

Autumn Term ■ Spring Term ■ Summer Term ■

A Reception Geographer	Year 1 Geography	Year 2 Geography
<p><b>The Natural World</b></p> <ul style="list-style-type: none"> <li>Explore the natural world around them, making observations and drawing pictures of animals and plants.</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> <li>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>	<p><b>'Poles Apart'/Toys</b> Autumn Identify hot and cold places (including North and South Pole) What are polar regions? What is the relationship between climate and habitat? Where are the hottest places on the planet? Where is the equator? What are deserts like?</p> <p><b>Local Area</b>- Talk – Spring What is the difference between a village, town and city? Compare villages with cities. How are they different? What human features does each have? Use the following vocabulary: office, farm, factory, village, town, city, shop and house. Photograph a teddy in different locations within the local area, using positional language to explain. Study the school grounds and the immediate locality through fieldwork. Draw a simple map of the school grounds (could be 3D) and a map of the immediate local area. Locate the nearest town and the location of the school. Where is our school? What is it like? How could we make it better? How do we get to school? (produce graphs) What are the safest routes for walking? Use Google earth to identify features of the local area and cities. What human and physical features can you see?</p> <p><b>London's Calling</b> – Summer Pupils will be introduced to the four countries of the United Kingdom and use maps and atlases to locate their capital cities. What are the famous landmarks of the different capital cities? Can you locate them using aerial photographs? Use compass points to explain where they are in relation to one another? What is London like? Where does the River Thames flow? What is the river used for? How was it used in the past? Discuss advantages and disadvantages of living in a city (Town Mouse and Country Mouse)</p> <p><b>Resources:</b> <b>Teaching Primary Geography</b> – Continents and Oceans; United Kingdom; Our School; Where We Live; Villages, Towns and Cities; Hot and Cold Places <b>Twinkl</b> – Our Local Area; Our School; Our Country</p> <p><b>History:</b> events beyond living memory that are significant nationally or globally</p> <p>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>significant historical events, people and places in their own locality.</p>	<p><b>My Island Home</b> – Autumn Using maps, atlases, Google Earth and photographs, investigate the human and physical features of the four countries of the UK, identifying mountains and rivers. Where are the UK's highest mountains? Where do different rivers start (source) and which seas do they flow into? Looking more closely at coasts, develop an understanding of cliffs, coasts, ports and harbours. Why are they located here?</p> <p><b>Awesome Africa</b> – Spring Compare a small area of UK (e.g. local area) with a small area of a non-contrasting non-European country (e.g. Kenya), looking at physical and human features of both localities. What is life like in Kenya? Locate Kenya. How would you travel to Kenya? What is it famous for? Identify the similarities and differences between the day in a life of child in both locations. Find out about daily weather patterns (including rainfall) and climate in chosen locations. Why is this different? What causes this? Data collection and fieldwork compare with Kidsgrove rainfall.</p> <p><b>Explorers</b> – Summer (Armstrong and Columbus) Explore the respective journeys of Columbus and Armstrong. Explore the continents and the oceans through routes and journeys taken by different explorers. Revisit the equator and the North and South Poles in relation to journeys.</p> <p><b>Resources:</b> <b>Teaching Primary Geography</b> – Learning About Sri Lanka (Kenya); Mountains, Rivers and Coasts; Routes and Journeys; Weather and Seasons <b>Twinkl</b> – Sensational Safari; Beside the Seaside; Magical Mapping</p> <p><b>History:</b> events beyond living memory that are significant nationally or globally</p> <p>the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods (for example, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell)</p> <p>significant historical events, people and places in their own locality.</p>



