Geography – Curriculum progression document Year A

Autumn	**Weather and Seasons (T2)**	**Weather and Seasons (T2)**	**Weather and Seasons (taught in T3)**	**Scrumdiddlyumptious (T1)**	**Scrumdiddlyumptious (T1)**	**Climate Zones (T1)**	**Climate Zones (T1)**
	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Overarching Key Question	How do we know which season it is?	How do we know which season it is?	How do we know which season it is?	What is life like living on a mountain?	What is life like living on a mountain?	Which is the best climate to live in? Why?	Which is the best climate to live in? Why?
National Curriculum	ELG – Understanding the World • People, culture, communities • The natural world	• Identify seasonal and daily weather patterns in the United Kingdom		• Describe and understand key aspects of physical geography, including: mountains • Describe and understand key aspects of human geography • Name and locate key topographical features of the UK (including mountains)		• Identify the position and significance of latitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn and Arctic and Antarctic Circle • Describe and understand key aspects of: physical geography, including: climate zones	
Concept Place, space and scale concepts overarching all units and further concepts taught (**See appendix 1**)		**Place and Space**		**Place and Space**		**Place and Space**	
		Scale and Connection		**Scale and Connection**		**Scale and Connection**	
		Physical and Human Geography		**Physical and Human Geography**		**Physical and Human Geography**	
		Environment and Sustainability		**Environment and Sustainability**		**Environment and Sustainability**	
		Culture and Diversity		**Culture and Diversity**		**Culture and Diversity**	
Endpoint		Identify and describe seasonal and daily weather patterns in the UK.		Name and locate key topographical features (mountains) of the UK and the wider world Describe and understand key aspects of physical geography, including: mountains		Identify the position and significance of latitude, Equator, Northern Hemisphere and Southern Hemisphere Describe and understand key aspects of physical geography, including: climate zones	
Component Knowledge *(EYFS to be explored through a range of*	What are the names of the seasons? What does it look like in each season? What is the season now? Which time of year is it hot? Which time of year is it cold?	***1. How is the year organised into months and seasons?*** • To know the order of the months of the year • To know the names of the seasons and when they occur ***2. What are the differences between the seasons?*** • To know differences between the seasons ***3. How can I show what season I am in?***		***1. What is a mountain?*** • To know what a mountain is and locate the world's 'Seven Summits' on a map ***2. What are the features of a mountain?*** • To know the key features of mountains ***3. How are mountains made?*** • To know how mountains are formed ***4. What is it like on a mountain?***		***1. Why does a place's location in the world affect its climate?*** • To identify the different lines of latitude • To know how latitude is linked to climate **2. *What on earth is a climate zone?*** • To know the locations of different climate zones and know some differences between the Northern and Southern Hemispheres	

ways during the term – art work, stories, photographs)	*(EYFS to be explored through a range of ways during the term – art work, stories, photographs)*	• To know which season we are in by using the clues in the environment around me • To know what clothing and accessories we might wear in different seasons ***4. How can I tell the weather's story?*** • To know what the weather is like in our country • To know how the weather changes daily by using a daily weather chart ***5. How does the weather affect people's work?*** • To know how the weather affects different jobs.	• To know what the climate of mountains is like and explore mountain life • To analyse whether mountains are suitable places for people to live ***5. What are the UK's highest mountains like?*** • To know the name and location of the UK's highest mountains ***6. What is it like in the Himalayas?*** • To know the importance of the Himalayas for people living in the region	***3. How is the climate in the UK different from that in the tropics?*** • To know how climates differ around the world and make comparisons between temperate and tropical climates ***4. How does the climate vary around the world?*** • To know about weather patterns within a climate zone ***5. What is the weather like on a typical day for places in different climate zones?*** • To know how the climates of Seville and Santiago are the same or different ***6. What is special about each climate zone?*** • To identify the characteristics of each climate zone
Geographical skills and fieldwork	Use geographical vocabulary relevant to the topic studied.	Know how to use simple fieldwork and observational skills to study the geography of their school and its grounds.	Find a map of the world, the UK, Europe, South America and Africa in an atlas. Use the eight compass points to describe locations of features and routes around a variety of different maps. Know how to identify features on world maps with an unfamiliar appearance (e.g. In an atlas, on Google maps, DigiMaps, with different colours, with countries labelled or on relief maps). Know how to use four figure grid references, symbols and a key.	Find a map of the world, the UK, Europe, South America and Africa in an atlas. Use the eight compass points to describe locations of features and routes around a variety of different maps. Introduce six figure grid references, symbols and a key to describe locations on a map. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
Vocabulary **KS1** **KS2**	sun rain snow wind cloud	time month season order winter spring summer autumn weather clothing	Mountain summit hill mountain range landform plates fold mantle fault-block slope	hemisphere axis sphere season temperature tropical precipitation temperate Mediterranean arid

