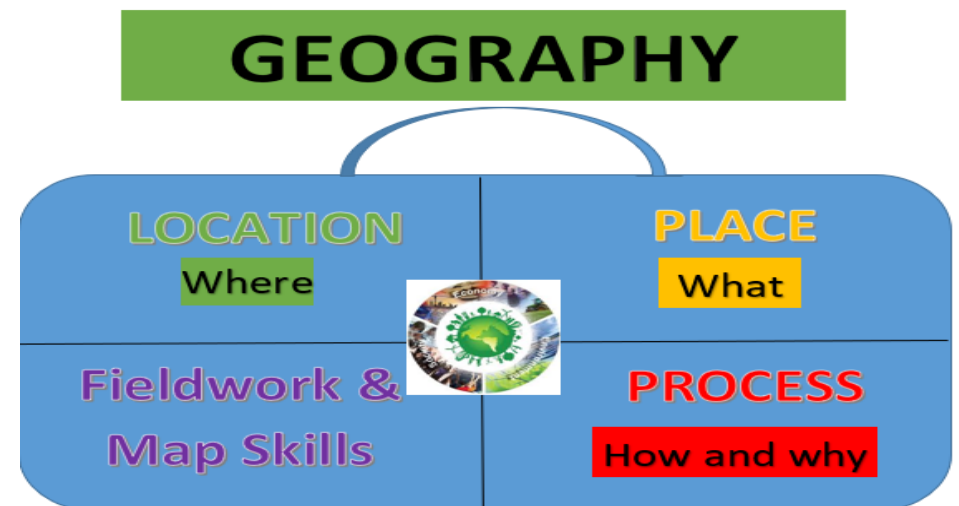
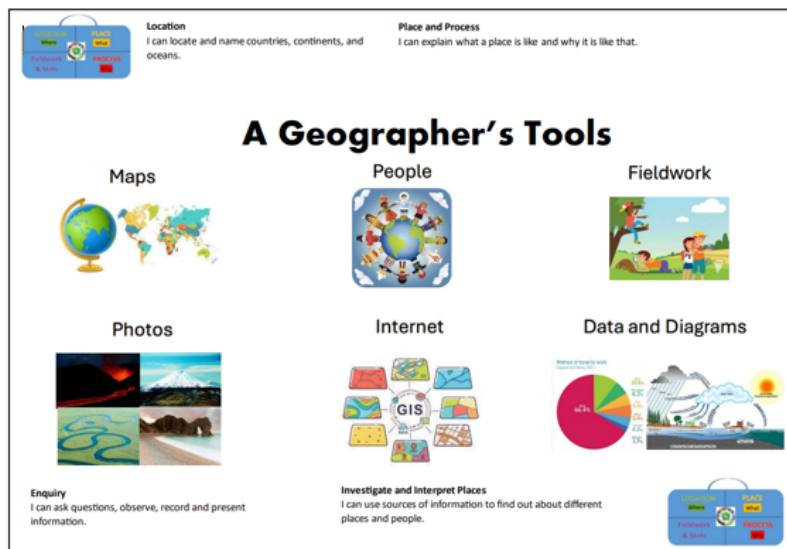


Geography knowledge and skills progression



Fieldwork – based on the work from Julie Tanner (Geographical association)
Maps – based on the work from Simon Catling (Geographical association)

Geography National Curriculum Aims

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
- collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Geography	
Intent	<p>To develop children’s fascination about the world, the people around them as well as their place in it.</p> <p>Children will develop a love of Geography and build a geographical overview of the world. From Nursery to year 6 children will study local, national and global geography. They will be able to ask and answer questions, understand diverse places, people and resources, whilst developing a deep understanding of the Earth’s key physical and human features and processes.</p>

Geography Implementation:

The disciplinary knowledge and concepts (scale, place, space, environment-physical and human process, interconnections, environmental impact and sustainability, cultural awareness and diversity) underpin the school’s geographical knowledge, sequencing and progression. Children explore these geographical concepts through an enquiry-based approach.

