A close up of a logo

Description automatically generatedGeography **at West Kidlington Primary School and Nursery 2023-2024: Curriculum Progression**

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|  | **EYFS** | **Year 1/2** | **Year 3/4** | **Year 5/6** |
| **Place,** including place knowledge, a ‘sense of place’, how places compare and contrast with each other, the distinctive human and physical features of places. | | * Talks about who is in their family and who lives in my house. * Make a treasure map. * Look up where they live on a map. * Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. * Can talk about some of the things they have observed such as plants, animals, natural and found objects. * Children know about similarities and differences in relation to place, objects, material and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes. | * the main nations and features of the UK (Place), including their locations (Space)and related key vocabulary. * the location (Space) and features (Place) of the local area. * observe, record, discuss and ask questions about the main features of the local area, based on direct experience; (Place). * the location (Space) and features of a contrasting locality in Zambia, comparing and contrasting it with their local area (Place) and situating it within. * use appropriate vocabulary for continents and oceans (Space), for hot and cold regions (Environment) and when describing and comparing a contrasting locality in Zambia with their local area; (Place). | * the location and human/physical features of Rio de Janeiro and South-East Brazil, as a region in The Americas, comparing and contrasting this region with places previously studied; (Place) * interpret maps and aerial views of the Americas, South-East Brazil and Rio de Janeiro at a variety of scales, discussing and asking questions about their main features, and comparing these with places previously studied; (Place) * use appropriate vocabulary when describing the Americas, South-East Brazil and Rio de Janeiro (Place) and comparing them with other places; when describing climate zones and human processes (Environment); and when describing place locations and map features (e.g. the Equator, the tropics, the world’s hemispheres) (Space). * the location (Space) and principal features (Place) of the Amazon, situating it within the globe and the South American continent (Space) and comparing and contrasting it with South-East Brazil; (Place) * interpret a range of maps and aerial views of the Amazon and apply this information to their understanding of it; (Place) * use appropriate vocabulary when describing the Amazon; rainforest and other biomes; rivers and river features (Environment); and place locations. (Place) | * the location (Space) and principal features (Place) of the region around Athens, when seen at a range of scales, from the global to the immediately local; * ways in which the location and distinctive features of Greece and the Athens region (including everyday life) compare and contrast with those of other places studied; (Place) * interpret a range of maps and aerial views of Athens, Greece and the Mediterranean region and apply this information to their understanding of it (e.g. when arguing the case for tourism in the Mediterranean); (Place) * use and apply appropriate vocabulary when describing the location (Space) and distinctive features of mountains, volcanoes, earthquakes (Environment), the Mediterranean, Greece and Athens. (Place) * ways in which the location and distinctive features of the UK and their local region compare and contrast with those of other places studied.(Place) * interpret a range of maps of the UK and the local region and apply this information to their understanding of it; (Place) * use fieldwork to collect and critically evaluate data from a range of viewpoints about the local region (Place), how it meets people’s needs, and how it might change; (Sustainability) * use appropriate vocabulary when describing key information about the UK and the local region to external audiences.(Place) |
| **Space,** including where places are [locational knowledge] and how this relates to what these places are like. | | * the main nations and features of the UK (Place), including their locations (Space)and related key vocabulary. * the location (Space) and features (Place) of the local area. * annotate a simple map of the UK with some of its key features (Space). * look at simple maps and aerial views of the local area, discussing and asking questions about its main features and the way symbols have been used.(Space). * work together to create a simple map of the local area (Space). * the names and locations of the world’s continents and oceans, and some information about each of them (Space) * where the world’s main hot and cold regions are, and some information about what they are like; (Space). * the location (Space) and features of a contrasting locality in Zambia, comparing and contrasting it with their local area (Place) and situating it within the African continent (Space). * how their location within hot and cold regions might affect everyday life differently in the UK and Zambia (Space). * use globes and atlases – and annotate maps – to identify continents and oceans, including the location of the UK, Europe, Zambia and Africa (Space). * use appropriate vocabulary for continents and oceans (Space), for hot and cold regions (Environment) and when describing and comparing a contrasting locality in Zambia with their local area (Place). * make use of the four main compass points when describing the location of these key locations and regions. (Space) | * where the world’s main climate zones are (building on their prior understanding of hot and cold regions); (Environment) * the location and main human and physical features of North and South America; (Space) * how their location within different climate zones might affect everyday life differently in South-East Brazil and places previously studied; (Space) * the location of South-East Brazil and Rio de Janeiro within the South American continent; (Space) * use globes, atlases and maps to identify the main human and physical features of North and South America; (Space) * use appropriate