



## **Geography**

### **Progression Of Key Skills**

#### **Year 1 – Year 6**

	Autumn	Spring	Summer

<p><b>Year 1</b></p>	<p><b>Topic Title:</b> Our local area</p> <p><b>Teaching and Learning:</b></p> <ul style="list-style-type: none"> <li>• Knowing local features in the area.</li> <li>• Looking at maps of our local area.</li> <li>• Making maps of the school.</li> <li>• Traffic surveys and making the area safer.</li> <li>• Observing over time the traffic on the road.</li> <li>• Learning about features we have in our area that make our journey to school safer.</li> </ul> <p><b>End point:</b> Chn to come up with solutions how can we make our area safer- roads/journey to school.</p>	<p><b>Topic Title:</b> United Kingdom study</p> <p><b>Teaching and Learning:</b></p> <ul style="list-style-type: none"> <li>• Comparing the geography of a small part of the UK to a non-European country eg: South America: transport, currency, weather, road structures, houses, food and making comparisons.</li> <li>• Looking at Wales and the weather in London, Belfast and drawing comparisons with the North and South Pole</li> <li>• Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas: The United Kingdom of Great Britain and Northern Ireland (UK), England, Scotland, and Wales.</li> <li>• Use world maps, atlases and globes to identify the United Kingdom and its countries and their size</li> </ul> <p><b>End point:</b> Children to create a fact file on the UK.</p>	<p><b>Topic Title:</b> Passport to the world</p> <p><b>Teaching and Learning:</b></p> <ul style="list-style-type: none"> <li>• Name and locate the world's seven continents and five oceans: understanding the world and the locations specifically of Peru (focus country).</li> <li>• Study a country in South America i.e Peru. - Transport, currency, weather, road structures, houses, food and making comparisons.</li> <li>• Use world maps, atlases and globes: to identify the position of the different continents of the world.</li> </ul> <p><b>End Point:</b> Children to create an advert for Peru as a holiday destination.</p>
	<p><b>Cultural Capital</b></p> <ul style="list-style-type: none"> <li>• Trip to the local park</li> <li>• Children to learn about Chinese New Year, with links to Art</li> <li>• School celebration of Saints Days for the countries of the UK</li> <li>• Children to learn about other UK celebrations such as VE Day</li> <li>• Children to learn about cultural celebrations around the world. Eg Carnival, Dia De Los Muertos (Day of the Dead) and Halloween, Holi</li> </ul>		

festival of colour.

	Autumn 1 or 2	Spring 1 or 2	Summer 1 or 2
Year 2	<p><b>Topic</b> - Enquiry of the World</p> <p><b>Teaching and Learning:</b></p>	<p><b>Topic</b> - Enquiry Life in the U.K compared to life in Tanzania</p>	<p><b>Topic</b> - Enquiry What are the physical features of a seaside?</p>

	<ul style="list-style-type: none"> <li>- Learning about the 7 continents</li> <li>- Finding the 5 oceans on a world map, naming them</li> <li>- Introduction to a compass. - N,S,E, W</li> <li>- The orientation of a World Map</li> <li>- To be able to locate continents and oceans on world map.</li> <li>- To look in the difference in lifestyle in continent due to climate/proximity to ocean.</li> <li>- To compare the oceans-looking at differences- which animals live there.</li> <li>-</li> </ul> <p><b>End Point:</b> Children to explain to their partner how to use a compass and explain how the World is divided</p>	<p><b>Teaching and Learning:</b></p> <ul style="list-style-type: none"> <li>- Africa (Contrasting locality) Tanzania + English village</li> <li>- Differences and similarities of houses in the UK and Tanzania</li> <li>- Differences in food</li> <li>- Differences in school life</li> </ul> <p><b>End Point:</b> Children to create information booklet on comparison of Tanzania and he UK</p>	<p><b>Teaching and Learning:</b></p> <ul style="list-style-type: none"> <li>- Differences between day and night</li> <li>- Seasonal and daily weather patterns</li> <li>- Comparing how weather patterns different?</li> <li>- Physical features of the seaside</li> <li>- Location of seashores</li> <li>- Learning about the Sea</li> </ul> <p><b>End Point:</b> Children to visit the seaside and locate various features of the seaside.</p>
	<p><b>Cultural Capital</b></p> <ul style="list-style-type: none"> <li>• Children to learn about the Commonwealth - Tanzania in the Commonwealth.</li> <li>• Children to have Language opportunities: sharing and learning the African language.</li> <li>• Geography cross curricular links with PHSE, relating the children's immediate 'world' to wider world.</li> <li>• Cross curricular link with art, children to make a seaside including physical features;, shingle, cliffs etc.</li> <li>• Visit to the Museum of Childhood (seaside section)</li> <li>• Visit to Geffrye Museum (comparing different houses)</li> <li>• Farm visit</li> <li>• Children to learn about Chinese New Year</li> <li>- Learning about the Olympics - Japan visitor.</li> </ul>		

