

Geography Progression Map

Curriculum overview



Geography forms part of Downsell Primary's Creative Curriculum. The learning in geography is linked to a key text for that half term.

The teaching of History and Geography is alternated dependent on what area links best with the text. The boxes shaded in grey are the terms in which History is taught.

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1		<u>Theme: Maps</u> Satellite images to describe a route Mapping the features of our school	<u>Theme: Coastlines</u> Describe a coastline Role of the Lighthouse Tourism within a coastline	<u>Theme: The Arctic</u> North and South Poles Weather Patterns Mountains Threats / conservation Seasonal study – maths		
Year 2	<u>Theme: Africa</u> Human and physical features of Africa Life in Africa and UK Experiences in Africa National Park- Safari Tourism in Africa		<u>Theme: London</u> What makes a capital city? How has London changed? Landmarks in London		<u>Theme: Islands</u> Maps and grid references Human and physical features of on Island	

Year 3			<u>Theme: Italy</u> Active and dormant volcanoes and the UK Pompeii – how did it happen? Living near a volcanic site			<u>Theme: River Nile</u> Importance of River Nile Agriculture of River Nile Aswan Dam Climate Changes and the Nile
Year 4	<u>Theme: Australia Rabbits</u> Locate the Australian outback on a map Consider why the Australian outback is a suitable habitat for rabbit. Consider the impact of rabbits on Australia	<u>Theme: Greece</u> Explore Greece Identify landmarks in Greece Mount Olympus Natural disasters that threaten Greece		<u>Theme: Rainforests</u> Trends across South America Rainforest layers Life in the Rainforest Deforestation	<u>Theme: Coasts and River</u> Coastlines around the world How the sea shapes coastline Coastline	
Year 5		<u>Theme: Local Area Study</u> Exploration of local area Investigation based on local area Record data linked to investigation		<u>Theme: America</u> Explore and Grand Canyon Grand Canyon Conservation Tourism in Grand Canyon and America		<u>Theme: The Atlantic Ocean</u> Mapping Titanic Route Travelling on the Titanic Physical features of the Atlantic Ocean

Year 6		<u>Pollution</u> Ocean pollution issues Plastic waste and reduction Renewable sources				<u>Japan</u> Earthquakes Land use Technology Population Tradition and customs Tokyo
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Geography at Downsell Primary School

Intent	<p>At Downsell Primary School, we follow the National Curriculum Programme of Study for Geography.</p> <p>Research shows that Geography is an essential part of the primary curriculum, integral to developing children's spatial awareness in and about the environment. Studying locations, places and human and physical geography develops children's sense of place and space in the world at a range of scales. We give children the opportunity to develop their natural interest about the wider world around them. Our children are encouraged to develop a greater understanding of the world in which they live in and understand their place within the world.</p> <p>Our intent in geography is that our children become natural inquisitive learners and develop an understanding of what it means to be a geographer. We want them to know that:</p> <ul style="list-style-type: none"> • A geographer is someone with good locational knowledge and can name continents, countries, seas and oceans • A geographer is someone who can describe different places in the world and compare them using key geographical vocabulary • A geographer is someone who can describe and understand key aspects of physical and human geography • A geographer is someone who can using their geographical skills and knowledge and apply it to a range of fieldwork <p>We break Geography down into four key skill requirements: location and place knowledge, human and physical geography and map skills and fieldwork.</p> <p>Our teaching builds upon pupils' prior knowledge and develops a range of skills using observation, research, questioning, identifying and investigating.</p>
Implementation	<p>We offer a creative curriculum, in which Geography is embedded within a bigger picture, linked to a core text. This supports our pupils with being able to showcase their skills in a range of ways across the curriculum as well as encouraging the viewpoint that subjects are not taught in isolation. We ensure that pupils have ample opportunity to engage in discussion, debate and oral presentation, rather than just writing about the geography they are doing (so that it is geographical knowledge and understanding, not literacy, that is being assessed).</p> <p>End of unit goals are shared with the children so that they know where there learning is heading within each topic studied. This also supports them with making links across Geography.</p>
Impact	<p>Using our termly planning and curriculum overviews; our lessons are planned to enable children to have every opportunity to build upon their prior knowledge and consolidate their understanding. Formative assessment is embedded into each lesson in the form of higher order questioning, discussions and plenaries.</p> <p>End of Unit assessments are our summative assessments. We use this, along with teacher assessment, to have an understanding of what the pupil has learnt in relation to the skills within Geography.</p>

Geography Programmes of Study: Key Stage 1 and 2 National curriculum

Key Stage 1:

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.