The progression of the geography curriculum has been designed so that the substantive knowledge, disciplinary knowledge and key geographical concepts are revisited overtime to deepen children’s knowledge and skills. We deliver the geographical concepts through a model of: Location, place, process, map skills and fieldwork.

Geography is discretely taught whilst also making links to other relevant areas of the curriculum.

In a typical geography lesson, you will see children developing their substantive and disciplinary knowledge and skills through:

- thinking about geographical concepts through: location, place, process, map skills and fieldwork
- using a range of skills for geographical enquiry (asking questions, finding data, analysing data, communicating findings)
- finding out about the world through different types of maps, photographs, diagrams and other types of spatial data
- interpreting sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems
- communicating information using geographical vocabulary, including through maps, numerical and quantitative skills and writing at length
- engaging in high quality texts

Curriculum sequence for Geography

Year Group	Learning Journey Curriculum Overview 2024-2025					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS Yr A	Marvellous Me	Winter (local/National/Global)	Space	People help us	Traditional Tales (local/ Global)	Under the Sea
Nursery	Continuous Provision Where around the world do we come from?	To look at the map and point out polar regions Development matters: Know there are different countries in the world	Continuous provision Pre-drawn maps to locate America and Space	Continuous provision Pre-drawn maps of the classroom and adding human features.	Comparing stories from different areas around the world Development matters: Locate/talk about the differences in the world	Compare photos of holidays
Reception	Continuous Provision Draw information from a map of world.	To look at a map and identify features of polar regions Development matters: Draw info from a simple map	Continuous provision Locate where America is on the map	Continuous provision Draw a map; kitchen, medical, facilities etc.	Comparing stories from around the world Development matters: Recognise/similarities differences of lives in the world	Look at the environment at the beach
EYFS Yr B	Marvellous Me	Traditional Tales (local)	Amazing Africa (local/ Global)	Here we Go!	In the Garden	My World
Nursery	Discuss and describe where immediate family originate from simple maps	Draw simple maps of their classroom ELG: Describe immediate environment from observation, discussion, stories/ maps	Make comparisons between their life and life in Africa using maps/stories Development matters: Talk about the differences in the world	Look at different environments from stories – forests, snowy, seaside, farms etc.	Identify human/physical features of the immediate environment	Recognise some environments are different to where they live
Reception	Discuss and describe where their immediate family originate from looking at globes	Draw simple maps of their school Development matters: Draw info from a simple map	Locate Africa. Describe contrasting locations/ lives of children in other countries. Development matters: Recognise/similarities differences of lives in the world	Identify range of contrasting local/national environments	Understand human behaviour can impact the environment	Make comparisons between life in UK and around the world
Y1	Whatever the Weather	Blast from the past	Incredible Inventions	The Secret Garden	There's no place like home	Animal Kingdom

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	(local/ Global)				(Regional/National)	
	Simple maps/keys Aerial photos/plan perspectives/Field work NC links: Weather patterns/locate Equator/hot/cold countries/North and South Poles. Compass points/Landmarks human and physical features; devise a simple map; basic symbols in a key	Weather over time	NSEW/ Weather	UK Map Skills North South East West	4 countries and capital of the UK & surrounding seas NC links: Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas	Directional Compass Work NSEW
Y2	Heroes of history	Poles Apart (Global)	Fire! Fire!	Spring has Sprung	Coming To England (Regional/global)	Natural world
	Map skills Grid References	7 continents and 5 oceans, hot and cold areas of the world (equator) NC links: Name and locate the world's seven continents and five oceans	Physical and Human Feature Games	5 oceans and 7 continents of the world	Sim/diff between area of UK and Non-European country (Trinidad) NC links: similarities/differences of human/physical geography of a small area of the United Kingdom, and of a contrasting non-European country	Map skills 7 continents and 5 oceans
Y3	Let there be light!	Stones and Bones (local/Regional/National Global)	Rivers Run Deep (Local/National/global)	Animal Magic!	Let It Grow	May the Force be with You!
	Key Stage 1 knowledge ninja quiz	Counties and cities in the UK/topography, land use over time NC links: name and locate counties and cities of the United Kingdom, characteristics, topographical features	Physical field work–local river study NC links: Use OS maps, digital/computer mapping/four figure grid references, symbols and keys. Observe, measure, record human /physical features using sketch maps	Map Skills Capital, Cities and their Rivers and intro to scale	Topography of the UK, mountains, Rivers and Land use	Map Skills Capital, Cities and their Rivers and intro to scale

