



celebrating learning together in faith, hope and love

GEOGRAPHY – CURRICULUM PROGRESSION

INTENT:

At Bishop Perrin, our Geography curriculum is designed to inspire a life-long interest and passion for learning and to provide opportunities for every child to communicate their developing ideas with confidence and conviction. Our planning facilitates a deepening understanding of our world, including its geographical processes, physical and human geographical features. Enthusiasm for Geography is supported by our diverse experiences, visits and visitors to stimulate and inspire pupils. Pupils are offered a variety of opportunities to acquire knowledge and understanding of key geographical concepts and to develop skills including making and studying maps, measuring, sketching, annotating diagrams, considering and analysing information, sharing and supporting opinions and discussing contrasting views, plus presenting their own analysis supported by well-constructed justifications. Our curriculum will inspire children to question and to create connections as their knowledge and understanding develops.

National Curriculum purpose:

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

EYFS

Understanding the World: People, Culture and Communities ELG (proposed reforms)

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
- 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.

Understanding the World: The World ELG (current)

- Look closely at similarities, differences, pattern and change
- Know about similarities and differences in relation to places, objects, materials and living things
- Talk about the features of own environment and how environments may vary from one another

Ourselves and Our Families	Repeating Rhythms and Patterns	Traditional tales	Monsters and Aliens	Space	Christmas	Winter, Snow, Ice and Dark Nights	Chinese New Year and Dragons	Food	People Who Help Us	Superheroes	Life Cycles	On the Farm	Dinosaurs	Around the World
<ul style="list-style-type: none"> • Describe family life • Notice differences in families • Describe home and school • Compare families and family traditions • Recall and compare experiences of countries around the world related to family heritage and holidays 	<ul style="list-style-type: none"> • Observations of the school environment • Different types of weather • Describe and draw familiar locations • Explore local area 	<ul style="list-style-type: none"> • Seasonal changes - Autumn • Follow story maps and simple route maps featuring key locations of familiar stories and familiar locations – home and school 	<ul style="list-style-type: none"> • Homes and habitats of different animals • Look at and compare transport maps and symbols used • Follow map journey in school environment and surrounding area 	<ul style="list-style-type: none"> • Maps of the world to find key locations linked to space travel • Know that the Earth is round and orbits the Sun • Learn about the festival of Diwali and celebrations 	<ul style="list-style-type: none"> • Locate countries of the world on a globe • Draw a map to show a route recognising and using positional language • Learn about the festivals and celebrations of Christmas and Hanukkah and compare 	<ul style="list-style-type: none"> • Locate cold countries using globe and large-scale maps including North and South Poles and Arctic and Antarctic • Seasonal changes – winter • Hibernation and migration of animals 	<ul style="list-style-type: none"> • Learn about Chinese New Year festivals and celebrations • Explore different languages and scripts • Locate China on world map, using atlas, globe and interactive maps 	<ul style="list-style-type: none"> • How is food transported to supermarkets and to homes? • Learn about festivals and celebrations linked to Lent and traditions involved with pancakes around the world • Seasonal changes - Spring 	<ul style="list-style-type: none"> • Maps of local area – follow route around local area using positional language • Recycling processes • Learn about days to celebrate special people including Mothers' Day 	<ul style="list-style-type: none"> • use of local environment to grow vegetables and fruit • Where in the world do different foods come from? • Compare food from UK with food from other countries • Learn about festival of Ramadan 	<ul style="list-style-type: none"> • Describe home and garden environment and identify how living things are suited to their unique environment • Compare the living environments of different living creatures • Seasonal changes - Summer 	<ul style="list-style-type: none"> • Map work – route to farm • Draw maps of farm • Draw maps of supermarket • Give and follow directions using positional language 	<ul style="list-style-type: none"> • Maps of dinosaur lands • Where did dinosaurs live? • Locate the places where fossils have been found using a globe, maps, GPS • identify natural and human features at the site of fossil digs • Describe the habitats of different types of dinosaur 	<ul style="list-style-type: none"> • Location of familiar countries on maps – digital, paper and globe • Flags of countries around the world • Compare the climate and environment of countries around the world • Compare different types of holidays and life in different countries

KS1

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.