Pupils should be taught to:

Locational Knowledge	name and locate the world's seven continents and five oceans name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas
Place Knowledge	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
Human and Physical geography	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: 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
Geographical skills and fieldwork	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 Geography – KS 1 and 2 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.

Geographical Skills and Fieldwork

	Learning Intentions	Skills
Year 1	<p>To describe a route using positional and directional language</p> <p>I can create a variety of routes from point A to point B</p> <p>To follow a route on a map</p> <p>To use satellite images to describe a route</p> <p>To map the features of our school</p> <p>To describe a coastline using geographic vocabulary</p> <p>To locate and describe the North and South Poles</p> <p>To explore different mountains</p>	<p>Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage.</p> <p>Use simple compass directions and locational and directional to describe the location of features and routes on a map.</p> <p>Devise simple picture maps; and use and construct basic symbols in a key</p> <p>Use photographs to recognise landmarks and basic human and physical features (in the UK).</p>
Year 2	<p>To explore the human and physical features of Africa</p> <p>To locate capital cities around the world</p> <p>To identify landmarks and their importance in London</p> <p>To compare cities to towns</p> <p>To compare islands</p> <p>To understand how physical and human features are represented on a map</p>	<p>Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage.</p> <p>Use simple 4-point compass directions and locational and directional language to describe the location of features and routes on a map.</p> <p>Devise a simple map; and use and construct symbols in a key.</p> <p>Use simple fieldwork and observational skills to study the geography of the surrounding area, including key human and physical features.</p>

Human and Physical Geography

	Learning Intentions	Skills
Year 1	<p>To map the features of our school</p> <p>To describe a coastline using geographic vocabulary</p> <p>To understand the role of a lighthouse</p> <p>To explore the impact of tourism within a coastline</p> <p>To locate and describe the North and South Poles</p> <p>To understand the weather patterns around the world</p> <p>To understand the physical and human threats to penguin colonies</p> <p>To understand and compare polar seasons</p> <p>To explore different mountains</p>	<p>Identify basic 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 Poles.</p>
Year 2	<p>To explore the human and physical features of Africa</p> <p>To explore and compare culture and life in a small region of Africa to the UK</p> <p>To compare life experience in the UK and Africa</p> <p>To understand how the development of grasslands by humans can impact animal habitats</p> <p>To locate capital cities around the world</p> <p>To compare cities to towns</p> <p>To compare islands</p> <p>To understand how physical and human features are represented on a map</p>	<p>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</p> <p>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</p> <p>Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>

Place Knowledge

	Learning Intentions	Skills
Year 1	<p>To map the features of our school</p> <p>To explore different mountains</p>	<p>Understand geographical similarities and differences through studying a local city/town in the UK with a contrasting city/town in a different country.</p> <p>Distinguish between human and physical features of a small area (e.g. the school) and provide examples.</p>
Year 2	<p>To explore the human and physical features of Africa</p> <p>To explore and compare culture and life in a small region of Africa to the UK</p> <p>To compare life experience in the UK and Africa</p> <p>To understand how the development of grasslands by humans can impact animal habitats</p> <p>To locate capital cities around the world</p> <p>To identify landmarks and their importance in London</p> <p>To compare cities to towns</p> <p>To compare islands</p> <p>To understand how physical and human features are represented on a map</p>	<p>Understand geographical similarities and differences through studying and comparing a local city/town in the UK with a contrasting city/town in a different country.</p> <p>Compare the UK with a contrasting country in the world.</p>

Locational knowledge

	Learning Intentions	Skills
Year 1	<p>To describe a coastline using geographic vocabulary</p> <p>To understand the role of a lighthouse</p> <p>To locate and describe the North and South Poles</p> <p>To explore different mountains</p>	<p>Name and locate the world's seven continents and five oceans.</p> <p>Locate local towns on a simple map</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p>
Year 2	<p>To explore the human and physical features of Africa</p> <p>To locate capital cities around the world</p> <p>To identify landmarks and their importance in London</p> <p>To compare cities to towns</p>	<p>Name and locate the world's seven continents and five oceans. Locate the Equator and its surrounding countries, learning why these are tropical.</p> <p>Name and locate countries, cities and main geographical regions of the UK.</p>

Geography Programmes of Study: Key Stage 1 and 2 National Curriculum

Key Stage 2:

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.