# Geography Progression

Locational Knowledge		
Reception	Year 1 Geography	Year 2 Geography
<ul style="list-style-type: none"> <li>Know they live on Earth</li> <li>Identify the country and town/city where they live</li> <li>What road is their school on</li> <li>The street they live on</li> <li>Make simple observations</li> <li>Sketching and drawing to record what they see</li> </ul>	<ul style="list-style-type: none"> <li>Identify the <b>equator, North and South Poles</b> on an atlas and globe.</li> <li>I can name, locate and identify characteristics of the <b>four countries in the United Kingdom</b> and locate them on a map and their <b>capital cities</b>.</li> <li>I can locate the United Kingdom's surrounding seas</li> </ul>	<ul style="list-style-type: none"> <li>Identify the characteristics of the four countries and capital cities.</li> <li>Identify the <b>equator, North and South Poles</b> on an atlas and globe.</li> <li>Name and locate the <b>continents</b> of the world.</li> <li>Name and locate the world's <b>oceans</b> on a map, locate the United Kingdom's surrounding seas</li> </ul>
Place Knowledge		
<ul style="list-style-type: none"> <li>Identify features of the school grounds</li> <li>Identify features of a local area nearby</li> <li>Identify what is natural and man-made</li> <li>Use role play /stories/photos to support their knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Understand the geography of the local area, identifying physical and human features.</li> </ul>	<ul style="list-style-type: none"> <li>Understand the 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.</li> </ul>
Human and Physical Geography		
<ul style="list-style-type: none"> <li>Understand the effect of the changing seasons</li> <li>Identify man-made and natural objects around them</li> <li>Know how to dress in the different seasons</li> </ul>	<ul style="list-style-type: none"> <li>Explain how the weather changes throughout the year (and day) and name the seasons. (Science)</li> <li>Keep a weather chart and answer questions about the weather.</li> <li>Identify hot and cold areas of the world in relation to the equator and the North and South Poles. (Science)</li> <li>Uses, understands and explains the following vocabulary: factory, farm, house, village, town, city, shop, season, weather, office, sea</li> </ul>	<ul style="list-style-type: none"> <li>Identify human and physical features of a small area of the UK and a small area of a non-European country.</li> <li>Uses, understands and explains the following vocabulary.</li> <li>Explain how the weather changes throughout the year (and day) and name the seasons.</li> <li>Keep a weather chart and answer questions about the weather.</li> </ul>
Geographical Skills		
<ul style="list-style-type: none"> <li>Simple map-making – using key vocabulary roads, school, park etc</li> <li>Draw simple maps from memory</li> <li>Talk about things they see in photos and aerial maps</li> <li>Explain what do some simple map symbols mean</li> <li>They talk about the features of their own immediate environment and how environments might vary from one to another.</li> <li>They make observations of animals and plants and explain why some things occur and talk about changes.</li> </ul>	<ul style="list-style-type: none"> <li>Know and use the four main compass directions (North, South, East, West) and use simple directional language.</li> <li>Use world maps, atlases and globes to identify the United Kingdom and its countries and seas</li> <li>Devise a simple map with symbols in a key (school grounds/local area)</li> <li>Use aerial photographs to recognise landmarks and basic human and physical features.</li> </ul>	<ul style="list-style-type: none"> <li>Use directional language and the four compass points to locate features and routes on a map.</li> <li>Use world maps, atlases and globes to identify parts of the United Kingdom, continents and oceans</li> <li>Use aerial photographs to recognise landmarks and basic human and physical features.</li> <li>Use world maps, atlases and globes to identify the United Kingdom, the continents and oceans.</li> </ul>
Fieldwork		
<ul style="list-style-type: none"> <li>Take pictures/draw pictures of man-made and natural objects in the local area</li> <li>Draw basic information from a map</li> <li>Use age-appropriate number skills to count objects linked to geography</li> </ul>	<ul style="list-style-type: none"> <li>Identify, through fieldwork, the key human and physical features of the school grounds and the surrounding environment.</li> <li>Make first-hand observations about my locality.</li> <li>Collect simple data about the local areas (e.g. traffic survey, types of houses)</li> </ul>	<ul style="list-style-type: none"> <li>Make first-hand observations about my locality.</li> <li>Collect simple data about the local areas (e.g. types of houses)</li> </ul>



