

## All Saints CE Primary School and Nursery

### Geography Curriculum-Progression in Knowledge and Skills

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Nursery</b>	<b>What is in our classroom and school?</b>	<b>Where is an Owl's nest and why?</b>	<b>Where do bears come from?</b>	<b>Where do you find bugs and why?</b>  <b>How do you take care of our world?</b>	<b>Where is the farm? I wonder what we will see?</b>	<b>How will we get there?</b>
	Use all their senses in hands-on exploration of natural materials Explore and respond to natural phenomena Name the features of the environment – garage, farm school Know places which are special to them - Home, nursery and church	Begin to understand the need to respect and care for the natural environment and all living things Use the language in/on/under/in front Enjoy playing with small word models such as farm, garage, train track. Understand position through words alone. For example, "The bag is under the table," – with no pointing	Talk about what they see using a wide range of vocabulary Identify key areas of the local area – house, church, woods, post office and shop Know that there are different countries in the world and talk about the differences they have experienced	Begin to understand the need to respect and care for the natural environment and all living things	Know that there are different countries in the world and talk about the differences they have experienced Begin to understand the need to respect and care for the natural environment and all living things	Describe a familiar route Discuss routes and locations, using words like 'in front of' and 'behind'
<b>Core vocabulary</b>  <b>Golden Thread Mapping</b>  Map, Globe, small, big, direction, forward, backwards, over, under, next to, behind.	House, school, nursery, garden, classroom.  <b>Autumn</b> <b>Winter</b> <b>Spring</b> <b>Summer</b>  Weather – rain, snow, sun, windy, cloudy, ice.	Road, Church, post office, trees, woods/forest, nest, night time, day time, moon, high, low, on top, under etc,	In front, behind, under, next to, on, near, forest, different bears, woods, maps, mud, river, grass, cave, snowstorm.	Garden, photo, grass, water, mud, home.	Farm, map, pond, farm animal names eg cow, pig and their baby animal names eg duckling and piglet, features of a farm eg pond, mud, field, grass.	Road, car, bus, front, behind, shop, home next to, forward, backwards, map, globe, country.

<b>Misconceptions</b>	You can only see the moon at night	Owls turn their heads all the way round  All owls come out and night	Bears only eat meat.	Spiders, ticks, beetles and flies are bugs.  Everything is an insect- an insect always has 6 legs.  Be afraid of bugs!  Spiders are scary and bad  Caterpillars lay eggs- the butterfly does!	Only chickens lay eggs- make links to insects etc  Children may think fur and feathers are the same thing as they both feel soft. As a result, children need to observe the differences of a range of animals to understand their features and make comparisons.	Do chn understand the directional language?
<b>Reception</b>	<b>Can you tell me about your community?</b>	<b>Who is in your world?</b>	<b>What is a map?</b>	<b>Can you investigate your environment?</b>	<b>Can you tell me about another country?</b>	<b>Can you describe similarities and differences?</b>
	Talk about members of their immediate family and community.	Name and describe people who are familiar to them.	Draw information from a simple map.	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.	Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.	Recognise some similarities and differences between life in this country and life in other countries.
<b>Core Vocabulary</b> <b>Golden Thread Mapping</b>	Family, home, school, Reception, Nuneaton, canal, peace garden, church, Riversly park.	World, seasons, hot, cold, woods, change, Autumn, Winter, Spring, Summer.	River, canal, path, road, land, sea, buildings, bridge.	Garden, peace garden, nature, grass, field, canal, water, hill, trees, wildlife, recycling, waste, litter.	Country, journey, flags, climate, animals, plants, weather, world.	Location, journey, flags, animals, weather, climate, plants, setting. Same, different
<b>Misconceptions</b>		Hill and mountains are the same.	All maps lead you to treasure.	Trees are a plant.	All countries are the same.	

By the end of EYFS children as **Geographers** will:

**Geographical Enquiry:**

Ask enquiry-based questions.

- Describe the human features around the school e.g. outdoor area and playground.
- Attempt to use and draw maps. E.g. finding our classroom and Nuneaton.
- Discuss personal experiences of other places in the world.
- Explain how homes, schools and transport may differ in other countries.
- Recognise that countries are similar in many ways.
- Use geographical human and physical vocabulary to describe the immediate environment.
- Attempt to interpret maps, plans and aerial photographs.
- Recount jobs done by different people.
- Explain how anyone can do any job.
- Talk about their aspirations.
- Explain the use of maps and atlases.
- Name geographical equipment.
- Find natural items around the school grounds.