		(including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time				
Y4	Groovy Greeks (Regional/ Global)	Our Changing World	Brilliant Bodies	Romans on the Rampage (global)	Buzzers, Bulbs and Batteries	Sounds Familiar!
	Compare a region of the UK to a region of Europe-Greece NC links: Similarities/differences of human and physical geography of a region of the United Kingdom and a region in a European country, coasts maps, four figure grid references	Countries of the world, their flags and capital cities	Longitude and latitude to locate countries.	Volcanoes and Earthquakes-Pompeii NC links: Physical and human geography, including: volcanoes and earthquakes	Time zones.	Pre-teach Latitude and Longitude
Y5	Settling Saxons and Scots	Vicious Vikings?	Force of Nature (local/National/ Global)	The Windrush	Reach for the Stars	All Grow, All Change! (local/ Global)
	Knowledge Ninja Lower Ks2 quiz	Compass skills and directions	Coasts- erosion, deposition, map & field work NC links: Name/ locate geographical regions and their physical characteristics, key topographical features (coasts), land-use patterns; how it has changed over time	Energy- where does it come from?	Biomes of the world	Compare North and Central America with our region in the UK NC links: Physical/human geography: climate zones, vegetation belts, mountains, types of settlement, land use, economic activity/trade links, distribution natural resources energy, food, minerals and water
Y6	Benin: An African Kingdom	Wars Through Time	Changes (local/National/ Global)	Fit and Fabulous	Go Compare! (Regional/ Global)	CSEye Investigates

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	<p>Map skills Longitude, latitude, time zones</p>	<p>Map Skills Biomes of the world</p>	<p>South America NC links: Position/significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic/Antarctic Circle, the Prime/Greenwich Meridian and time zones/ similarities and differences of a region of the United Kingdom/ a region within South America</p>	<p>Map Skills Eight figure grid reference</p>	<p>Regional comparison-Rio and London: NC links: similarities and differences of region of UK/ a region within South America. 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>	<p>Map Skills Earth's natural resources</p>

Learning Journey: EYFS year A Autumn 2 Winter	<p>Specific area of learning: Understanding the world</p> <p>Nursery: Know that there are different countries in the world and talk about the differences they have experienced or seen in photos</p> <p>ELG: People, Culture and communities</p> <p>-Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and when appropriate maps</p> <p>-Recognise some similarities and differences between life in this country and life in other countries</p> <p>-Recognise some environments that are different from the ones in which they live</p>		
Geography domain: Local / Regional/ National / global	Substantive Knowledge <u>Locational:</u> Nursery: <ul style="list-style-type: none"> - To locate Antarctica on a world map - To know that countries and continents at the bottom or top of a map are colder places Reception <ul style="list-style-type: none"> - To use a globe to locate cold countries <u>Place:</u> Nursery <ul style="list-style-type: none"> - Know there are lots of cold places they can find on a map including Antarctica - Know that Antarctica is a very cold place with freezing temperatures - Express their feelings/likes/dislikes about Antarctica Reception <ul style="list-style-type: none"> - Antarctica is a large continent that is very cold and where certain species of animals are located including penguins, walrus, seals, wolves - Polar bears are found in the Arctic, not the Antarctic. That's why polar bears and penguins will never meet; they're found in the north while penguins are found in the south. 		Key vocabulary: Nursery Home, school, map, area, environment, place, Antarctica cold Penguin freezing snow ice winter Reception Place, local map, area, environment, world, Antarctica, UK, Continents, Sea, Ocean Weather season arctic Antarctica temperature , globe, environment further up, species
Year group links (previous learning): Changing weather from observations	Human and physical processes Nursery <ul style="list-style-type: none"> - What is the weather like in the UK during winter? - What is the weather like during other seasons? Reception <ul style="list-style-type: none"> - Understand the effect of changing seasons on the natural world around them eg observations of leaves dropping from trees 		
Fieldwork: Opportunities should be provided for young children to: <ul style="list-style-type: none"> ● Play with toy vehicles, people and animals (penguins) on large floor playmat maps, using roads and paths with town and country features (Nursery) ● Place buildings on large sheets of paper, which they can draw roads and paths between to drive toy vehicles along or animals (Nursery) ● Go on walks in the area immediately around the school and talk about the features they pass ,eg bare trees, leaves on floor then retrace those routes on other occasions pointing out features they notice which are familiar or new to them (Reception) ● Go on walks in the area immediately around the school and talk about the way they are going, then retrace those routes on other occasions showing the way (Reception) Map skills: Opportunities should be provided for young children to: <ul style="list-style-type: none"> ● Talk about what they can see on a large full-colour picture map of a fun place (Nursery) ● Play with a softball or inflatable globe and floor playmat showing the country and the world (Nursery) ● Use a colour-based co-ordinates to find items on a grid layout (Reception) ● Experience different weather conditions and their impact on the environment (Reception) 			
Geographical concepts: Place space scale Interconnections Physical/human features and processes environmental impact and sustainability cultural awareness and diversity			
Enquiry questions: Nursery: What is it like in Winter? Where are the cold places in the world? What is the weather like in Antarctica? What is it like in the UK during winter? Reception: Where is Antarctica on a map? What is the weather like there? Which ocean surrounds Antarctica? How is the weather similar or different in Antarctica than the UK in Winter?			

