



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 Hanukah 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	name and locate the world's seven continents and five oceans	name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas	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	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	use basic geographical vocabulary to refer to: <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 	use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 	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	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	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	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.	
Knowledge and Skills	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			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. collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
Year 1	The Blue Planet name and locate the world's seven continents and five oceans – focus: oceans	A Small Island - The UK name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas		On-going identify seasonal weather patterns in the United Kingdom	A Small Island - The UK use basic geographical vocabulary to refer to key physical features, including: season and weather	A Small Island - The UK use basic geographical vocabulary to refer to: key human features, including: city, town, village	A Small Island - The UK use world maps, atlases and globes to identify the United Kingdom and its countries	A Small Island – The UK use simple compass directions (North, South, East and West) locational and directional language [for example, near and far; left and right],	The Enchanted Forest (local area) 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	Fieldwork and mapping skills are incorporated into all units – see fieldwork and mapping progression maps	
			The Blue Planet identify daily weather patterns in the United Kingdom	The Enchanted Forest use basic geographical vocabulary to refer to key physical features, including: forest, hill, mountain, river, soil, valley, vegetation,		The Blue Planet use world maps, atlases and globes to identify continents and oceans studied at this key stage	The Enchanted Forest 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				
				The Blue Planet use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, sea, ocean, vegetation			The Blue Planet use simple compass directions (North, South, East and West)				
Year 2	It's a Small World name and locate the world's seven continents and five oceans – focus: continents	London Calling name, locate and identify characteristics of the four capital cities of the United Kingdom, with a focus on London, comparing with a European capital city - Paris	Chocolate <i>Continent study: Africa</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 – Kent (South-east England) / Ghana	Chocolate identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles	It's a Small World 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	London Calling use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	It's a Small World use world maps, atlases and globes to identify the continents and oceans studied at this stage	London Calling 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	It's a Small World use aerial photographs and plan perspectives to recognise basic human and physical features;		
							Chocolate use world maps, atlases and globes to identify the continents and oceans studied at this stage		London Calling use aerial photographs and plan perspectives to recognise landmarks; devise a simple map; and use and construct basic symbols in a key		

LOWER 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	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	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	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)	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	describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	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	use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	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	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.
Knowledge and Skills	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		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. collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
Year 3	Rainforest Rescue <i>Continent study: South America</i> Locate countries and their capital cities of South America using maps. Regions: Identify environmental regions of South America. Focus country: Brazil – physical features Focus capital city: Brasilia – human features	Food, glorious food land-use patterns; and understand how some of these aspects have changed over time	Rainforest Rescue identify the position and significance of Equator, Northern Hemisphere, Southern Hemisphere		Rainforest Rescue Climate zones: tropics Biomes: An introduction to biomes: aquatic, grasslands, forest (woodland, taiga, tropical and temperate rainforest), desert, tundra, savannah Biome: tropical rainforest Rivers: Amazon River Vegetation belts: plant life found in the tropical rainforest Mountains: The Andes	Food, glorious food Human geography, including: the distribution of natural resources – food Sustainability, seasonality, air miles Rise of the Robots human geography, including: types of local land use, economic activity including trade links and transport	Rainforest Rescue Maps	Rise of the Robots use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps)	Rise of the Robots use fieldwork to observe, measure, record and present the human and physical features in the local area using sketch maps, plans and graphs and photographs
Year 4	Incredible India <i>Continent study: Asia</i> Locate countries of Asia using a map, identify capital cities Country study: India – physical features City focus: Mumbai – human features Environmental regions of India	How Does Your Garden Grow? 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)	Incredible India Identify the position & significance of Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn One World <i>Continent Study: Antarctica</i> identify the position and significance of...Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle	How Does Your Garden Grow? Study of a region of the UK – The Midlands. Comparison of two UK cities: Blackpool and Birmingham	Incredible India Climate zones: desert Biomes: desert Rivers: River Ganges Vegetation belts: plant life found in the grasslands Mountains: Himalayas One World Climate zones: polar Biomes: tundra Vegetation belts: plant life found in the tundra Mountains: Arctic Cordillera Mountain Range How Does Your Garden Grow? UK Climate zones: temperate UK Biomes: temperate forest UK vegetation belts UK mountain ranges UK rivers	Incredible India types of settlement and land use along the River Ganges One World <i>the distribution of natural resources including energy (renewable and non-renewable)...minerals (e.g. recycling metals) and water</i>	Incredible India Maps, atlases, globes to locate countries and features studied One World Digital / computer mapping to show shrinkage of ice caps to describe features studied How Does Your Garden Grow? Use of maps and atlases to locate countries; physical and human geographical features; questioning and analytical skills	How Does Your Garden Grow? Aerial photography; topological mapping; compass directions, route-planning, grid references. Digital mapping, recognition of O.S. symbols	How Does Your Garden Grow? Discursive skills; presentational skills (artistic, oral etc.); organisation of information. The methodology of fieldwork and data presentation and analysis

