Whole School Progression - GEOGRAPHY

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Curriculum intent statement	Geography provokes and answers questions about the natural and human world in which we live. It develops knowledge of places and environments throughout the world, an understanding of maps, and a range of problem solving and investigative skills both inside and outside the classroom. Geography is the link between the natural and social sciences and helps pupils to understand and solve problems facing the environment and the future state of the planet.

Year 1/2			
Cycle A	Contrasting locality and weather- Science link (seasonal change) - To identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Globes and world maps - To know the 7 continents - To know the 4 countries in the UK -To know the 5 oceans - To know the major capital cities of the UK and its surrounding seas -To identify characteristics of the 4 countries		Our locality with a non-European country -To know the 7 continents - To understand geographical similarities and differences through studying human and physical geography of a small area of the UK and of a small area in a contrasting non-European country
Cycle B		Maps, routes and trails. - To use simple compass directions (North, South, East and West)	Human/physical geography including local environment (Witchford housing) - To use aerial photographs and plan

Completed by: Charlotte Hailstone
Date: March 2019
Reviewed by SH: September 2021

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<td>- To use directional and locational language (near, far, left, right) to describe the location of features and routes on a map
- To devise a simple map
-To use and construct basic symbols in a key</td>
<td>perspectives to recognise landmarks and basic human and physical features,
- To devise a simple map
- To use simple fieldwork and observational skills to study the geography of their school and its ground and the key human and physical features of its surrounding area
- To use basic geographical vocabulary to refer to key physical features (beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather) and human features (city, town, village, factory, farm, house, office, port, harbour and shop)</td>
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<td>*Link with ICT programming-Directions, maps and plan*</td>
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Year 3/4			
Cycle A	Ancient Egypt - to locate the world's countries, - to concentrate on the key physical and human characteristics, countries and major cities.	Burwell as a settlement- Anglo Saxons and Vikings -To name and locate counties and cities of the UK, geographical regions, - To identify human and physical characteristics, - To know land use patterns and understand how some of these aspects have changed. - To use field work to observe, measure, record and present the human and physical features Year 3 topic- Europe (map skills) - To use maps, atlases, globes and digital /computer mapping to locate countries and describe features studied, - To understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region of a European country	
Cycle B	Contrasting locality- The Amazon - To use maps, atlases, globes and digital/computer mapping to locate countries - To locate the world's countries including the location of South America, - To know their environmental regions, key physical and human characteristics - To know their countries and major cities, - To understand the geographical similarities and differences through the study of human and physical geography of a region of the UK and a region within South America	Burwell as a settlement- Anglo Saxons -To name and locate counties and cities of the UK, geographical regions, - To identify their human and physical characteristics, - To know land use patterns and understand how some of these aspects have changed. Year 3 topic- Europe (map skills)	The Romans – link with history - to locate the worlds countries, - to compare a European region with the UK

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Year 5/6			
Cycle A	Ravenstor and Mountains, Coasts and Rivers - To use the eight points of a compass, - To use four and six figure grid references, symbols and key, - To use Ordnance Survey maps to build knowledge of the UK - To identify key topographical features including hills, mountains coasts and rivers Year 5 topic- The Water Cycle - To describe and understand the key aspects of how the water cycle works,	Ancient Greeks - To locate the world's countries using maps to focus on Europe, - To identify human and physical characteristics, - To understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a European country	The Fens (history link) - To understand land use and economic activity and changes over time, - To describe the key physical and human features,
Cycle B	Ravenstor - To use the eight points of a compass, - To use four and six figure grid references, symbols and key, - To use Ordnance Survey maps to build knowledge of the UK, - To describe and understand key aspects of rivers Year 5- the water cycle - to describe and understand the key aspects of the water cycle		Ecology - To describe and understand key aspects of human geography including: - Types of settlements and land use - Economic activity (trade links) - Distribution of natural resources (energy, food, minerals and water) - Fair trade *Art link- sculptures made from 'found' objects* The World at Large - To identify the position and significance of longitude, latitude, 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

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		night) – *Maths and science link*

Ongoing skills covered by each year group	Exploring continents, countries and ocens.
	Comparing geographical similarities and differences.
	Using vocabularly related to human and physical geography.
	Using maps, atalases, globes and digital mapping.
	Exploring compass points.

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