Geography opportunities EYFS YEAR A

EYFS Year A			
Autumn 1: Marvellous ME!			
Session 1	<p>Nursery aim: play with a large-scale map</p> <p>Reception aim: talk about what they can see on a large full-colour picture map</p>	<p>Nursery Activity: Present a map of the classroom showing the: roleplay area, reading area, kitchen, maths, Expressive arts etc. explain to the children that this is a map of the classroom – a map shows us where areas are in the classroom are – can you find the roleplay area? Can you point to the kitchen? Where is the reading area near? Where is the kitchen next to?</p> <p>Nursery Task: Children to play with mini-me puppets moving around the classroom.</p> <p>Reception Activity: Share with the children a globe – ask them if they can name what this object is? How can we use this object? Explain this is a globe – it shows different countries around the world. Point out where we are in the map – can anyone name where we live? What country?</p> <p>Reception Task: Adult Led – naming countries Have children play with their block mini people on the map, travelling to different places using play aeroplanes.</p>	<p>Resources</p> <ul style="list-style-type: none"> - Large map of the classroom - Photos of the children stuck on blocks or bottle caps - Globes <p>Different forms of transport; aeroplanes, cars, coaches etc.</p>
Session 2	<p>Nursery aim: Play with a large-scale map</p> <p>Reception aim: talk about what they can see on a large full-colour picture map</p>	<p>Nursery Activity: Share with the children a large floor map - have little blocks with children’s faces on them. Mention we are from different places in the world and this map on the floor and some of these places are where you are from.</p> <p>Nursery Task: Have children play with their block mini people on the map, travelling to different places using play aeroplanes.</p> <p>Reception Activity: Look at the map and ask the children to make observations on what they see (animals, land, colours, landmarks etc.) relate back to this is the country _____ is from.</p> <p>Reception Task: Using figures, animals, blocks to build the local environment</p>	<p>Resources</p> <ul style="list-style-type: none"> - Large floor map of the world - Photos of children on bottlecaps or blocks <p>Different forms of transport; aeroplanes, cars, coaches etc.</p>