**Place Knowledge- local/global, different countries and contrasting environments:**

- Discuss personal experiences of other places in the world.
- Name and locate the north and south poles and link animals e.g. polar bears and penguins.
- Talk about different types of weather and the seasons.
- Explain how homes, schools and transport may differ in other countries.
- Recognise that countries are similar in many ways.
- Know exploration is the action of exploring an unfamiliar area.
- Talk about how habitats around the world are different from each other.

**Simple map work- plans, aerial photographs, trails and routes:**

- Use geographical human and physical vocabulary to describe the immediate environments.
- Explain how to get to places in the school grounds using directional and locational language.
- Attempt to interpret maps, plans and aerial photographs.
- Know a map is a visual representation of an area of land, sea or shows physical features eg roads etc.

**Occupations:**

- Recount jobs done by different people.
- Explain how anyone can do any job.
- Talk about their aspirations.

**Diversity and celebrations:**

- Recount events and why they are celebrated.
- Recall what might be similar in communities.
- Explain the significance of local places and people by visiting memorials in the local town, park and places of worship.

**Geographical vocabulary associated with all of the areas above.**

- Use geographical language accurately.
- Use a range of language associated with events and places studied.
- Explain the use of maps and atlases.

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Where do I live? Where is our school?			What is the weather?		Where is the coast?
	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. 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 compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map.		Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies. 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		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	
<b>Core vocabulary</b> <b>Golden Thread Mapping</b>	Nuneaton, street, Local area, photograph, address, environment, observe, aerial, look, far, near, plan, route, map, symbols.		Weather forecast, seasons, temperature, observations, blizzard, hurricane, climate, United Kingdom, pattern, hot, cold.		Physical, human, feature, resort, tourist, pier, bay, harbour, sea, coast, Continent, United Kingdom (UK), Britain, England, Northern Ireland, Scotland, Wales, London, Belfast, Cardiff, Edinburgh, Capital City, Thames, Severn, Tay, Bann Seas, North Sea, Irish Sea, English Channel, Atlantic, ocean.	
<b>Misconceptions</b>	A map only shows us which direction to go. A map must include every detail on a map. North is always found by pointing our arm out straight in front of us. All cities/towns/villages have the same features.		It is always warm in spring and summer in the UK. If it is cold and snowing, it must be winter. Countries near the equator do not have any rain.		Humans made rivers and mountains. A continent is a country.	
Year 2	What do we know about our local area and United Kingdom?		How can we explore the world? (UK/Kenya)			How can we find out about our oceans and continents?

	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. 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 compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map.	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	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.  Name and locate the world's seven continents and five oceans.  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
<b>Core vocabulary</b>  <b>Golden Thread mapping:</b>  Map, globe, Atlas, Birdseye view, key, symbol, photograph, direction, North, south East, West, Route, sketch, scale, OS map.	Nuneaton, England, Scotland, Northern Ireland, Wales, Great Britain, United Kingdom, London, Edinburgh, Belfast, Cardiff, Atlantic Ocean, North Sea, The Channel, Celtic Sea, Irish Sea, man-made, natural Mountains, Hills, canal, desert, river, forest, valley Rivers.	Village, countries, Capital city, continent, differences, similarities, physical feature, human feature, Africa, Kenya, compare, Nairobi.	Continents, Europe, Antarctica, North and South America, atlas, planet earth, Asia, Oceania, The Pacific, Polar Regions, globe, accurate, oceans, Pacific, Atlantic, Indian, Arctic, southern, Antarctica, Australia, Equator, North and South Pole .
<b>Misconceptions</b>	UK is a country Ireland/Northern Ireland are 2 different countries. Canals are not the same as rivers.	Africa is a continent with many countries. There are different races and diversity within the continent.	Two oceans can be linked together Linking of a 2D and 3D map differences What is the difference between a globe and map?

