

**PSM Geography Curriculum Progression Model**

<b><u>Units of learning</u></b>	<b>EYFS Nursery</b>	<b>EYFS Foundation</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<p><b>Substantive Knowledge</b></p> <p><b>Locational Knowledge</b></p>	<p><b>Autumn 1</b> <b>My World - Your World</b> <b>People Places, Community - Geography</b></p> <p>Homes. Simple maps and routes of local area. Develop their sense of responsibility and membership of a community</p> <p><b>Summer 2</b> <b>Ticket to Ride</b> <b>People Places, Community - Geography</b></p> <p>Know that there are different countries in the world and talk about differences Continue to develop positive attitudes about the differences between people Begin to understand the need to respect and care for the natural environment and all living things.</p>	<p><b>Autumn 1</b> <b>Magical Me</b></p> <p>Simple maps and routes of local area. Take photos and make maps of local area.</p> <p>Look at the different types of building in the local area.</p> <p><b>Rec</b></p> <ul style="list-style-type: none"> <li>• Talk about members of their immediate family and community.</li> <li>• Name and describe people who are familiar to them.</li> <li>• Understand that some places are special to members of their community.</li> </ul> <p><b>Spring 1</b> <b>Once Upon a Time</b></p> <p>Creating a story map of the route the wolf took.</p> <p><b>Rec</b></p> <ul style="list-style-type: none"> <li>• Talk about members of their immediate family and community.</li> <li>• Name and describe people who are familiar to them.</li> <li>• Understand that some places are special to members of their community.</li> </ul> <p><b>Spring 2</b> <b>Animal Cracker</b></p> <p>Exploring hot and cold environments (Antarctica and</p>	<p><b>United Kingdom (Oddizzi)</b></p> <p>Locate on a map the four countries of the United Kingdom. Identify the four capital cities and surrounding seas of the United Kingdom. Explain the differences between human and physical features. Describe the human and physical features of one of the UK's capital cities. Check my understanding of the United Kingdom. Share my understanding of the UK.</p> <p><b>Continents and Oceans (Oddizzi)</b> <b>United Kingdom (Oddizzi)</b></p> <p>Understand where I am in the world. Locate on a map the seven continents. Locate on a map the oceans that link the continents. Describe where different continents are located. Spot the physical and human features of a continent. Spot the physical and human features of a continent. Share my understanding of a continent.</p>	<p><b>Hot and Cold Places (Oddizzi)</b></p> <p>Identify hot and cold places and locate them on a map.</p>	<p><b>The United Kingdom (Oddizzi)</b></p> <p>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</p> <p><b>A Region in the UK – Ribble Valley</b></p> <p>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</p>	<p><b>Rivers</b></p> <p>Name and locate key topographical features of the UK (including rivers) and land-use patterns</p> <p><b>Climate Zones</b></p> <p>identify the position and significance of latitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn and Arctic and Antarctic Circle</p>	<p><b>Global Trade (NGA)</b></p> <p>locate the world's countries, using maps concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p><b>Lines of significance</b></p> <p>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> <p><b>European Region - Greece</b></p> <p>locate Europe's countries, their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>understand geographical similarities and differences through the study of human and physical geography of a region in a European country</p>	<p><b>Mountains (Oddizzi)</b></p> <p>name and locate key topographical features of the UK (including mountains)</p> <p><b>Amazon (Oddizzi)</b></p> <p>locate the world's countries, using maps to focus on South America, concentrating on its environmental regions, key physical and human characteristics, countries and cities</p> <p>identify the position and significance of the Equator</p>

		<p>where we live) – similarities and differences.</p> <p>Look at the world globe – locate Antarctica and England.</p> <p><b>Rec</b></p> <ul style="list-style-type: none"> <li>• Draw information from a simple map.</li> </ul> <p><b>Summer 1</b> <b>What's in the Woods?</b> Field work- journey stick of the local area, emotion area (Stick Man)</p> <p>Look at world map and where do bears come from (We're going on a bear hunt)</p> <p><b>Rec</b></p> <ul style="list-style-type: none"> <li>• Recognise some similarities and differences between life in this country and life in other countries.</li> <li>• Draw information from a simple map.</li> </ul> <p><b>ELG</b> –</p> <ul style="list-style-type: none"> <li>• Explain some similarities and differences between life in this country and life in other countries drawing on knowledge from stories, non-fiction texts and maps.</li> <li>• 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.</li> </ul>							
<b>Disciplinary Knowledge</b>			<p><b>United Kingdom (Oddizzi)</b></p> <p>use world maps, atlases</p>						

