

## GEOGRAPHY : CURRICULUM CONTENT AND PROGRESSION FRAMEWORK

**Topics/Themes/Texts:** (To be decided by individual schools)

**The key things we want children to know/be able to do**

### FOUNDATION

FS1 We have 'Holiday Bears', travel companions, which children can take home when they are going on holiday, visiting places or people. Children then get the opportunity to talk about what they and their 'Holiday Bear' have seen and done and everyone in Nursery becomes more interested in how different families and cultures function.

We have a weather chart in Nursery and every day we sing our weather song 'What's the weather...' and discuss the weather before filling in the chart.

Children are provided with play maps and small world equipment for children to create their own environments during child initiated learning.

Sensory baskets are put in our 'Curiosity Corner' so that children can explore objects. We have collections of items that all belong to the same environment so that children can make logical connections. Children are given opportunities to observe things closely - magnifying glasses and photographs.

We use stories that help children to make sense of different environments e.g. 'The Snail and the Whale' by Julia Donaldson, 'Rumble in the Jungle'.

We spend a lot of time exploring our Nursery and school environment. Children are involved in looking after and making sure those environments are attractive and practical. The children talked about what they would like in their Nursery outdoor area and helped to raise money. They help to take care of the flower beds and organise equipment outdoors.

FS2 The children have continuous access to non-fiction books, maps and globes in the 'Discovery area'.

The children are encouraged to observe and identify features in the place they live and the natural world and talk about features.

- Talk about similarities and differences between themselves and others, and among families, communities and traditions.
- Know about similarities and differences in relation to places, objects, materials and living things.
- Talk about the features of their own immediate environment and how environments might vary from one another.

We help the children to find out about the environment by talking to people, examining photographs and simple maps and visiting local places with parents. We encourage the use of words that help children to express opinions, e.g. 'busy', 'quiet' and 'pollution'

The children are given opportunities to observe, find out about and identify features in the place they live and in the natural world.

They find out about their environment and talk about those features they like and dislike. We use appropriate words, e.g. 'town', 'village', 'road', 'path', 'house', 'flat', 'temple' and 'synagogue', to help children make distinctions in their observations.

We encourage children to express opinions on natural and built environments and give opportunities for them to hear different points of view on the quality of the environment.

We help children to notice and discuss patterns around them, e.g. rubbings from grates, covers, or bricks.

We study seasonal patterns – focusing on plants and animals.

Children are given opportunities to explore their local environment and talk about the changes they see.

The children are encouraged to talk about the similarities and differences between them and their friends as well as looking at photos of children and places around the world.

They are provided with opportunities to observe and identify features in the place they live and the natural world, find out about their environment and talk about features they like and dislike.

Adults pose carefully framed open-ended questions, such as "How can we...?" or "What would happen if...?"

YEAR 1 – Plan 2  
(2020-2021)

| Topics/Themes/Texts: (To be decided by individual schools)  | The key things we want children to know/be able to do   |
|---|---|
| <p><b>Why are Humans not like Bog Babies?</b><br/>Location knowledge – Children learn to name, locate and identify the 4 countries of the UK, name capital cities and surrounding seas.<br/>The children will receive postcards from the different countries in that the Bog Baby has visited. These will be from England (London), Northern Ireland, Scotland and Wales. These postcards will be discussed with the children and positioned on to a map of the UK. The children will use simple fieldwork and observational skills to study the geography of their school and its grounds. The children will make plans for Bog Baby.</p> <p><b>The Great War: Rewards and Remembrance</b><br/>Children to start to name and locate the world's seven continents.<br/>The children will use world maps, atlases and globes to identify continents, oceans and key countries involved in the First World War.</p> <p><b>Poles Apart (focus Geography)</b><br/>Identifying seasonal and daily weather patterns in the UK.<br/>Children will identify the seasonal and daily weather patterns in the UK and record the daily weather conditions.<br/>Children will understand geographical similarities and differences through studying the basic human and physical features of the UK. The children will sort photographs into human and physical features.</p> <p><b>Any dream will do</b><br/><b>Skills</b> – Children will use aerial photographs to recognise landmarks and basic human and physical features in London.</p> <p><b>Say Cheese</b><br/>Children to complete a study of an area of the UK and contrast with another UK city – Cheddar Gorge, Somerset.</p> <p>Identify seasonal weather patterns in the UK. Seasonal change will be covered throughout the year.</p> | <p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.</li> <li>Start to name and locate the world's seven continents.</li> </ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>Identify seasonal and daily weather patterns in the United Kingdom (science link to seasonal change).</li> </ul> <p><u>Skills</u></p> <ul style="list-style-type: none"> <li>Begin to use aerial photographs to recognise landmarks and basic human and physical features including factory, city, port, river, forest, mountain.</li> <li>Begin to use locational and directional language. E.g. near and far, left and right to describe the location of features and routes on a map.</li> <li>Use world maps, atlases and globes to identify the UK and its countries as well as the countries and continents studied at this stage.</li> <li>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.</li> </ul> |

YEAR 2 – Plan 1  
(2020-2021)

Topics/Themes/Texts: (To be decided by individual schools)

The key things we want children to know/be able to do

**Singing in the Rain ( Focus Geography)**

Name and locate the world's seven continents, referring to the surrounding oceans in proximity to the UK. Children will extend their existing knowledge of the seven continents by learning about the key human and physical features of a country within each continent, e.g. Christ the Redeemer, Amazon forest and Amazon river in Brazil, South America. They will use maps and atlases to identify and locate the continents and countries.