	Locational knowledge		Place knowledge	Human and physical geography			Geographical skills and fieldwork			
National Curriculum Statements	<i>name and locate the world's seven continents and five oceans</i>	<i>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</i>	<i>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</i>	<i>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</i>	<i>use basic geographical vocabulary to refer to:</i> <ul style="list-style-type: none"> key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather 	<i>use basic geographical vocabulary to refer to:</i> <ul style="list-style-type: none"> key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 	<i>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</i>	<i>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</i>	<i>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</i>	<i>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.</i>
Year 1	Shiver Me Timbers! summer 2 <i>name and locate the world's seven continents and five oceans – focus: oceans</i>	The UK- autumn 2 <i>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas (including flag work)</i>		The UK (autumn 2) <i>identify seasonal and daily weather patterns in the United Kingdom</i>	The Enchanted Forest – spring 2 - land related vocab Shiver Me Timbers! summer 2 – beach / ocean related vocab	The UK (autumn 2)	The UK (autumn 2) <i>use world maps, atlases and globes to identify the United Kingdom and its countries</i>	Shiver Me Timbers! summer 2 – treasure maps	The Enchanted Forest – spring 2 – local <i>use aerial photographs and plan perspectives to recognise basic human and physical features; devise a simple map; and use and construct basic symbols in a key</i>	Me, Myself and I – autumn 1 <i>Study of school and its grounds and the key human and physical features of its surrounding environment</i>
Year 2	It's a Small World – Autumn 1 <i>name and locate the world's seven continents and five oceans – focus: continents</i>	London Calling – Spring 2	Chocolate – Summer 2 <i>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 – <u>South-east England / Ghana</u></i>	Chocolate – Summer 2 <i>identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</i>	It's a Small World – Autumn 1	London Calling – Spring 2	<i>use world maps, atlases and globes to identify the continents and oceans studied</i> Chocolate – Summer 2 It's a Small World – Autumn 1	It's a Small World – Autumn 1	London Calling – Spring 2 <i>use aerial photographs and plan perspectives to recognise landmarks; devise a simple map; and use and construct basic symbols in a key</i>	

KS2

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.

	Locational Knowledge			Place Knowledge	Human and Physical Geography		Geographical skills and fieldwork			
National Curriculum	<i>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</i>	<i>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</i>	<i>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)</i>	<i>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</i>	<i>describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</i>	<i>describe and understand key aspects of: 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</i>	<i>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</i>	<i>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</i>	<i>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.</i>	

Year 3	Rainforest Rescue – Aut 1 <i>locate the world's countries, using maps to focus on South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities (and flags)</i>			<i>Rise of the Robots – summer 1 Comparison between local region (south-east) in the UK and another UK region (e.g. Isle of Skye / Aaran) – urban / rural, island living</i>	Rainforest Rescue – Aut 1 physical geography, including: climate zones, biomes and vegetation belts, rivers	Food, glorious food – spring 2 <i>human geography, including: the distribution of natural resources – food</i> <i>Sustainability – seasonality, air miles</i>	Rainforest Rescue – autumn 1 Maps Food, glorious food – Spring 1 Atlases and globes	Rise of the Robots – summer 1 Four-figure grid references	Rise of the Robots – summer 1
Year 4		How Does Your Garden Grow? – summer 1 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)	One World <i>identify the position and significance of ...Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle</i>		India – autumn 2 – describe and understand key aspects of: physical geography, including: rivers (River Ganges - link to settlement and land use) and mountains (2 weeks)	India – Autumn 2 types of settlement and land use (4 weeks) One World – summer 1 <i>the distribution of natural resources including energy (renewable and non-renewable)...minerals (e.g. recycling metals) and water</i>	India – Autumn 2 Maps One World – summer 1 Atlases and Globes		How Does Your Garden Grow – summer 1 Cross-curricular – Tudor maps (history)
Year 5	Heartbeat – spring 2 <i>locate the world's countries, using maps to focus on Europe (including the location of Russia) ...concentrating on their environmental regions, key physical and human characteristics, countries, and major cities (and flags)</i>			Heartbeat - <i>Comparison between local region in the UK and a region in a European country</i> <i>Italy (Veneto – region of Italy where Verona is, location of Romeo and Juliet: mountains, lakes) North-west - Cumbria (Lake District – mountains, lakes)</i>	Creeping Coasts – summer 1 Erosion, volcanoes and earthquakes	Dragon's Den – autumn 2 <i>human geography, including: economic activity including trade links</i>	Creeping Coasts – summer 1 Use digital computer mapping to compare how coastlines have changed over time – coastal erosion Cross-curricular – Amazing Africa Summer 2 (history)	Dragon's Den – autumn 2 Six figure grid references	Cross-curricular: Crime and Punishment autumn 1 (history)
Year 6	Lights! Camera! Action! – summer 1 <i>locate the world's countries, using maps to focus on ...North America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities (and flags)</i>	Tales of the Thames - autumn 1 ...land-use patterns; and understand how some of these aspects have changed over time	To Infinity and Beyond <i>identify the position and significance of latitude, longitude, the Prime/Greenwich Meridian and time zones (including day and night)</i>	Lights! Camera! Action! Summer 1 <i>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom...and a region within North America (Link with key text – Holes) Region within the US – Southern region, focus on State of Texas Region within the UK – South-west</i>	Tales of the Thames – autumn 1 Describe and understand key aspects of: rivers and the water cycle		To Infinity and Beyond – Spring 1 Globes Lights, camera, action! – Summer 1 Digital mapping	Tales of the Thames – autumn 1 Ordnance survey maps	