vocabulary when describing the Americas, South-East Brazil and Rio de Janeiro (Place) and comparing them with other places; when describing climate zones and human processes (Environment); and when describing place locations and map features (e.g. the Equator, the tropics, the world’s hemispheres) (Space). * the key elements of a rainforest biome, how these contrast with other biomes (Environment) and the main location of the world’s rainforests (including the Congo); (Space) * the location (Space) and principal features (Place) of the Amazon, situating it within the globe and the South American continent (Space) and comparing and contrasting it with South-East Brazil; (Place) * use globes, atlases and maps to locate the world’s principal rivers, rainforests (and other biomes), including the Amazon; (Space) | * the location (Space) and principal features (Place) of the region around Athens, when seen at a range of scales, from the global to the immediately local; * use globes and atlases to identify the location of Greece and the Mediterranean; (Space) * use and apply appropriate vocabulary when describing the location (Space) and distinctive features of mountains, volcanoes, earthquakes (Environment), the Mediterranean, Greece and Athens. (Place) * the location and principal features of the UK and their local region when seen at a range of scales, from the global to the immediately local; (Space) * ways in which the location (Space) and physical geography of the UK and their local region impact on (and are impacted by) human activity in the region; (Sustainability) * use maps and supporting information to route-plan a tourist trip around the capital cities of the UK; (Space) * use and annotate Ordnance Survey maps, including the use of grid references (Space), in order to present arguments about change in the local region; (Sustainability) |
| **Environment,** including physical and human processes at work in specific places and in general; the landscape, built environment and climate. | | * basic vocabulary and concepts about weather and the climate (Environment). * create a simple weather chart (Environment). * use globes and atlases – and annotate maps – to identify the world’s hot and cold regions, locating the UK and Zambia within them (Environment). * use appropriate vocabulary for continents and oceans (Space), for hot and cold regions (Environment) and when describing and comparing a. | * where the world’s main climate zones are (building on their prior understanding of hot and cold regions); (Environment) * about processes of settlement, trade, tourism and culture in South-East Brazil and Rio de Janeiro. (Environment) * use globes and atlases to identify climate zones and consider their impact on different parts of the Americas, including South-East Brazil; (Environment) * use appropriate vocabulary when describing the Americas, South-East Brazil and Rio de Janeiro (Place) and comparing them with other places; when describing climate zones and human processes (Environment); and when describing place locations and map features (e.g. the Equator, the tropics, the world’s hemispheres) (Space). * the key elements and features of a river; (Environment) * the key elements of the water cycle; (Environment) * the names of – and key information on – the world’s main rivers; (Environment) * basic ideas about flood management; (Environment) * the key elements of a rainforest biome, how these contrast with other biomes (Environment) and the main location of the world’s rainforests (including the Congo); (Space) * how physical processes involving rivers, the water cycle and rainforests distinctively apply to the Amazon; (Environment) * how some human beings have adapted to life in the rainforest and the Amazon. (Environment) * interpret and explain key information on rivers; (Environment) * evaluate a range of possible flood prevention measures; (Environment) * use appropriate vocabulary when describing the Amazon; rainforest and other biomes; rivers and river features (Environment); and place locations. (Place) | * the names and locations of the world’s principal mountains, volcanoes and areas at risk from earthquakes; (Environment) * the main features and types of mountains; (Environment) * how some people have adapted to life in mountainous areas; (Environment) * the main features and causes of volcanoes and earthquakes; (Environment) * ways in which human processes (such as tourism and migration) operate within the Mediterranean, Greece and Athens; (Environment) * ways in which the location and physical geography of the region impact on (and are impacted by) human activity – this includes the key role of the Mediterranean Sea, as well as core knowledge about mountains, volcanoes, earthquakes, etc; (Environment) * how people can respond to a natural disaster, such as an earthquake; (Environment) * about place-specific patterns of continuity and change (including different perspectives on issues in the news, as well as ways in which modern-day Greece compares and contrasts with its past). (Environment) * use and apply appropriate vocabulary when describing the location (Space) and distinctive features of mountains, volcanoes, earthquakes (Environment), the Mediterranean, Greece and Athens. (Place) * ways in which human processes (such as economic and political processes, the distribution of energy, land use, settlement and change) operate within the UK and their local region; (Environment) |
| **Sustainability** and environmental protection. | | * None. | None. | * look critically at a topical issue in this region, raising questions about it, considering the reliability of sources and exploring and evaluating a range of viewpoints; (Sustainability) * ways in which the location (Space) and physical geography of the UK and their local region impact on (and are impacted by) human activity in the region; (Sustainability) * use fieldwork to collect and critically evaluate data from a range of viewpoints about the local region (Place), how it meets people’s needs, and how it might change; (Sustainability) * use and annotate Ordnance Survey maps, including the use of grid references (Space), in order to present arguments about change in the local region; (Sustainability) |