Year 3 Geography	Year 4 Geography	Year 5 Geography	Year 6 Geography
<p><b>Rainforest and other biomes</b> – Autumn <i>'I'm in the Rainforest Get Me Out of Here!'</i> Use and explain the term 'climate zones'. Identifying climate zones across the world. Use digital satellite maps to investigate the location of different biomes (e.g. tundra, grassland, desert etc.) Make comparisons between different biomes (e.g. The Rainforest and the Antarctica – polar desert) Study life in the Australia (including the rainforest) through primary sources (e.g. photographs) – making comparisons to life in the UK.</p> <p><b>Stone Cold Stone Age</b> – Spring Explain why the Stone Age and Iron Age settlers choose to settle where they did. How did they use the land? (land use) How did land use and settlement change from Stone Age to Iron Age? <i>Fieldwork - Stone Age/Iron Age settlements</i></p> <p><b>Ancient Egypt</b> – Summer <i>'Tomb Raiders'</i> Locate the River Nile, finding out about its source and its journey to the sea through other African countries using digital maps and atlases. Investigate how the Egyptian's used the river to trade and for transport. How has land use in this area changed over time?</p> <p><b>Resources:</b> RGS.org – <a href="https://www.rgs.org/all/?categories=Keystage2">https://www.rgs.org/all/?categories=Keystage2</a> Australia Twinkl – Rainforests; Somewhere to Settle <b>Teaching Primary Geography</b> – Biomes and Vegetation Belts; Europe</p> <p><b>History:</b></p> <ul style="list-style-type: none"> <li>• <i>changes in Britain from the Stone Age to the Iron Age</i></li> <li>• <i>Ancient Greece – a study of Greek life and achievements and their influence on the western world</i></li> </ul>	<p><b>Europe, including Greeks</b> – Autumn <i>'My Big Fat Greek Project'</i> Compare a region of the UK with a region of Europe (Greece), looking at similarities and differences between human and physical features. Investigate the countries of Europe (including Russia) and their capital cities, focusing after on Southern Europe. Find a country with...two coastlines,...landlocked, ...borders shared with two other countries etc. Investigate the topography of Greece. How did this affect how the ancient Greeks traded?</p> <p><b>Local Area (then and now)</b> – Spring <i>'Potty about the Potteries'</i> Use Ordnance Survey maps to locate different features of the local area. Learn about the meaning of different symbols, linking to local area. Investigate the local area through digital maps, identifying human and physical features. Use fieldwork to identify different land use patterns in the immediate local area (e.g. residential, retail etc.) Create an aerial map of the school. Create maps of the local area, labelling features. Use the eight points of a compass to plan a route from home (or a place within the local area) to school. Use digital maps to investigate how the local area has changed over time, including land use (e.g. mining). <i>Fieldwork - Visit to local mine e.g. (Apedale)</i></p> <p><b>The Mediterranean</b> – Summer <i>'Made in the Mediterranean'</i> Investigate the different regions of the UK, relating this to Roman settlement. Compare an area of the UK with an area of Europe (e.g. Bologna) Use the Roman Empire as an opportunity to locate and name the countries of Europe. Identify the features of volcanoes, including their location in Italy. How did volcanoes impact on land use (e.g. fertile soil) Answer the question: would you live near a volcano? <i>Fieldwork – Chester visit</i></p> <p><b>Resources:</b> RGS.org – <a href="https://www.rgs.org/all/?categories=Keystage2">https://www.rgs.org/all/?categories=Keystage2</a> <i>The Mediterranean (including Italy)</i> <b>Teaching Primary Geography</b> – UK Regions; Europe, Volcanoes</p> <p><b>History:</b></p> <ul style="list-style-type: none"> <li>• <i>the Roman Empire and its impact on Britain</i></li> <li>• <i>a local history study</i></li> </ul>	<p><b>The UK</b> – Raging Rivers, water – Autumn <i>'Raging Rivers'</i> In-depth study of the Lake District using primary sources (e.g. OS maps, digital maps, photographs etc.), to identify human and physical features, including topographical features. Use OS maps and atlases to locate rivers, and their processes and features. Track a river through the local area and use maps to trace a river from source to sea. How has river use changed over time? Learn about the water cycle and investigate the conservation of water and pollution. <i>Fieldwork – River Study</i></p> <p><b>Vikings and Saxons</b> – Spring <i>'Let the Battle Commence'</i> Why did the Saxons settle where they did? Use atlases to locate features of the UK, including naming the major counties of the UK and counties local to Staffordshire. Name and locate the countries and capital cities of Northern Europe, including Scandinavia. Investigate settlements through a place name investigation (e.g. by = Viking settlement)</p> <p><b>Central America/Mayans study</b> – Summer <i>'Mesmerising Maya and the Americas'</i> Use as an opportunity to locate the countries of North America, focusing on Central America. Human and physical characteristics, environmental regions, use of natural resources Mayans – How did physical processes affect the Mayans? (e.g. flooding, farming, drought)</p> <p><b>Resources:</b> RGS.org – <a href="https://www.rgs.org/all/?categories=Keystage2">https://www.rgs.org/all/?categories=Keystage2</a></p> <p>Twinkl - The UK; Water; Raging Rivers <b>Teaching Primary Geography</b> – UK Cities and Counties; Lake District; Water and the Water Cycle; North America</p> <p><b>History:</b></p> <ul style="list-style-type: none"> <li>• <i>Britain's settlement by Anglo-Saxons and Scots</i></li> <li>• <i>the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</i></li> <li>• <i>a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</i></li> </ul>	<p><b>WW2</b> – Autumn <i>'War Child'</i> Use as an opportunity to recap and secure an understanding of the European countries, including Russia, through studying Nazi occupation. How did the geography of the UK affect our involvement in WW2? (defences, seas)</p> <p><b>Trade and Economic Activity</b> – Spring Victorian trade/land use (Quarry Bank Mill) Learn about the industrial revolution and Victorian children in History. How were natural resources used by the Victorians? How is Victorian trade different to the UK's current trade? Discover where food comes from now. Discuss and debate fair trade. Generate solutions and promote ethically-sound trade.</p> <p><b>Extreme Earth (Study of South America)</b> – Summer Use maps, globes and Google Earth to identify the continent of South America. Locate counties and identify climate zones and vegetation belts within this continent. Identify major cities and consider how they differ. Compare two contrasting regions of South America. Using photographs, make connections between UK and South America. Locate mountains, rivers and oceans. Compare mountainous area of South America to Snowdon. Use OS maps to study Snowdon, including the use of contours. Relate earth's plates to earthquake and volcano zones. Use lines of latitude and longitude to locate volcanoes.</p> <p><b>Resources:</b> RGS.org – <a href="https://www.rgs.org/all/?categories=Keystage2">https://www.rgs.org/all/?categories=Keystage2</a> <i>Global Trade; Mountains, Earthquakes and Volcanoes; The United States of America</i> Twinkl – Magnificent Mountains; Enough for Everyone; The Amazing Americas; Trade and Economics <b>Teaching Primary Geography</b> – The Shape of the Land; Earthquakes and Tsunamis; Settlement and Migration, Natural Resources</p> <p><b>History:</b></p> <ul style="list-style-type: none"> <li>• <i>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</i></li> </ul>



