

Geography

Vision

Our geography curriculum enables children to develop a knowledge, understanding and interest in diverse and significant places around the world (including where they live), both in terms of the people who live there (human geography) and the places themselves (physical geography). They learn through a combination of field work and by using a range of geographical sources. Through geography, pupils develop an understanding of the impact they can have on the world. This will enable them to become responsible and informed citizens who are able to contribute to making the world a better place.

Knowledge and Skills Progression

Early Years Foundation Stage: The progression in Geography skills starts in the EYFS as ***Understanding the World- The Natural World, People, Culture & Communities*** and ***Mathematics*** with children exploring and describing position. Children explore and talk about their natural environment. Through story, children begin to notice similarities and differences between environments in this country and others. Children begin to understand about looking after the world and recycle and reuse resources.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Location	Name and locate the four countries and capital cities of the United Kingdom and its surrounding seas.	Name and locate the world's seven continents and five oceans. Name and locate the four countries and capital cities of the United Kingdom and its surrounding seas.	Name and locate the world's seven continents and five oceans.	Locate the world's countries, using maps to focus on North and South America.	Identify the position and significance of latitude, longitude, the 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. Name and locate counties and cities of the United Kingdom, geographical regions.	Name and locate counties and cities of the United Kingdom, geographical regions. Locate the world's countries, using maps to focus on Europe
Place	Geographical similarities and differences - compare hot and	Geographical similarities and differences - compare hot and	Geographical similarities and differences - describe and	Geographical similarities and differences – climate zones, biomes,	Geographical similarities and differences – understand how rural	Geographical similarities and differences – understand how

	cold areas of the world.	cold areas of the world.	understand biomes, vegetation belts, origins of food. How urban areas have changed over time. Population movement.	origins of food, weather and effect of weather on humans and animals.	and urban areas have changed over time. Population movement.	urban areas have changed over time. Population movement.
Human and physical geography	<p>People who help us.</p> <p>Seasonal and daily weather patterns in the United Kingdom.</p> <p>England and China (Emperor's New Clothes)</p>	<p>Transport in London.</p> <p>London and the Kalahari Desert. (Meerkat Mail)</p> <p>Fire of London walk. Buildings before and after the fire. The impact of weather.</p> <p>Identify the Equator and North and South Poles.</p>	<p>Volcanoes.</p> <p>Life along a river.</p> <p>Immigration to Brick Lane.</p> <p>Farming and where our food comes from.</p> <p>Natural resources.</p>	<p>Explorers and the Galapagos Islands.</p> <p>Global warming – weather, extreme weather and the water cycle.</p> <p>Cocoa production and fair trade.</p>	<p>Shaping England – Anglo Saxons and Vikings.</p> <p>Growth of cities in Victorian Times.</p> <p>Homelessness.</p> <p>Green areas in the city.</p> <p>Bike It.</p>	<p>London, the United Kingdom and Europe in WW2.</p> <p>The effect of The Blitz on London.</p> <p>Movement of people. Refugees in WW2 and now.</p> <p>Getting around London.</p>
Geographical skills and fieldwork	<p>Use maps to identify the United Kingdom and its countries</p> <p>Use maps of the local area.</p> <p>Observe the local area from a highpoint.</p> <p>Plans of the classroom. Devise a simple map, use and construct basic symbols in a key.</p> <p>Use near and far; left and right to describe the location of features on a map</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.</p> <p>Use aerial photographs.</p> <p>Transport maps</p> <p>Use simple compass directions, locational and directional language.</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate continents and countries and describe features studied.</p> <p>Use aerial photographs.</p> <p>Use simple compass directions, locational and directional language.</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate continents and countries and describe features studied.</p> <p>Use aerial photographs.</p> <p>Golden Hinde - Use four and six-figure grid references, symbols and keys.</p> <p>Weather maps and symbols.</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use aerial photographs.</p> <p>Gorsefield - Use the eight points of a compass, four and six-figure grid references, symbols and keys (including the use of Ordnance Survey maps)</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use aerial photographs.</p> <p>Gilwell Park - Use the eight points of a compass, four and six-figure grid references, symbols and keys (including the use of Ordnance Survey maps)</p>
<p>Fieldwork</p> <ul style="list-style-type: none"> ● Observing ● Filming/taking pictures 			<p>Fieldwork – to collect, record and present</p> <ul style="list-style-type: none"> ● Observing and measuring ● Filming/taking pictures 			

	<ul style="list-style-type: none">• Sketching• Labelling	<ul style="list-style-type: none">• Surveys• Sketching• Labelling• Graphs• Digital technologies
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