By the end of Key Stage 1 children as **Geographers** will:

- Know where we live (name of town, country).
- Name the capital of England.
- Name Europe and at least one other continent.
- Identify the Pacific and Atlantic Oceans.
- Locate and name the four countries and capitals of the UK.
- Locate and name the seven continents and five oceans.
- Use appropriate physical themed vocabulary.
- Use a wider range of physical themed vocabulary (eg. valley, vegetation, ocean).
- Begin to describe and explain the weather.
- Use human themed vocabulary (e.g. town, city, house, farm, village)
- Recognise that life is different in different parts of both the UK and the world
- Use a wider range of human themed vocabulary to describe places and regions (e.g. port, harbour, factory, motorway, station).
- Describe particular locations, using words such as quiet, noisy, busy, built-up etc.

- List two similarities and two differences between the UK and one other country.
- List two similarities and two differences between the UK and one non-European other country.
- Begin to suggest reasons for these differences in terms of their physical and human geography.
- Express preferences about places.
- Use a map to locate the UK and Nuneaton.
- Know the difference between North and South
- Recognise and understand the four points of a compass, and use this language to describe relative positions (e.g. Scotland is Nuneaton).
- Begin to use maps, atlases and globes to locate places.
- Recognise photographs and landmarks of the local area.
- Use photographs, stories and first-hand accounts to learn what it is like to live elsewhere in the world.
- Recognise and describe the local area.
- Carry out a local study and discuss findings (this could be human or physical & could be recorded with photos).

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	<b>What is a canal? Our Local Area</b>	<b>Where does our food come from?</b>		<b>What is a Rainforest?</b>		<b>Where do we live?</b>
	Human geography, including land use, economic activity and trade links.	Human geography, including economic activity, trade links, and food. Physical geography, including climate zones, biomes and vegetation belts. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn. Describe different types of land use - farms	Physical geography, including climate zones, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn. Begin to recognise how the environment can change over time. Name and locate five European countries and five in South America.		Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics. Use language of position and direction (North, South, East, West)	
<b>Core vocabulary</b> <b>Golden Thread mapping:</b> Map, globe, atlas, compass, locate, features, simple scale	Latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, land use, fair trade, biome, vegetation belt, trade links, climate zones, food production.		Environmental changes, deforestation, canopy, emergent layer, forest floor, understorey, layers, temperate, coniferous, deciduous, boreal, tropical, habitat, Amazon Forest Sherwood Forest, native tribes.		Human & physical characteristics, counties, cities, villages, landform, contour lines, capital cities, north, south, east, west, compass, direction, population.	

drawing, key, symbol, scale, OS map, aerial.			
<b>Misconceptions</b>	Children may not know the difference between a canal and a river. Children may think that all food can be grown in every country and not realise that we have to import certain foods from other countries. May believe that the equator to be an actual physical line around the earth.	May not know that large areas of the rainforest are disappearing. May not realise that trees provide oxygen and absorb CO2.	May not know what a county is and misread as a country. May confuse human and physical characteristics.
<b>Year 4</b>	<b>Where am I?</b>	<b>How is nature so destructive?</b>	<b>Where does a river go?</b>
	Human geography, including land use, economic activity and trade links.  Fieldwork and observational skills in our local area.	Physical geography- volcanoes and earthquakes  Name and locate five European countries and five in South America.	Name and locate key topographical features (rivers), and land-use patterns; and understand how some of these aspects have changed over time.  Physical geography- rivers and the water cycle.  Name and locate five European countries and five in South America.
<b>Core vocabulary</b>  <b>Golden Thread mapping:</b>  Map, globe, atlas, compass, compass points, coordinates, locate, features, scale drawing, key, symbols, OS map, aerial photographs, grid reference, measure.	Human & physical features, land use, urban, rural, farming, agriculture, crop, topographic, contours.	Arctic circle, Antarctic circle, Northern/ Southern hemispheres, Region, volcano, earthquake, crust, Magma, Lava, Mantle, Fault Core, Dormant, Extinct, Vent, Ring of fire, Erupt/ion, Crater, Ash, Richter scale, Seismic wave, Seismograph, Tsunami, Epicentre Magnitude, Tectonic plates, Tremor.	Latitude, longitude, equator, Northern hemisphere, tropics of Cancer and Capricorn, water cycle, freshwater, marine, meander mouth, delta, coastline, coastal, erode/erosion, deposition, riverbank, current, estuary, silt, flood plain, tributary, spring.
<b>Misconceptions</b>		All mountains are volcanoes.	Confuse source and mouth of a river. Rivers flow faster in the mountains. Rivers start on the coast and flow inland and a branch of a river flows away from the main stream. Children only associate rivers with the countryside and not with towns.

