, hot, cold, environment, pollution, recycle, marine, continents, non-european, contrasting, compass points, North, East, South, West | animals, soils, inhabitants (biome) rivers.longitude, latitude, deforestation. | river bank, land use, settlement, source, interlocking spurs, Oxbow lake, rapids, delta, meander, flood plain, canyon, mouth, resources | magnitude, disaster, fault line, richter scale, Ring of Fire | resources, wealth and knowledge? trade routes (Silk Road), distribution, wealth, resources, development, technological advances, human geography, Silicon Valley |
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| | Geography Disciplinary Knowledge Progression | | |
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| Investigate Places | KS1 | LKS2 | UKS2 |
| | <ul style="list-style-type: none"> Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. Use aerial images and plan perspectives to recognise landmarks and basic physical features. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Name and locate the world's continents and oceans. | <ul style="list-style-type: none"> 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. Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. | <ul style="list-style-type: none"> Collect and analyse statistics and other information in order to draw clear conclusions about locations. Identify and describe how the physical features affect the human activity within a location. Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways. Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map). Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, |

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| | | <ul style="list-style-type: none"> Name and locate the countries of Europe and identify their main physical and human characteristics. | <p>mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</p> <ul style="list-style-type: none"> Name and locate the countries of North and South America and identify their main physical and human characteristics. |
| Investigate patterns | <ul style="list-style-type: none"> Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country. 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. Identify land use around the school. | <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night). Understand some of the reasons for geographical similarities and differences between countries. Describe how locations around the world are changing and explain some of the reasons for change. Describe geographical diversity across the world. Describe how countries and geographical regions are interconnected and interdependent. |
| Communicate Geographically | <ul style="list-style-type: none"> Use basic geographical vocabulary to refer to: key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. | <p>Describe key aspects of:</p> <ul style="list-style-type: none"> physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle. | <p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. |

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| | <ul style="list-style-type: none"> • key human features, including: city, town, village, factory, farm, house, office and shop. • Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map. • Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1) | <ul style="list-style-type: none"> • human geography, including: settlements and land use. • Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world | <ul style="list-style-type: none"> • human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies. • Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world. • Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land |
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| Year | Vocabulary | | | | |
|------|---|--|--|---|---|
| EYFS | Building, Town, Farm, Road, Park, Path, People, Beach, Sea, Lake, River, Desert, Mountain/hill, Countryside, Forest/wood, Weather, Seasons, Map, Local, Place. Globe, Village, City, Shop, Land, House, Motorway language, World, Water, Pond | | | | |
| KS1 | Factory Farm Office Port Harbour Capital city Country Cliff Coast Ocean Soil Valley Marine Asia | Africa North America South America Antarctica Australia/Oceania Australasia Europe Arctic Southern Pacific Atlantic Indian United Kingdom | Great Britain England Scotland Wales N. Ireland Belfast Cardiff Edinburgh London North/Irish / Celtic Seas English Channel Environment Recycle | Compass points: East, North, South, West Fieldwork Plan Aerial photograph Key symbols Equator Hot /cold Direction Continent Globe | Atlas Address Right /left Patterns Scale Route planner Grid Vegetation Urban Rural Diverse Places Resources Natural and human environments |

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| LKS2 | Region County Economy Trade Energy Landscape Climate Earthquake Volcano Tributary Meander Estuary Source Mouth Water cycle | Geology Minerals Rock types eg. Chalk Slate Granite Sandstorms Tundra Coniferous Deciduous | Forest Mediterranean Mountainous Desert Observe Measure Record Environmental Region Ordnance survey Scale Contours | 4 figure grid reference Land use Equator Hemisphere Food chain Differences Similarities Compare Contrast Condensation | Evaporation Change Effect Formation Latitude Longitude Topographical Services Precipitation Tropics of Capricorn and Cancer Terrestrial |
| UKS2 | Deforestation Derelict Ox bow | Deposition Climate zones Analysis of data and statistics Global warming | Latitude Longitude North / South Hemisphere Tropics of Capricorn and Cancer Time Differences Spatial variation | Vegetation Erosion Deposition Headland Resort Bay Delta Biomes Vegetation belts | Relief Digital Mapping 6 figure grid references Climate change Ordnance survey |

| | Geography Progression | | | |
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| | National Curriculum KS3 | | | |
| | <p>Pupils should consolidate and extend their knowledge of the world's major countries and their physical and human features. They should understand how geographical processes interact to create distinctive human and physical landscapes that change over time. In doing so, they should become aware of increasingly complex geographical systems in the world around them. They should develop greater competence in using geographical knowledge, approaches and concepts [such as models and theories] and geographical skills in analysing and interpreting different data sources. In this way pupils will continue to enrich their locational knowledge and spatial and environmental understanding.</p> | | | |
| | Location knowledge | Place Knowledge | Human and Physical geography | Geographical skills and fieldwork |
| | <ul style="list-style-type: none"> extend their locational knowledge and deepen their spatial awareness of the world's countries, using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities | <ul style="list-style-type: none"> understand geographical similarities, differences and links between places through the study of the human and physical geography of a region in Africa and a region in Asia | <ul style="list-style-type: none"> understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in: physical geography relating to: geological timescales and plate tectonics; rocks, weathering and soils; weather and climate, including the change in climate from the Ice Age to the present; and glaciation, hydrology and coasts human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources | <ul style="list-style-type: none"> build on their knowledge of globes, maps and atlases, and apply and develop this knowledge routinely in the classroom and in the field interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs use Geographical Information Systems (GIS) to view, analyse and interpret places and data use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information |

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| | | | <ul style="list-style-type: none">• understand how human and physical processes interact to influence and change landscapes, environments and the climate; and how human activity relies on the effective functioning of natural systems | |
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