		suitable unsuitable lightning snow rain sun wind fog temperature affect	volcanoes valley dome summit climate avalanche Equator environment UK Himalayas region	polar Seville Santiago

Spring	**Around the World(T4)**	**Around the World (T4)**	**Around the World (T4)**	**Extreme Earth (T3/4)**	**Extreme Earth (T3/4)**	**North America (T3)**	**North America (T3)**
	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Overarching Key Question	How do humans and animals survive in hot and cold places?	How do humans and animals survive in hot and cold places?	How do humans and animals survive in hot and cold places?	How does the Earth shake, rattle and roll?	How does the Earth shake, rattle and roll?	What human and physical features make North America an area of awe and wonder?	What human and physical features make North America an area of awe and wonder?
National Curriculum	ELG – Understanding the World • People, culture, communities • The natural world	• Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. • Use world maps, atlases and globes to identify countries, continents and oceans studied in KS1		• Describe and understand key aspects of physical geography, including: volcanoes and earthquakes. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.		• Locate the world's countries, using maps to focus on North America, concentrating on its environmental regions and key physical and human characteristics. • Identify the position and significance of latitude and longitude. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. • Describe and understand key aspects of physical and human geography	
Concept Place, space and scale concepts overarching all units and further concepts taught (**See appendix 1**)		**Place and Space** **Scale and Connection** **Physical and Human Geography** **Environment and Sustainability** **Culture and Diversity**	**Place and Space** **Scale and Connection** **Physical and Human Geography** **Environment and Sustainability** **Culture and Diversity**	**Place and Space** **Scale and Connection** **Physical and Human Geography** **Environment and Sustainability** **Culture and Diversity**			
Endpoint		Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.	Describe and understand key aspects of physical geography, including: volcanoes and earthquakes.	Describe and understand key aspects of physical and human geography within a region of North America.			
Component Knowledge	How does the sun make us warm?	***1. Where are the world's hot and cold places?***	***1. What lies beneath the surface of the Earth?***	***1. Where is North America and what is it like?***			