<p><b>Locational Knowledge</b></p>			<p>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 aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</p> <p><b><u>Continents and Oceans (Oddizzi)</u></b></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>Locational and directional language [for example, near and far; left and right], to describe the location of features</p> <p>use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</p>					
<p><b>Substantive Knowledge</b></p> <p><b>Fieldwork</b></p>			<p><b><u>Compass Points (Oddizzi)</u></b></p> <p>Identifying what a compass is and naming the four points of a compass.</p> <p>Identifying the eight points of a compass for directions.</p> <p><b><u>Fieldwork (PSM Capital: Child-Led Enquiry)</u></b></p> <p>Use observational skills to study the local park, its grounds, human and</p>	<p><b><u>Fieldwork (PSM Capital: Child-Led Enquiry)</u></b></p> <p>Use observational skills to study the school, its grounds, human and physical features.</p>	<p><b><u>Fieldwork (PSM Capital: Child-Led Enquiry)</u></b></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>		<p><b><u>European Region - Greece</u></b></p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p><b><u>Mountains</u></b></p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p><b><u>Amazon</u></b></p> <p>- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>

			physical features.						
<b>Disciplinary Knowledge</b>									
<b>Fieldwork</b>			<p><b>Compass Points (Oddizzi)</b></p> <p>Use the four points of a compass for directions.</p> <p>Use the eight points of a compass for directions.</p> <p><b>Fieldwork (PSM Capital: Child-Led Enquiry)</b></p> <p>use simple fieldwork and observational skills to study the geography of their school and its grounds (the park) and the key human and physical features of its surrounding environment.</p> <p>use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map</p>	<p><b>Fieldwork (PSM Capital: Child-Led Enquiry)</b></p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds Explore Zambia's physical and human features and locate it.and the key human and physical features of its surrounding environment.</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><b>Earthquakes (Oddizzi)</b></p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p><b>The United Kingdom</b></p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p><b>A Region of the UK</b></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>	<p><b>Reduce, Reuse, Recycle</b></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> <p><b>Rivers (Oddizzi)</b></p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p><b>Compass Points (Oddizzi)</b></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 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><b>Fieldwork (PSM Capital) Preston Guild Hall</b></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> <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>	
<b>Substantive Knowledge</b>									
<b>Human and Physical Geography</b>				<p><b>Hot and Cold Places (Oddizzi)</b></p> <p>Identify hot and cold places and locate them on a map.</p> <p>Recognise the features of a hot and a cold place.</p> <p>Explore a hot or cold place.</p> <p>Identify the animals that live in hot and cold places and recognise how they adapt.</p> <p>Describe an animal that lives in a hot or cold place.</p> <p>Compare a pack list for a trip to a hot place with a list for a cold place.</p> <p>Describe what I would see in a hot or cold place</p> <p><b>Weather (Oddizzi)</b></p> <p>identify seasonal and daily</p>	<p><b>Earthquakes (Oddizzi)</b></p> <p>Describe and understand key aspects of human and physical Geography including earthquakes.</p> <p>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</p> <p><b>A Region of the UK – Ribble Valley</b></p> <p>Describe and understand key aspects of:</p>	<p><b>Earthquakes (Oddizzi)</b></p> <p>Describe and understand key aspects of: physical geography, including: rivers and the water cycle</p> <p>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</p> <p><b>Climate Zones</b></p> <p>describe and understand key aspects of: physical geography,</p>	<p><b>Rivers (Oddizzi)</b></p> <p>describe and understand key aspects of physical geography, including: rivers and the water cycle</p> <p>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</p> <p><b>Global Trade (NGA)</b></p>	<p><b>European Region - Spain</b></p> <p>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</p> <p>describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p>	<p><b>Mountains</b></p> <p>describe and understand key aspects of physical geography, including: mountains</p> <p>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</p>

				<p>weather patterns in the United Kingdom</p> <p>Review our weather diary and reflect on the impact the weather has on our activities.</p>	<p>physical geography, including: vegetation belts, rivers, mountains.</p> <p>human geography, including: types of settlement and land use, economic activity and the distribution of natural resources including energy, food, minerals and water.</p>	<p>including: climate zones</p>	<p>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</p>	
<p><b>Disciplinary Knowledge</b></p> <p><b>Human and Physical Geography</b></p>				<p><b><u>Hot and Cold Places (Oddizzi)</u></b></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><b><u>Weather (Oddizzi)</u></b></p> <p>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><b>Substantive Knowledge</b></p> <p><b>Place Knowledge</b></p>				<p><b><u>Zambia contrasting non - European Country (Oddizzi/PSM Capital)</u></b></p> <p>Explore T&amp;T physical and human features and locate it.</p> <p>Locate the village of _____ and share what I would like to learn about it.</p> <p>Compare how the people use the River and the coast with the ways in which we use rivers near us.</p> <p>Find out about food in Zambia</p> <p>Use photographs and information texts to help imagine what daily life in</p>	<p><b><u>A Region in the UK – Ribble Valley</u></b></p> <p>A region of the United Kingdom.</p>	<p><b><u>Reduce, Reuse, Recycle</u></b></p> <p>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</p>	<p><b><u>European Region - Greece</u></b></p> <p>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</p>	<p><b><u>Amazon - South America Oddizzi</u></b></p> <p>understand geographical similarities and differences through the study of the human and physical geography of a region of the UK and a region within South America</p>