**We are Explorers (Focus Geography)**

Know the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Children will locate the Polar Regions, using maps, atlases and globes to locate these. They will develop compass skills as they learn about the location of the polar regions in relation to the world. They will create a simple key on a map to highlight hot and cold countries in relation to the Poles and the Equator.

**Ahoy there!**

Understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country. Children to complete a comparison study of an area of the UK (Selby) and contrast with a non-European country – Queenstown, New Zealand. Children will use aerial photographs of Selby and Queenstown to recognise landmarks and basic human and physical features. They will learn about the five oceans of the world, identifying which to sail across when travelling from the UK to New Zealand. They will use compass directions when devising the journey.

**Locational Knowledge**

- Name and locate the world's seven continents and five oceans.
- Know the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.

**Place Knowledge**

- Explore and describe geographical similarities and differences through the study of the physical features of a small area of the United Kingdom and a small area in a contrasting non-European country.  
*E.g. Scarborough v Kenyan Village - beach, cliff, coast, soil, valley, hill, sea, season and weather, vegetation.*
- Explore and describe geographical similarities and differences through the study of the human features of a small area of the United Kingdom and a small area in a contrasting non-European country.  
*E.g. Scarborough v Kenyan Village - town, village, farm, house, office, harbour and shop.*

Skills

- Use aerial photographs of study areas to recognise landmarks and basic human and physical features.
- Devise a simple map and use basic symbols in a key.
- Use simple compass directions (North, South, East and West)
- Use world maps, atlases and globes to identify the UK and its countries as well as the countries, continents and oceans studied at this stage.

YEAR 3 – Plan 1  
(2020-2021)

Topics/Themes/Texts: (To be decided by individual schools)

The key things we want children to know/be able to do

**Way back when –**

Look at coasts around the UK and how they have changed over time, focus on Robin Hood's Bay and fossils.

**Rotten Romans –**

Look at a world map to identify where the Romans invaded. Name and locate the counties and major cities of the UK over time. Four figure grid referencing. *Could they think about the favourable topographical features of an area which attracted the Romans to settle in that area, for example York and the River Ouse for transport and trade? This could also then link to human characteristics.*

**What a disaster! (Focus Geography)**

Volcanoes and Earthquakes – What are volcanoes and earthquakes? Why do volcanoes explode and earthquakes occur? *The children need to know where these are in the world for development of their location and place knowledge.*

*Could you think about where the skills would best fit?*

**Location knowledge -**

- Identify key physical features of the UK and describe their characteristics.

*-e.g. hills, mountains, coasts and river (topographical)*

- Identify and describe key human characteristics of the UK.

*-e.g. land use patterns, cities, counties, countries, population, urban and rural, settlement types.*

**Human and physical geography**

- Describe and understand key aspects of physical geography: volcanoes and earthquakes. This will include the location of these.
- To develop their use of geographical knowledge, understanding and skills to enhance their location and place knowledge.
- Start to use appropriate geographical terminology. See examples above.

Skills

- Accurately apply basic map skills for example atlases, 4 point compass, coordinates, symbols and keys. to the areas studied
- Use four figure grid references when reading Ordnance Survey maps.
- Begin to understand how an atlas works.

YEAR 4

**Topics/Themes/Texts:** (To be decided by individual schools)

The skills for Year 4 will be covered whilst covering the Year 3 locational, place knowledge and human and physical geography. The skills will be taught progressively.

**The key things we want children to know/be able to do**

**Locational knowledge**

- Describe how physical and human characteristics in the UK have changed over time and give reasons for these changes.  
*e.g. How rural and urban areas in northern England have developed over time.*

**Place Knowledge**

- Identify the physical features of a region in Europe and describe their characteristics.  
*e.g. hills, mountains, coasts and rivers,*
- Identify and describe the human characteristics of the same region in Europe  
*-e.g. land use, cities, regions, countries, population, urban and rural, settlement type.*
- *Understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region in a European country.*

**Human and physical geography**

- Describe and understand key aspects of human geography: types of settlement and land use.
- Start to use appropriate geographical terminology. See examples above.

Skills

- Independently use four figure grid references when reading Ordnance Survey maps.
- Use the eight points of a compass
- Locate places using an atlas.

YEAR 5

**Topics/Themes/Texts:** (To be decided by individual schools)

The skills for Year 5 will be covered whilst covering the Year 6 locational, place knowledge and human and physical geography.