(EYFS to be explored through a range of ways during the term – art work, stories, photographs)	What lives in a hot place? What lives in a cold place? *(EYFS to be explored through a range of ways during the term – art work, stories, photographs)*	• To know hot and cold places in the world and locate them on a map ***2. What is it like in the world's hot and cold places?*** • To know how features of a hot and a cold place are different ***3. Where can I find out about a hot or cold places (desert, rainforest or Antarctica)?*** • To know about hot and cold places using pictures, videos and stories ***4. How do animals adapt to hot and cold places?*** • To know which animals live in hot and cold places and how they adapt ***5. What would I pack for a visit to a very hot place? How would it be different if I was going to a very cold place?*** • To know how explorers prepare for hot and cold places	• To know how the Earth is structured and label these on a diagram ***2. What happens when the Earth's plates meet?*** • To know where the boundaries of the Earth's tectonic plates are and, with support, label on a map • To know what happens at the boundaries between the Earth's plates ***3. What goes on inside a volcano?*** • To know how different types of volcanoes are created • To know what the cross section of a volcano looks like and label the features on a diagram ***4. How do earthquakes affect people and places?*** • To know some of the effects of earthquakes on land and people ***5. What help do people need before and after an earthquake?*** • To know what help people need after an earthquake ***6. What would it be like to live near a volcano?*** • To know the advantages and disadvantages of living near a volcano	• To know the location of North America on a world map • To describe the location of North America including through using latitude and longitude. ***2. Where and what is the United States of America?*** • ***To know the names and location of countries in North America and their capitals*** • To know the location of some of the different States of America ***3. What are the Rockies like?*** • To know the human and physical geography of the Rockies. • To know the location of the Rockies, some of the principal peaks and National Parks, using the index and map references in a world atlas. ***4. What happened when Mount St Helens erupted?*** • To know how the volcanic eruptions at Mount St Helens had an impact of the surrounding area ***5. Which US state would I like to live in and why?*** • To investigate and evaluate the key features of a US state. • To analyse what makes this an attractive location to humans
Geographical skills and fieldwork	Use geographical vocabulary relevant to the topic studied.	To know a map of the world and of the UK in an atlas. To know the four compass points to describe locations of features and routes around a variety of different maps To know countries and the 7 continents on world maps with an unfamiliar appearance (e.g. In an atlas, on	To find a map of the world, the UK, Europe, South America and Africa in an atlas. To consolidate - eight compass points to describe locations of features and routes around a variety of different maps.	Find a map of the world, the UK and United States of America in an atlas. Use the **eight** compass points to describe locations of features and routes around a variety of different maps. Consolidate **six** figure grid references, symbols and a key to describe locations on a map.

		Google maps, maps with different colours, with countries labelled or on relief maps). To know and locate the 5 oceans – Independently To know that an atlas contains maps and helps us find out about the world around us.	To know how to identify features on world maps with an unfamiliar appearance (e.g. In an atlas, on Google maps, DigiMaps, with different colours, with countries labelled or on relief maps). To consolidate four figure grid references, symbols and a key.	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
Vocabulary **KS1** **KS2**	hot cold world weather rain river	weather hot cold world equator temperature Arctic Antarctica North Pole South Pole desert rainforest iceberg sand dunes rain river adapt hibernate habitat environment	volcano plates core tectonic mantle crust boundaries magma ash cloud lava central vent eruption continent tectonic plates Europe North America Ring of Fire advantage disadvantage	The Caribbean Central America Denali Great Lakes latitude longitude Mississippi River Northern Hemisphere Western Hemisphere Canada Mexico glacier habitat mountain range national park wilderness wildlife Cascades eruption mountain range north-west facilities state human features landscape location physical features urban rural

Summer	**United Kingdom (T6)**	**United Kingdom (T6)**	**United Kingdom (T6)**	**Know Your Place (T5)** ***(Fieldwork in Firle/Laughton)***	**Know Your Place (T5)** ***(Fieldwork in Firle/Laughton)***	**Know Your Place (T5)** ***(Fieldwork in Lewes)***	**Know Your Place (T5)** ***(Fieldwork in Lewes)***
	EYFS	Y1	Y2	Y3	Y4	Y5	Y6

