

# St. Bede's Catholic Primary School Curriculum Progression for Geography



	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational Knowledge	EYFS Curriculum	<p>National Curriculum. Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> <li>Name and locate the world's seven continents and five oceans.</li> </ul>		<p>National Curriculum. Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>locate the world's countries, using maps to focus on Europe (including the location of Russia) and North &amp; South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities</li> <li>name and locate counties &amp; 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.</li> <li>Identify the position and significance of latitude, longitude, equator, Northern Hemisphere, the tropics of Cancer &amp; Capricorn, Arctic and Antarctic Circle, The Prime/Greenwich Meridian &amp; time zones (including day and night)</li> </ul>			
		<p>Use maps and images to gain a basic locational knowledge about individual places and environments, especially the local area, but also in the UK and wider world.</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p>	<p>Has a simple locational knowledge about individual places and environments, especially the local area, but also in the UK and wider world.</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the continents, oceans studied at this key stage.</p> <p>Name and locate the world's seven continents and five oceans.</p> <p>Name, locate and identify characteristics of the</p>	<p>Begin to make simple links with world locational knowledge, including knowledge of places in the local area, UK and wider world, and some globally significant physical and human features.</p>	<p>Begin to develop a framework of world locational knowledge, including knowledge of places in the local area, UK and wider world, and some globally significant physical and human features.</p> <p>Recognise the different shapes of continents.</p> <p>Show where countries are within Europe, including Russia.</p> <p>Describe human features of UK regions, cities and /or counties.</p> <p>Describe how people have been affected</p>	<p>Begin to make connections from patterns of knowledge of the world, including globally significant physical and human features.</p> <p>Identify and describe the significance of the Prime/Greenwich Meridian and time zones including day and night.</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</p>	<p>Have a more detailed and extensive framework of knowledge of the world, including globally significant physical and human features and places in the news.</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>

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			<p>four countries and capital cities of the United Kingdom.</p> <p>Name, locate and identify characteristics of the seas surrounding the United Kingdom.</p>		<p>by changes in the environment I can show I know about the wider context of places - region, country.</p>	<p>places e.g. county, region and country.</p> <p>Know the location of: capital cities of countries of British Isles and U.K., seas around U.K., European Union countries with high populations and large areas and the largest cities in each continent.</p> <p>Understand how humans affect the environment over time.</p> <p>Know about changes to world environments over time.</p>	
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	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Place Knowledge	EYFS Curriculum	<p>National Curriculum. Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>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</li> </ul>		<p>National Curriculum. Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>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</li> </ul>			
	<p>Talk about the features of their own immediate environment and how environments might vary from one another.</p> <p>Provide stories that help children to make sense of different environments.</p>	<p>Name, describe and compare places I know.</p> <p>Link home with other places in my area.</p> <p>Show I know about changes that are happening in the local environment e.g. at school.</p>	<p>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.</p>	<p>Analyse evidence and draw conclusions such as make comparisons between locations using aerial photos/pictures.</p>	<p>Show I know features nearby and beyond the UK.</p> <p>Recognise that people have differing quality of life living in different locations and environments.</p>	<p>Compare the physical and human features of a region of the UK and a region in North America, identifying similarities and differences.</p>	<p>Locate the world's countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</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>

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Human and Physical Geography	EYFS Curriculum	<p>National Curriculum. Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• Use basic geographical vocabulary to refer to:                             <ul style="list-style-type: none"> <li>o Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>o Key human features, including: city, town, village, factory, farm, house,, office, port, harbour and shop</li> <li>o Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North/South Polies.</li> </ul> </li> </ul>		<p>National Curriculum. Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>• 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</li> </ul>			
	<p>Know about similarities and differences in relation to place, objects, materials and living things.</p> <p>Provide play maps and small world equipment for children to create their own environments.</p>	<p>Describe seasonal weather changes. Use words such as near and far, left and right to talk about where things are I can understand how some places are linked to other places e.g. roads, trains.</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,</p>	<p>Understand and use geographical terms such as Commonwealth, location, settlement, British Values, Monarchy.</p> <p>Use basic geographical words such as culture, earthquakes, citizen, volcano, crater, eruption, lava, magma.</p>	<p>Understand and use a widening range of terms such as contour, height, valley, erosion, deposition, transportation, headland, volcanoes, earthquakes.</p> <p>Explain how the locality is set within a wider geographical context.</p> <p>Understand the effect of landscape features on the development of a locality I can explain about key natural resources e.g. water in the locality.</p>	<p>Understand and use a widening range of geographical terms e.g. specific topic vocabulary - climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>Know and can describe where a variety of places are in relation to physical and human features.</p> <p>Know the location of: capital cities of countries of British Isles and U.K., seas around U.K., European Union countries with high populations and large</p>	<p>Understand and use a widening range of geographical terms such as urban, rural, land use, sustainability, tributary, trade links.</p> <p>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>Describe and understand key aspects of human geography, including: types of settlement and land use,</p>