				Zambia might be like. Understand geographical similarities and differences through studying the human and physical geography of a contrasting non-European country - 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 - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop				
<b>Disciplinary Knowledge</b>				Use world maps, atlases and globes to identify countries, continents and oceans studied at this key stage				
<b>Place Knowledge</b>								
<b>Vocabulary</b>	Introduce vocabulary to enable children to talk about observations and ask questions. Use appropriate words e.g house, shop, town, village, road, left, right, forwards, backwards, path etc.	Introduce vocabulary to enable children to talk about observations and ask questions. Use appropriate words e.g house, shop, town, village, road, left, right, forwards, backwards, path etc.  Encourage words to express opinion for example: busy/quiet	<u>Continents and Oceans</u> atlas continent globe human ocean physical east hemisphere north south South Pole west names of the continents names of the oceans  <u>United Kingdom</u> England Ireland Scotland Wales Ben Nevis English Channel Europe Ireland Irish Sea North Sea	<u>Hot and Cold</u> Amazon Rainforest Atacama Desert Canada Norway Russia Sahara Desert adapt desert habitat iceberg rainforest savanna Antarctic Circle Arctic Circle The Equator North Pole South Pole  <u>Weather</u> Antarctica Earth My school rain season snow sunshine	<u>Earthquakes</u> aftershock, epicentre avalanche, earthquake, fault damage natural hazard, fault line, pressure, tsunami plate boundary, emergency Richter scale aid evacuate recover relief search and rescue team shelter Ring of Fire  <u>United Kingdom</u> Great Britain Greater London London Array North Sea UK – the main cities, counties and regions coastline development economy energy source	<u>Reduce, Reuse, Recycle</u>  reduce reuse recycle waste landfill biodegradable environment pollution natural resources decompose  <u>Rivers</u>  confluence flood plain meander mouth source tributary altitude estuary lower course middle course upper course drainage	<u>Global Trade</u> global trade goods products supply chain manufactured raw materials fairtrade consumers  <u>Lines of significance and direction</u> Equator hemisphere latitude longitude time zones four figure six figure reference ordnance survey map grid reference location	<u>Mountains</u> Ben Nevis Himalayas Mount Snowdon Pacific Ring of Fire Scafell Pike Slieve Donard alpine avalanche landform slope summit valley altitude height above sea level map index map reference scale bar dome mountains fault-block mountains fold mountains  <u>Amazon</u> Amazon Basin Bolivia Brazil Ecuador

			<p>My town or local area city country river sea town village across northern</p> <p><b>Map Work</b> compass N/S/E/W NE/SE/SW/SE points left right near far behind infront navigation</p> <p><b>Fieldwork</b> Key Map Symbol Aerial view Atlas Compass Landmark Map Birds eye view</p>	<p>temperature wind Arctic inside outside polar weather forecast</p> <p><b>Zambia contrasting non - European Country</b> Africa Lusaka River Zambezi Southern Africa Victoria Falls Zambia crop farm flood market waterfall wildlife eastern northern southern western population</p> <p><b>Fieldwork</b> Key Map Symbol Aerial view Atlas Compass Landmark Map Birds eye view</p>	<p>industry landmark sustainable development offshore onshore scale bar</p> <p><b>A Region in the UK – Ribble Valley</b> Region, United kingdom, Ribble Valley, physical features, human features, landscape, climate, vegetation, mountains, rivers, lakes, settlement type, farming, tourism, energy, water supplies, transport links</p> <p><b>Fieldwork</b> grid references observe measure record Key Map Symbol Aerial view Atlas Compass Landmark Map Birds eye view settlement Preston city market</p>	<p>erosion flood management irrigation water cycle water cycle, evaporation, transpiration, condensation, precipitation, solid, liquid, gas, and runoff</p> <p><b>Climate Zones</b> axis meteorologist orbit precipitation (KS1 snow, rain) temperature weather station Equator latitude map index Northern Hemisphere North Pole Southern Hemisphere South Pole arid mediterranean temperate tropical polar</p> <p><b>Fieldwork</b> grid references observe measure record Key Map Symbol Aerial view Atlas Compass</p>	<p><b>European Region - Greece</b> European Union Germany Greece Mediterranean Sea currency migrant retail service industry tourism vegetation belt easterly northerly southerly westerly border population</p> <p><b>Fieldwork</b> Maps atlases globes digital/computer mapping, eight points of a compass, four and six-figure grid references symbols key Ordnance Survey maps, observe measure record sketch maps plans and graphs</p>	<p>Peru Venezuela agriculture ecosystem food chain humidity river basin volume equatorial International Date Line longitude Prime Meridian Tropic of Capricorn Western Hemisphere</p> <p><b>Fieldwork</b> Preston Maps atlases globes digital/computer mapping, eight points of a compass, four and six-figure grid references symbols key Ordnance Survey maps, observe measure record sketch maps plans and graphs</p>
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