Learning Journey: Year 2 Poles Apart Autumn 2	NC links: Locate 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 the United Kingdom and its countries, as well as the countries, continents and oceans studied. Use simple compass directions (North, South, East and West) and locational and directional language		
Geography domain: Local / Regional/ National / global Big question: What is it like near the equator and near the North and South Poles? Year group links (previous learning): Year 1 – revisit countries	Substantive Knowledge <u>Locational</u> <ul style="list-style-type: none"> Know where the UK is on a map. Know and locate the world’s seven continents and five oceans. Locate the north and south poles and the equator. Locate hot and cold countries based on distance from the equator (e.g. Somalia, Turkey, Australia and Norway) that Europe is to the west of Asia and to the north of Africa. South America is to the South of North America etc. <u>Place</u> <ul style="list-style-type: none"> Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). Use world maps, atlases and globes to identify the continents and oceans studied. Name and locate the world’s continents and oceans Know that the North Pole is at the northernmost point of the Earth in the frozen Arctic Ocean Know that the South Pole is at the southernmost point on the Earth on land. Know that the area around the North and South Poles is very cold but the countries around the equator is very hot Know that a country is a large area of land with one government/flag/ruler. A continent is much larger than a country and is a group of many countries together. 		Key vocabulary: map, atlas, compass, location, locate, country, North Pole, South Pole, equator, world, continent, Europe, continents, Atlantic Ocean plan view north, east, south, west Climate, weather, temperature, heatwave, drought, Hot Cold Mountain sea
Disciplinary Knowledge Fieldwork: <ul style="list-style-type: none"> Investigate different weather conditions through observation Use model making or class role play to represent a visited place Make annotated drawings to show variations Use a simple recording technique to express their feelings about a specific place eg smiley faces and why they like/dislike the features of a place Map skills: <ul style="list-style-type: none"> Use a range of maps to discuss the features in the environment eg atlas maps, large scale maps and aerial photographs Describe features identified of the environment using maps Play games and listen carefully to instructions which require them to follow directions using words like right, left, back, half-turn etc Talk about the location of themselves on a map and features that they can see using geographical vocabulary Talk about the use of maps for showing the world including compass directions on a map Devise a simple map and construct basic symbols as a key 	Physical geography <ul style="list-style-type: none"> Explore daily and seasonal weather patterns: sunny, partly cloudy, cloudy, rain, snow, windy, thunderstorms. Extreme weather can occur anywhere on earth; heatwave, drought, flood, monsoon, blizzard, gale/storm, cyclone/hurricane, tornado/ twister. Know that polar climates are found around the North and South poles <u>Human geography</u> <ul style="list-style-type: none"> Compare and contrast the environment and weather conditions in very hot and very cold countries linking to the seven continents of the world. 		
Geographical concepts: Place space scale Interconnections Physical/human features and processes environmental impact and sustainability cultural awareness and diversity			
Enquiry questions: What is a continent and what are they called? What do we mean by the equator and poles? What is it like to live near the equator? What are the compass points to describe the location of the seven continent? What is the difference between a continent and a country?			

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 Maps – based on the work from Simon Catling (Geographical association)

Year 2 Geography opportunities

Yr 2 Autumn 1 Map skills/ grid references			
Session 1	Aim: To recall the countries in the UK, their capital cities and flags.	Activity: Jigsaw Mixed Attainment Groups Place the cut outs of the countries in the Uk together to make the United Kingdom. Stick this together. Write out the names of the counties and their capital cities. Label the surrounding seas. Check using an atlas if they are correct- make changes where necessary.	Resources Jigsaw pieces of UK countries atlas
Session 2	Aim: To introduce the concept of simple grid references.	Activity: Whole Class Show children this video clip to explain simple grid references. https://www.bbc.co.uk/bitesize/topics/zbtp34j/articles/z6hxrj6 On IWB, show a simple map with grid references and model how to find the location of one item. Children to locate the other items by using the grid reference.	Resources Video
Session 3	Aim: To use a simple grid reference.	Activity: Partner work On IWB show a simple grid of an island. Model adding two pots of gold and show children how to play ' find the gold'. Give each pair the same A4 map with the grid references already created. Children add their pots of gold. Pairs partner up and play the game; calling out grid references to find the gold.	Resources A4 map with grid references