# Geography Progression

	<p>•the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</p>		
<p><b>Locational Knowledge</b></p> <p>NC: 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>NC: 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</p> <p><b>Introducing Europe (locating countries, including Russia)</b> Locate the countries Identify key environmental regions Locate major mountains (e.g. The Alps) Key physical and human characteristics Major cities</p> <p>Understand the Northern and Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle</p>	<p>NC: 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>NC: 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</p> <p><b>Focusing on Europe (Mediterranean)</b> Locate the countries on maps Identify key environmental regions Key physical and human characteristics Major cities</p> <p>Locate Staffordshire, surrounding counties and the local area (village, towns and cities)</p>	<p>NC: 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>NC: 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</p> <p><b>Focusing on North America (Central America):</b> Locate the countries Identify key environmental regions Key physical and human characteristics Major cities</p> <p><b>Focusing on United Kingdom</b> Locate the counties Major cities Identify the key topographical features (hills, mountains, coasts and rivers) Identify land use patterns</p> <p>Understand time zones (including day and night), Prime/Greenwich meridian (Science)</p>	<p>NC: 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>NC: 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</p> <p><b>Focusing on South America:</b> Locate the countries Identify key environmental regions Key physical and human characteristics Major cities</p> <p>Identify and understand the significance of latitude and longitude</p> <p>Recap European countries through WW2 study.</p>
<p><b>Place Knowledge</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, and a region within North or South America.</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, and a region within North or South America.</p>	<p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (Lake District), a region in a European country, and a region within North America or South America.</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, and a region within North or South America.</p>
<p><b>Human and Physical Geography</b></p> <p>Describe and understand key aspects of:</p> <p>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</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>Describe and understand key aspects of:</p> <p>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</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>Describe and understand key aspects of:</p> <p>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</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>Describe and understand key aspects of:</p> <p>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</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>

# Geography Progression

Geographical Skills (including mapping)			
<p>Use 4 compass points to follow/give directions Begin to use 8 compass points</p> <p>Use letter/no. co-ordinates to locate features on a map.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Begin to recognise Ordnance Survey symbols</p> <p>I can locate photos of features on maps.</p>	<p>Use four figure grid references, symbols and keys (including OS maps)</p> <p>Use 8 compass points confidently</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Estimate distance using a scale bar</p> <p>Make a map of a short route with features in the correct order. Make a map of a small area.</p> <p>Recognise contours on a map</p>	<p>Begin to use six figure grid references, symbols and keys (including OS maps)</p> <p>Use 8 compass points confidently</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Use a scale on a map to measure (e.g. length of a river)</p> <p>Use and name some Ordnance Survey symbols</p> <p>Draw sketch maps of an area using symbols and a key.</p>	<p>Use six figure grid references, symbols and keys (including OS maps)</p> <p>Use and name many Ordnance Survey symbols</p> <p>Use 8 compass points confidently and accurately;</p> <p>Use 6 figure grid refs; use latitude and longitude on atlas maps.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Understand and use contours to describe height</p> <p>Draw sketch maps of an area using symbols, a key and scale.</p>
Fieldwork			
<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 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 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 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>