			Locational knowledge.
<b>Year 3 and 4 Continuous Skills</b>	Using maps, atlases, globes and digital mapping to locate countries and describe features studied. Use the four to eight points of a compass Use 4 figure grid references Use symbols and keys to build their knowledge of the United Kingdom and the wider world. Use field work to observe, measure, record and present the human and physical features in the local area using a range of methods.		
By the end of Lower Key Stage 2 children as <b>Geographers</b> will:			
<ul style="list-style-type: none"> <li>• Name and locate cities and regions of the UK.</li> <li>• Name and locate five European countries and five in South America.</li> <li>• <u>Identify human and physical characteristics of the UK.</u></li> <li>• Describe climate zones, using the language of equator and tropical regions.</li> <li>• <u>Describe climate zones and vegetation belts</u></li> <li>• <u>Identify longitude, latitude, the equator and hemispheres</u></li> <li>• <u>Describe the causes and effects of at least two natural disasters (eg. volcanoes &amp; earthquakes).</u></li> <li>• <u>Describe the water cycle using appropriate vocab (evaporation, rainfall, condensation etc).</u></li> <li>• <u>Recognise why the water cycle is vital for life on Earth.</u></li> <li>• Describe at least three different types of land use (eg. housing, farms, commercial).</li> <li>• Begin to discuss the reasons why a particular place is suited to a particular use.</li> <li>• <u>Describe different types of land use and settlements, using language such as urban, rural, arable, commercial, residential. ☒</u></li> <li>• <u>identify reasons why land is used in particular ways and link this to physical features</u></li> <li>• Describe similarities and differences (both physical and human) between one European country and one South American country.</li> <li>• Begin to recognise how the environment can change over time.</li> <li>• <u>Understand interactions between physical and human geography.</u></li> <li>• Correctly use maps, atlases and globes to locate places being studied and describe their position.</li> <li>• <u>Correctly use maps, atlases and globes, including Ordnance Survey maps of the local area to build-up geographic knowledge.</u></li> <li>• <u>Understand and use keys and symbols to read maps.</u></li> <li>• Use the language of position and direction (eg. compass, north, south, east &amp; west).</li> <li>• Begin to have a sense of scale, recognising how much further away some countries are than others.</li> <li>• Collect information through fieldwork, some of which should take place off-site (eg. making observations of rivers or lakes).</li> <li>• Record an observation in at least two different ways. (eg. using maps, sketches, graphs, photos and digital data).</li> <li>• <u>Draw information from a range of sources, including photos, video, maps, satellite images and eyewitness accounts.</u></li> <li>• <u>Record an observation in several ways (maps, sketches, graphs, photos and digital data).</u></li> </ul>			

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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Year 5		Where did World War One take place?  Comparison of the UK (Nuneaton) and Bruges, Belgium		Would you make it to the South Pole?		What's between Land's End and John O'Groats?
	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in Belgium.  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.		Identify the position and significance of latitude, longitude, Equator, Southern Hemisphere, , Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).  Physical geography, including: climate zones, biomes and vegetation belts, glacier Mount Erebus, ice, ice shelf, land use, settlements		Name and locate counties of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (coasts), and land-use patterns; and understand how some of these aspects have changed over time.	
<b>Core Vocabulary</b>  <b>Golden Thread mapping:</b> Map, globe, atlas, compass, grid reference, locate, features, data, thematic maps, sketch map, key, OS map, symbols, measure, distance, scale, compare, aerial photographs, OS map,	Border, tourist, climate, landscape, land use, attractions, Bruges, Flanders, Port, Zeebrugge, Belgium, canals.		Hemisphere, latitude, longitude, equator, arctic, Antarctic, global warming, habitat, expedition, physical geography (river, fields, woods)		Topography, country, county, island, coast, mountains formations, coast. Beach, costal defences, town, city. farm, energy, water, river, physical geography- river, field, woods, human geography (settlements, land use, roads, school, factory, canal)	
<b>Misconceptions</b>	What is Human vs Physical Geography Defining Countries vs Counties Defining Cities vs towns How to navigate a map		What is a Climate Know the names of the parts of a globe What is a time zone. Why does location on a planet effect temperature.		Defining Countries vs Counties Defining Cities vs towns Use of map symbols Topographical symbols	
Year 6	<b>How has my town changed?</b>		<b>How do we use our natural resources?</b>	<b>Why is that hill not a mountain?</b>	<b>What is it like in this part of the world? Caribbean</b>	
	Human geography, including land use, economic activity and trade links.		Human geography the distribution of natural resources including energy, food, minerals and water.		Understand geographical similarities and differences through the study of human and	