**The key things we want children to know/be able to do**

**Location knowledge**

- Locate the world's countries, major cities.
- Identify the position and significance of the Equator, Northern and Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.

**Place knowledge**

- Identify and describe the physical features of a region within North America. *E.g. hills, mountains, coasts and rivers, climate zones, biomes and vegetation belts (rainforests).*
- Identify and describe the human characteristics of a region within North America. *E.g. land use, cities, regions, countries, population, urban and rural.*
- *Understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region of North America.*
- Continue to develop appropriate geographical terminology. *See examples above.*

**Human and physical geography**

- *Describe and understand key aspects of physical geography: climate zones, biomes and vegetation belt.*

Skills

- With support, use six figure grid references (including using Ordnance Survey map).*
- Find human and physical features using an atlas.*
- Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch pads, plans and graphs, and digital technologies.*

YEAR 6 – Plan 1  
(2020-2021)

Topics/Themes/Texts: (To be decided by individual schools)

The key things we want children to know/be able to do

**Digging up trouble**

Describe and understand key aspects of physical and human geography – rivers and mountains of the world and the distribution of natural resources. Look at Egypt and how the resources are based around the river Nile – look at types of settlement and land use (irrigation).

Children will independently use six figure grid references.

**Welcome to the jungle (Geography Focus)**

Look at the location of South America, concentrating on environmental regions and key human and physical characteristics (focus on deforestation in the Amazon). Understand key aspects of physical geography – the water cycle, rivers and mountains. Children will look at the Amazon Rainforest as a whole creating their own water cycle in class.

**Lights, camera, action!**

Identify the position and significance of latitude and longitude.

**Locational knowledge**

- Locate South America concentrating on environmental regions and key physical and human characteristics.

**Place knowledge**

- Understand geographical similarities and differences in the human geography of a region within South America.
  - E.g. *settlements, economic activity including trade links.*
- Understand geographical similarities and differences in the physical geography of a region within South America.
  - E.g. *mountains, rivers, coasts, forests etc.*
- Describe and begin to explain how physical and human characteristics in the region studied have changed over time and give reasons for these changes.

*e.g. shrinking rainforests or glaciers*

- Identify the position and significance of latitude, longitude, the Prime/Greenwich Meridian and time zones.

**Human and physical geography**

- Describe and understand key aspects of physical geography – rivers, mountains and the water cycle.
- Demonstrate a command of appropriate geographical terminology. For example *latitude, longitude evaporation, transpiration.*

**Skills**

- Independently use six figure grid references when reading Ordnance Survey maps
- Demonstrate a knowledge of a variety of map symbols.
- Independently use an atlas to efficiently gather information necessary.

**YEAR 7**

| <b>Topics/Themes/Texts:</b> (To be decided by individual schools) | <b>The key things we want children to know/be able to do</b>  |
|---|---|
|   | <ul style="list-style-type: none"> <li>● Demonstrate extended knowledge of the physical and human features of the world's major countries and regions.</li> <li>● Compare and contrast geographical similarities, differences between places through the study of contrasting regions or environments.</li> <li>● Begin to make links between at least two contrasting locations across the world.</li> <li>● Explain the development of physical landscapes using a named example.</li> <li>● Explain the development of a human environment using a named example.</li> <li>● Describe geographical models and theories.</li> <li>● Begin to analyse basic data sources including graphical and cartographic.</li> <li>☐ Consolidate and extend OS map skills including 4 and 6 figure grid references, scale, distance, symbols, relief and 16 point compass.</li> </ul> |

YEAR 8

Topics/Themes/Texts: (To be decided by individual schools)

The key things we want children to know/be able to do

- Explore the impact of physical processes on human environments.
- Explore the influence of human activity on the natural world and its processes.
- Link models and theories to human and physical themes.
- Analyse and interpret a range of data sources including graphical, cartographic, and statistical.
- Explain the development of physical landscapes using named exemplars at a variety of scales using specific geographical terminology.
- Explain the development of a human environment using named exemplars at a variety of scales using specific geographical terminology
- ☐ Apply OS map skills to physical and human themes studied.

**By the end of KS3, students will have experience of conducting fieldwork in contrasting locations, including the collection, presentation and analysis of both primary and secondary data. They will draw conclusions from geographical data.**

YEAR 9

Topics/Themes/Texts: (To be decided by individual schools)

The key things we want children to know/be able to do

- Explain how human and physical processes interact to influence, and change landscapes, environments and the climate over different scales of space and time
- Explain how human activity relies on the functioning of natural systems.
- Apply models and theories to relevant geographical contexts and locations.
- Begin to see links between data sources including graphical, cartographic, and statistical.
- Use GIS to view, analyse and interpret places and data.

**By the end of KS3, students will have experience of conducting fieldwork in contrasting locations, including the collection, presentation and analysis of both primary and secondary data. They will draw conclusions from geographical data.**