Learning journey: Year 4 Romans on the Rampage Spring 2	NC links: describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle		
Geography domain: Local / Regional/ National / global Big question: What is the impact of natural disasters?	Substantive Knowledge		Key vocabulary
Year group links (previous learning): Human and physical features of Athens and London	<u>Locational</u>	<u>Physical geography</u>	Pompeii Shield volcanoes Composite volcanoes Plate boundaries Earthquake Richter scale Aftershock Tectonic plates Magma Seismometer Monitoring centre Crops lava fertile Crust Lower Mantle Eruption Dust cloud Crater vent cliffs disaster cluster pattern zone boundaries geothermal energy
Fieldwork skills N/A in this unit	<ul style="list-style-type: none"> Locate where earthquakes and volcanoes have occurred on maps in the world Mount etna is located at the junction of the African and Eurasian plates Mount Etna is the most active volcano in southern Europe and is located on the east coast of Sicily in Italy 	<ul style="list-style-type: none"> Know that volcanoes can occur under the sea and are grouped together in certain places eg The Pacific Plate (known as Ring of Fire) Describe and understand how volcanoes and earthquakes are formed Volcanoes emit huge amounts of smoke and gas when they erupt Know that earthquakes are caused by a sudden release of energy in the earth's crust Earthquakes are a result of tectonic plates meeting and fault lines forming Know that the point on the ground immediately above the origin of an earthquake is called the epicentre Know the layers of the earth eg crust, magma, lower mantle 	
Map skills <ul style="list-style-type: none"> Use keys on a map to mark features using symbols use a scale bar to measure straight line distances on a large-scale map use letter/number and four-figure co-ordinates to give grid references on maps look for different types of features on atlas maps, e.g. sea, volcano, where earthquakes have occurred identify features and routes on both a large-scale vertical aerial photograph and a similar scale map of their own locality and within Europe compare a globe with a world map and talk about how each is helpful Compare knowledge of different features in places and environments they have learnt about 	<u>Place</u>	<u>Human geography</u> <ul style="list-style-type: none"> Know that ash from volcanic eruptions can travel around the world affecting climate and disrupting air travel Know that many lives can be lost, homes destroyed and others injured in an eruption Whole communities and a way of life can be wiped out in seconds eg Mount St Helens, Washington state USA in 1980 Know that there are early warning monitoring centres that alert people to any signs of danger Know that seismometers measure any barely detectable earthquake activity beneath the ground Slopes of some volcanoes can provide recreational areas for walking or skiing People cope with earthquakes and can triumph through adversity (avoid showing images of people as victims all the time) but more instructive to think about how they have been empowered Know the positive impact of natural disasters eg for volcanic eruption: eg the lava and ash from an eruption can produce nutrient rich soils such as those on Mount Etna where nearby vineyards produce world-renowned wine and crops like asparagus. Or settlements in volcanic regions can benefit from geothermal energy 	
Geographical concepts: Place space scale Interconnections Physical/human features and processes environmental impact and sustainability cultural awareness and diversity			
Enquiry questions: How can you locate where features are found on a map of Italy? What information of Pompeii is provided on globes, atlases and online maps and satellite images? Which human and physical features can be seen in the Pompeii region? What is a volcano like? What is it like to live near Mount Etna? How does volcanic activity affect people around the world? Where do earthquakes happen and why? What causes earthquakes? How are people affected by earthquakes?			

Year 4 Geography opportunities

Yr 4 Autumn 2 Countries of the world, flags and capital cities			
Session 1	Aim: To identify flags of the world and their country	Activity: Where am I? Whole class Kahoot flags of the world quiz.	Resources Kahoot
Session 2	Aim: Locate countries of the world on a world map or globe.	Activity: Where am I? Partner work Class teacher has a selection of cards. On each card is a country from a different continent. The teacher reads out the clues on the card which use geographical terminology. Each pair need to follow the clues to locate then name the country on the map/globe.	Resources Clue cards
Session 3	Aim: To improve their knowledge of countries and their flags across the world.	Activity: Countries and Flags Game Mixed Attainment Groups Children play the game where they identify the country, match it to its flag and state which continent it's in.	Resources Images of matching flag images and countries/continent images