			Name and locate, key topographical features (hills and mountains), and land-use patterns; and understand how some of these aspects have changed over time.	physical geography of a region of the United Kingdom and a region within North America.  Physical geography, including: climate zones, biomes and vegetation belts.  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.
Core Vocabulary  <b>Golden Thread mapping:</b>  Map, globe, atlas, compass, grid reference, latitude, longitude, thematic maps data, atlas symbols, OS map, distance, plan, index, features, locate, region,	Town, location, physical geography (river, fields, woods) human geography (settlements, land use, roads, school, factory, canal)	Natural resources, farmland, land use, sustainability, wind energy, agriculture, industry, National Grid, electricity, coal, gas, power stations, geological natural resources, impact, renewable energy, non-renewable energy, Wood production, import, export, climate,	Mountain, landmass, elevation, hill, peaks, contours, Earth's crust, tectonic plate, fold mountain, dome mountain, magma, volcanoes, environment, climate, altitude, equator, foot of the mountain, peak, summit, foot, outcrop, ridge, slope, plateau, face, treeline, snowline, valley, gorge, climate data, economy, pollution, erosion, human impact, industries (tourism, farming)	Continent, country, mainland, islands, Caribbean islands, regions, climate, climate zone, Equator, Capital city, population, geographical size, Natural features, landscape, physical, landforms (mountains, volcanoes, waterfalls, beaches, coral reef), Human geography, settlements, trade (imports and exports), culture: religion, food, music, language.
<b>Misconceptions</b>	Using grid references Using atlases, maps and digital maps Interpreting keys and scales Difference between human and physical geography.		What is a natural resource. How natural resources are used.  What are mountains? Tourism occurs in mountainous regions. Difference between human and physical geography.	Caribbean is a diverse place. Difference between human and physical geography.
<b>Year 5 and 6 Continuous Skills</b>	Using maps, atlases, globes and digital mapping to locate countries and describe features studied. Use the four and eight points of a compass Use 4 and 8 figure grid references Use symbols and keys to build their knowledge of the United Kingdom and the wider world. Use field work to observe, measure, record and present the human and physical features in the local area using a range of methods.			
By the end of Upper Key Stage 2 children as <b>Geographers</b> will:				

- Identify geographical regions of the UK and key topographical features (hills, rivers etc.)
- Name and locate at least six European countries and six in North/South America.
- Identify topographical features of the UK and begin to recognise how they have changed over time.
- Name and locate at least seven European countries and seven in North/South America.
- Locate major cities and regions in these countries.
- Describe climate zones and vegetation belts (eg. rainforest, savannah, desert, icecaps)
- Describe key features of mountains (eg. range, peak, summit)
- Describe climate zones and vegetation belts and explain how these are related to latitude, the tropics, the poles, proximity of oceans etc.
- Describe the key aspects of economic activity and trade links (as part of a country study).
- Describe the distribution of natural resources (energy, food, minerals and water) and the effect this has on lives.
- Describe similarities and differences between countries in Europe and North America.
- Understand the way that physical and human geography are related and change over time.
- Describe similarities and differences between several European and North American countries. [?]
- Develop a deeper understanding of interactions between physical and human geography (eg. the impact that humans are having on the planet and the long-term consequences).
- Record an observation in several ways (eg. maps, sketches, graphs, photos and digital data).
- Present data from observations and begin to draw conclusions independently.
- Plan and carry out fieldwork to answer a given question.
- Record observations using maps, sketches, graphs, photos and digital data
- Present data and conclusions in a range of ways, including graphs, diagrams, extended writing, maps and presentations.