Overarching Key Question	What do we know about the countries and capital cities of the United Kingdom?	What do we know about the countries and capital cities of the United Kingdom?	What do we know about the countries and capital cities of the United Kingdom?	Why are people attracted to our local area and why should we protect it?	Why are people attracted to our local area and why should we protect it?	How is Firle/Laughton connected to the local area and the wider world?	How is Firle/Laughton connected to the local area and the wider world?
National Curriculum	ELG – Understanding the World • People, culture, communities • The natural world	• Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied in KS1 • Use basic geographical vocabulary to refer to key human and physical features.		• Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom • Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods		• Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom • Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods	
Concept Place, space and scale concepts overarching all units and further concepts taught (**See appendix 1**)		**Place and Space**		**Place and Space**		**Place and Space**	
		Scale and Connection		**Scale and Connection**		**Scale and Connection**	
		Physical and Human Geography		**Physical and Human Geography**		**Physical and Human Geography**	
		Environment and Sustainability		**Environment and Sustainability**		**Environment and Sustainability**	
		Culture and Diversity		**Culture and Diversity**		**Culture and Diversity**	
Endpoint		Describe locations and features of the UK on a map.		Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods		Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods	
Component Knowledge *(EYFS to be explored through a range of ways during the term – art work, stories, photographs)*	What country do I live in? What town/village do I live in? What places have I visited in the UK? *(EYFS to be explored through a range of ways during the term – art work, stories, photographs)*	***1. What is the United Kingdom?*** • To know the name and location of the four countries of the UK ***2. What can I find out about the United Kingdom?*** • To know the four capital cities and surrounding seas of the UK ***3. What are the UK's countries like?*** • To know the differences between human and physical features in the UK ***4. What are the UK's capital cities like?*** • To know the human and physical features of one of the UK's capital cities.		***1. Can I locate my local area? How does it fit in with other places, near and far?*** • To know the location of the local area on an aerial image in relation to other places around it and describe the key human and physical features seen ***2. What is special about my local area?*** • To compare different perspectives on the local area and to develop enquiry questions about change in the local area ***3. What can I find out about from a walk in my local area?*** • To know how to use fieldwork to observe, measure and record a range of data on the		***1. How do my local area and my region fit into the wider world?*** • To know local, regional, national and international links to the local area ***2. Can I identify and locate the main features of my region?*** • To know the principal features of a region within the UK using a regional map ***3. How might our region meet people's needs?*** • To know how a region can meet the needs of its population ***4. Fieldwork - Is this a place fit for people?***

		5. What do I know about a country in the UK? ● To share my understanding of the UK.	human and physical features in the local area, using a range of methods ***4. How can we make a map to show what we have found out about the local area?*** ● To know how to record the features of the local area using a sketch map ● To compare different perspectives on the local area ***5. How has this place changed over time?*** ● To know about processes of settlement and change in the local area ***6. How might this place change in future?*** ● To create a sketch map of the local area showing possible future changes	● To know how to gather evidence through urban fieldwork of how a region is meeting people's needs ● To know how to analyse the results of our fieldwork ***5. How can I create a needs map of the place I have visited?*** ● To know how to annotate an Ordnance Survey map to accurately locate specific sites ***6. How does our region meet people's needs?*** ● To present and communicate geographical information about the region, using maps and writing at length
Geographical skills and fieldwork	Use geographical vocabulary relevant to the topic studied.	To know a map of the UK in an atlas. To know the 5 capital cities in the UK – London, Cardiff, Edinburgh, Belfast, Dublin. To know the four compass points to describe locations of features on a variety of different maps (progression from Yr 1 if previously covered). To draw a simple map with a key (real location; beginning to use OS map symbols)	To know a map of the U.K. in an atlas. To know eight compass points to describe locations of features and routes around a variety of different maps – N, NE, E, SE, S, SW, W, NW To know four figure grid references, symbols and a key 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.	To know and find a map of the world, the UK, Europe, South America and Africa in an atlas. To know the eight compass points to describe locations of features and routes around a variety of different maps. To know four and six figure grid references, symbols and a key to describe locations on a map 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.
Vocabulary **KS1** **KS2**		map world country England Scotland Wales Northern Ireland capital London Edinburgh Cardiff	continent country region local area aerial satellite landmarks landscape human geography physical geography settlement Ordnance Survey map	local regional national international consequences radius communities population fieldwork urban rural

		Belfast Union Jack human physical features nature		horizontal vertical land use map

Appendix 1 Taken from Geographical Association: Primary geography curriculum content (https://www.geography.org.uk/Primary-geography--curriculum-content)

'Geography knowledge is rarely static. The subject is dynamic because the world, and our understanding of it, is continually changing. Yet some key geographical concepts are enduring and will be relevant in any geography curriculum past, present or future:

- *'Space' - the location of points, features or regions in absolute and /or relative terms and the relationships, flows and patterns that connect and / or define them.*
- *'Place' - a construct that is defined in terms of what it is like, what happens there and how and why it is changing.*
- *'Scale' - the 'zoom lens' that enables us to view places from global to local levels.'*