UPPER KS2

	Locational Knowledge			Place Knowledge	Human and Physical Geography		Geographical skills and fieldwork		
National Curriculum	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	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	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)	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	describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	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	use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	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	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.
Knowledge and Skills	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		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. collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
Year 5	<p>Heartbeat Continent Study: Europe</p> <p>Locate countries of Europe and identify flags</p> <p>Identify capital (and other major) cities</p> <p>Region study: Mediterranean, key physical and human characteristics of the region</p> <p>Country study: Italy – regions of Ital, focus on region of Veneto</p> <p>City study: Verona</p>			<p>Heartbeat</p> <p>Comparison between local region in the UK and a region in a European country</p> <p><i>Italy (Veneto – region of Italy where Verona is, location of Romeo and Juliet: mountains, lakes)</i></p> <p><i>North-west - Cumbria (Lake District – mountains, lakes)</i></p>	<p>Creeping Coasts</p> <p>Erosion, mountains, volcanoes and earthquakes</p> <p>Climate zones: dependent on area studied (mountains / earthquakes)</p> <p>Biomes of UK: aquatic (saltwater)</p> <p>Mountains: name and locate key mountain ranges around the world, Mount Everest</p> <p>Volcanoes: Mt Vesuvius and Mt Etna</p> <p>Vegetation belts: coastal plant life</p>	<p>Dragon's Den</p> <p>Human geography: economic activity including trade links</p>	<p>Creeping Coasts</p> <p>Use digital computer mapping to compare how coastlines have changed over time – coastal erosion</p>	<p>Dragon's Den</p> <p>Eight points of a compass. Six figure grid references</p>	All units - use fieldwork to observe, measure, record and present the human and physical features in the local area using sketch maps, plans and graphs and digital technologies
Year 6	<p>Living in America Continent Study: North America</p> <p>Locate the countries of North America, capital cities and flags.</p> <p>Country study: USA</p> <p>Identify different states.</p> <p>Region study: south</p> <p>State focus: Texas - key physical and human characteristics</p> <p>City focus – Austin</p>	<p>Tales of the Thames</p> <p>...land-use patterns; and understand how some of these aspects have changed over time</p>	<p>To Infinity and Beyond Continent Study: Oceania</p> <p>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)</p>	<p>Living in America</p> <p>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)</p> <p>Region within the US – Southern region, focus on State of Texas</p> <p>Region within the UK – South-west</p>	<p>Tales of the Thames</p> <p>Describe and understand key aspects of: rivers and the water cycle</p> <p>Climate zones: temperate</p> <p>Biomes of UK: aquatic (freshwater)</p> <p>Rivers: River Thames</p> <p>Vegetation belts: plant life found along the riverbank</p>		<p>To Infinity and Beyond</p> <p>Globes</p>	<p>Tales of the Thames</p> <p>Ordnance survey maps</p>	
							<p>Living in America</p> <p>Digital mapping</p>		