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			including: city, town, village, factory, farm, house, office, port, harbour and shop.			<p>areas and the largest cities in each continent.</p> <p>Understand about world weather patterns around the World and relate these climate zones.</p> <p>Know about the physical features of coasts and begin understand erosion and deposition.</p> <p>Understand why people seek manage and sustain their environment.</p>	<p>economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p>
	EYFS Curriculum	<p>National Curriculum. Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>● Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage.</li> <li>● Use simple compass directions (North, South, East and West) and locational directional language to describe the location of features and routes on a map.</li> <li>● 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.</li> <li>● Use simple fieldwork and observational skills to study the geography of their school an</li> </ul>		<p>National Curriculum. Pupils should be taught to:</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>● Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>● Use the eight points of a compass, four and six-figure grid references, symbols and key to build their knowledge of the UK and the wider world.</li> <li>● 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.</li> </ul>			
		Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map	Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map;	Analyse evidence and draw conclusions such as make comparisons between locations using aerial photos/pictures.	Measure straight line distances using the right scale.  Draw accurate maps with more complex keys.		Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

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		<p>and use and construct basic symbols in a key.</p> <p>Use simple observational skills to study the geography of the school and its grounds.</p> <p>Make simple maps and plans.</p> <p>Suggest ideas for improving the school environment.</p>	<p>and use and construct basic symbols in a key.</p> <p>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.</p>	<p>Communicate findings in appropriate ways. I can make more detailed fieldwork sketches/diagrams. I can use fieldwork instruments e.g. seismograph, compass, geo-mapping tool, metal detector.</p> <p>Use and interpret maps, globes, atlases and digital mapping to find countries and key features e.g. Google Earth.</p> <p>Use four figure grid references.</p> <p>Use the 8 points of a compass. Make plans and maps using symbols and keys.</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>
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<h2 style="writing-mode: vertical-rl; transform: rotate(180deg);">Geographical Skills and Fieldwork</h2>		<p>Expectations by age 7: Be able to investigate places and environments by asking questions, making observations and using sources such as simple maps, atlases, globes, images and aerial photos.</p>		<p>Expectations by age 9: Be able to investigate places and environments by asking and responding to geographical questions, making observations and using sources such as simple maps, atlases, globes, images and aerial photos. They can express their opinions and recognise that others may think differently.</p> <p>Expectations by age 11: Be able to carry out investigations using a range of geographical questions, skills and sources of information including a variety of maps, graphs and images. They can express their opinions, and recognise why others may have different points of view.</p>			
	<p>Visit different parts of the local community.</p> <p>Give opportunities to design practical, attractive environments, for example, taking care of a flower bed or organising equipment outdoors.</p> <p>Give opportunities to record findings. E.g. drawing, writing, making a model or photographing.</p> <p>Provide stimuli and resources for children to create simple maps and plans.</p>	<p>Ask simple geographical questions.</p> <p>Use simple maps of the local area.</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 at this key stage.</p> <p>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.</p>	<p>Ask and answer geographical questions, e.g. Describe the landscape. Why is it like this? How have people affected what it looks like? What do you think about that? What do you think it might be like if...continues?</p> <p>Recognise that different people hold different views about an issue and can begin to understand some of the reasons why.</p>	<p>Understand why there are similarities and differences between places.</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 maps, charts etc. to support decision making about the location of places.</p>

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### AREA OF STUDY

	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<b><u>EYFS</u></b>			
<b><u>Year 1</u></b>	Great Fire of London – significant events nationally and globally.	Inventions- changes over time.	Across the waters- continents and seas, changes over time.
<b><u>Year 2</u></b>	Journeys- map work, location knowledge	World Kitchen- different countries, use of resources, comparison of countries.	Everlasting world- looking after the world, the resources we have
<b><u>Year 3</u></b>	Countries and cultures- comparison of countries	Stone Age to Iron Age- use of natural resources	Castles – local study.
<b><u>Year 4</u></b>	The Roman Empire and its impact on Britain	Fair trade- use of resources. Locality of the food and resources we use.	Britain's settlement by Anglo-Saxons and Scots. The Vikings and AngloSaxons struggle for the Kingdom of England to the time of Edward the Confessor.
<b><u>Year 5</u></b>	World War Two- similarities between countries. Country locations	The Mayan Civilisation.- comparison with a south American country	Rivers – physical geography
<b><u>Year 6</u></b>	Greeks- how they lived and human and physical geography of the time.	Ancient Egypt- how they lived and human and physical geography of the time.	Grand designs – how different areas develop buildings