Pupils should be taught to:

Locational Knowledge	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	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
Human and Physical geography	describe and understand key aspects of: 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	use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 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 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.

Geographical Skills and Fieldwork

	Learning Intentions	Skills
Year 3	<p>To locate volcanoes using the eight six grid references</p> <p>To understand why the River Nile was important to the Ancient Egyptians</p>	<p>Use maps to locate the world's countries, using maps to focus on South America/Caribbean, concentrating on environmental regions and key physical and human characteristics.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Learn and use the eight points of a compass.</p> <p>Use symbols and keys (including the use of Ordnance Survey maps), to build their knowledge of the United Kingdom and the wider world.</p> <p>Use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and digital technologies.</p>
Year 4	<p>I can locate the Australian outback on a map</p> <p>To analyse trends across South America</p> <p>To identify coastlines around the world and explore how and why they need to be protected</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use the eight points of a compass, four-figure grid references, symbols and keys (including the use of Ordnance Survey maps), to build their knowledge of the United Kingdom and the wider world.</p> <p>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods including: sketch maps, plans, graphs and digital technologies.</p>

Year 5	<p>To collect information about my local area</p> <p>To use information collected to construct a 3D relief map</p> <p>To use a scale to create an accurate 2D map of my local area</p> <p>To program a local map route</p> <p>To explore my local area</p> <p>To plan an investigation</p> <p>To record and present data</p> <p>To explore the Grand Canyon</p> <p>To use four and six figure references on maps</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</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 fieldwork to observe, measure, record and present human features using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>
Year 6	<p>To understand why Japan is prone to earthquakes</p> <p>To understand the use of land in Japan</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</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 fieldwork to observe, measure, record and present human features using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>

Human and Physical Geography

	Learning Intentions	Skills
Year 3	<p>To understand how natural disasters can impact human and physical vulnerability</p> <p>To know and understand that volcanoes can be active or dormant</p> <p>To explore how volcanoes are formed and understand the process of eruption</p> <p>To understand how rivers shape the land and explain how these rivers can be controlled</p> <p>To understand the agricultural purposes of the River Nile</p> <p>To study and investigate the Aswan Dam</p> <p>To explore the climate changes that have affected the River Nile</p>	<p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> Physical geography, for example climate zones and the tropical countries - South America/Caribbean (Different Places, Similar Lives). Human geography, including: types of settlement and land use. <p>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 Northern and Southern Hemisphere.</p> <p>Compare the UK to a tropical place using key vocabulary and other geographical language.</p> <p>Compare an area to what it used to be to what it is now.</p>
Year 4	<p>I can consider why the Australian outback is a suitable habitat for rabbits</p> <p>I can consider the impact of rabbits on Australia</p> <p>To explore Greece</p> <p>To identify landmarks in Greece</p> <p>To explore Mount Olympus</p> <p>To explore tropical rainforests and its layers</p> <p>To investigate culture and tribes in the rainforest</p> <p>To identify coastlines around the world and explore how and why they need to be protected</p> <p>To understand how the sea shapes the coastline</p>	<p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> Physical geography, including: climate zones, volcanoes, tornadoes, earthquakes and the water cycle. Human geography, including: types of settlement and land use. <p>Identify tropical and cold areas of the world in relation to the Equator and the Northern and Southern Hemisphere.</p> <p>Compare two places in the UK place using key vocabulary and other geographical language.</p> <p>Compare an area to what it used to be to what it is now (how human/physical features have changed).</p>

Year 5	<p>To collect information about my local area</p> <p>To measure land height</p> <p>To use information collected to construct a 3D relief map</p> <p>To use a scale to create an accurate 2D map of my local area</p> <p>To program a local map route</p> <p>To explore my local area</p> <p>To plan an investigation, recording and presenting data</p> <p>To explore the Grand Canyon</p> <p>To consider the tourism in The Grand Canyon and similar places in North America</p> <p>To consider how areas can be protected</p> <p>To consider the physical and technical causes of the sinking of the Titanic</p> <p>To investigate the physical features of the Atlantic Ocean</p> <p>To compare and evaluate factors which led to the Titanic disaster</p>	<p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> Physical geography, including: climate zones, biomes and vegetation belts, rainforests, rivers. Human geography, including: types of settlement and land positive, negative, economic, social, environmental. <p>Compare features such as rivers, rainforests in different places around the world using key vocabulary</p>
Year 6	<p>To understand the issue of pollution</p> <p>To understand the issue of plastic waste and reduction</p> <p>To understand how renewable sources can be used to look after our planet</p> <p>To understand why Japan is prone to earthquakes</p> <p>To understand the use of land in Japan</p> <p>To investigate the population of Japan</p> <p>To understand Japanese customs and traditions</p> <p>To explore how tourism benefits the economic growth of Japan</p>	<p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> Physical geography, including: climate zones, biomes and vegetation belts and mountains. 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>Identify how countries have merged over time and the reasons why.</p> <p>Form opinions on the changes of physical geography over time up to today using evidence and sources.</p>

Place Knowledge

	Learning Intentions	Skills
Year 3	To understand the similarities between two locations with volcanoes	Understand why there are similarities and differences between places Develop an awareness of how places relate to each other
Year 4	I can locate the Australian outback on a map To explore Greece To analyse trends across South America	Know about the wider context of places – region, country Understand why there are similarities and differences between places
Year 5	To collect information about my local area To use information collected to construct a 3D relief map To use a scale to create an accurate 2D map of my local area To program a local map route To explore my local area To explore the Grand Canyon	Understand geographical similarities and differences through the study of human and physical geography and identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere and use longitude and latitude to find locations on a map. Compare a region in UK with a region in contrasting place in the world with significant differences and similarities.
Year 6	To understand the issue of pollution	Understand the geographical similarities and differences through the study of human and physical geography of a region of the UK, a region of a mainland European country and a region within North or South America

Locational knowledge

	Learning Intentions	Skills
Year 3	<p>To understand how natural disasters can impact human and physical vulnerability</p> <p>To know and understand that volcanoes can be active or dormant</p> <p>To understand why the River Nile was important to the Ancient Egyptians</p>	<p>Describe the key human & physical features of locations and understand how land use has changed over time.</p>
Year 4	<p>I can locate the Australian outback on a map</p> <p>To explore Greece</p> <p>To identify landmarks in Greece</p> <p>To analyse trends across South America</p> <p>To identify coastlines around the world and explore how and why they need to be protected</p>	<p>Recognise the different shapes of the continents</p> <p>Demonstrate knowledge of features about places around him/her and beyond the UK</p> <p>Identify where countries are within Europe, including Russia</p> <p>Recognise that people have differing qualities of life living in different locations and environments</p> <p>Know how the locality is set within a wider geographical context</p>
Year 5	<p>To collect information about my local area</p> <p>To use information collected to construct a 3D relief map</p> <p>To use a scale to create an accurate 2D map of my local area</p> <p>To program a local map route</p> <p>To explore my local area</p> <p>To explore the Grand Canyon</p> <p>To use four and six figure references on maps</p> <p>To consider the physical and technical causes of the sinking of the Titanic</p> <p>To investigate the physical features of the Atlantic Ocean</p>	<p>Identify and describe the significance of the Prime/Greenwich Meridian and time zones including night and day</p> <p>Recognise the different shapes of countries</p> <p>Identify the physical characteristics and key topographical features of the countries within North America</p> <p>Know about the wider context of places e.g. county, region, country</p> <p>Know and describe where a variety of places are in relation to physical and human features</p> <p>Know the location of: capital cities of countries in the British Isles and UK, seas around the UK, European Union countries with high populations and large areas and the largest cities in each continent</p>

Year 6	<p>To understand the issue of pollution</p> <p>To understand how renewable sources can be used to look after our planet</p> <p>To understand why Japan is prone to earthquakes</p> <p>To understand the use of land in Japan</p>	<p>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>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>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>
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