	Autumn 1 or 2	Spring 1 or 2	Summer 1 or 2
Year 3	<p><b>Topic-</b> How Our World is Divided?</p> <p><b>Teaching and Learning:</b></p> <ul style="list-style-type: none"> <li>- Northern/ Southern Hemisphere</li> <li>- Arctic and Antarctic Circle</li> <li>- Tropics of Cancer and Capricorn</li> <li>- Time zones Greenwich/ Meridian (Day</li> </ul>	<p><b>Topic-</b> Weather Around the World</p> <p><b>Teaching and learning:</b></p> <ul style="list-style-type: none"> <li>- The difference between weather and climate</li> <li>- The impact weather has on life in different regions</li> </ul>	<p><b>Topic -</b> Comparing Regions</p> <p><b>Teaching and Learning:</b></p> <ul style="list-style-type: none"> <li>- The similarities and differences between different countries and continents.</li> <li>- How culture/language/food is</li> </ul>

	<p>and night)</p> <ul style="list-style-type: none"> <li>- Children to set up a 'stall' in the KS1 playground over playtimes during a week. Children to have globes. KS1 children to find where they live/where their families live on the globe. Year 3 children to provide support on how to locate countries and to give extra information about their features.</li> </ul> <p><b>End Point:</b> Children to create a 'BBC Bitesize Revision' clip on all they have learnt during this topic.</p>	<ul style="list-style-type: none"> <li>- How weather impacts lifestyle, economy and where we live</li> <li>- How the location of a country/continent impacts the weather/climate in that region</li> <li>- The water cycle</li> <li>- The differences between continents</li> <li>- European weather compared to N/ S. America</li> <li>- The Equator compared to N/ S poles</li> <li>- Children to create a 'vision' board about how their life would change if we had a different climate.</li> </ul> <p><b>End point:</b> Children to create weather reports that can be filmed and accessed on our school website.</p>	<p>influenced by geographical location.</p> <ul style="list-style-type: none"> <li>- Comparing regions in Southern Europe (Italy, Spain, Greece) to South America (Argentina, Brazil)</li> <li>- How climate effects people's way of life (Languages / Culture / Food)</li> <li>- How our lifestyles influenced by the places we live in</li> <li>- How our life could change if we lived in a different country/continent.</li> </ul> <p><b>End point:</b> Children working for an airline company. They need to produce a presentation to persuade others to travel to Italy/Spain/Greece/Argentina/Brazil and to give reasons why to travel there supported by what to do/see and eat. To present these to a different year group and ask children to 'book' a holiday based on the presentations. Which group gets the most bookings?</p>
	<p><b>Cultural Capital</b></p> <ul style="list-style-type: none"> <li>• Trip to Greenwich (using TFL free offer) to visit the Royal Observatory and to view the mean solar time.</li> <li>• Make links with Mr Silva's school in Thailand. Children to create Vlogs about weather in the UK making comparisons to weather and life in Bangkok. Links with Dubai?</li> <li>• Children to have the opportunity to write questions for Mrs Kelaj and Mrs Spadafora about life in Italy and to Mrs Achilleos and Mrs Tsolakidou about life in Greece. Ask teachers if they could teach children to say some phrases in their languages.</li> <li>• Children to learn the traditional Brazilian "Samba" dance. Children will perform their dance at a KS2 assembly. Children's dancing will be recorded and will be available to use as part of their presentation if they wish.</li> </ul>		

	Autumn 2	Spring 2	Summer 2
Year 4	<p><b>Topic - Continents and Countries</b></p> <p><b>Teaching and Learning:</b></p> <ul style="list-style-type: none"> <li>• How are countries grouped together?</li> <li>• Why are they grouped together?</li> <li>• Comparisons of countries in the same continent</li> <li>• Comparisons of countries in different continents.</li> </ul> <p><b>End Point -</b> Children to study in depth two countries from the same continent and produce a fact file about them, recognizing their similarities and differences</p>	<p><b>Topic - Volcanoes</b></p> <p><b>Teaching and Learning:</b></p> <ul style="list-style-type: none"> <li>• The creation of mountains and volcanoes</li> <li>• Using a map name and locate the 5 highest mountains</li> <li>• Map work - locating mountains and peaks</li> <li>• What volcanoes are, where they are found</li> <li>• Pompeii and Mount Vesuvius</li> </ul> <p><b>End Point -</b> Children to create a news clip on the iPads, in groups, documenting the eruption of Mount Vesuvius in Pompeii.</p>	<p><b>Topic - A UK Study</b></p> <p><b>Teaching and Learning:</b></p> <ul style="list-style-type: none"> <li>• Geographical regions - England, Wales, Scotland, Northern Ireland, Ireland</li> <li>• Mountains in the UK</li> <li>• Hills in the UK</li> <li>• Coasts of the UK - specific study on South-end</li> <li>• UK Rivers- Thames, Severn, Trent, Avon</li> <li>• Land use patterns and their changes over time</li> </ul> <p><b>End Point -</b> Children to produce an information booklet about the UK and it's various geographical features.</p>
	<p><b>Cultural Capital</b></p> <ul style="list-style-type: none"> <li>• Science Museum Trip - Visit Virtual reality visits <a href="https://www.planmyschooltrip.co.uk/944/Volcanoes-VR-Workshop.php">https://www.planmyschooltrip.co.uk/944/Volcanoes-VR-Workshop.php</a></li> <li>• Children to learn about Chinese New Year</li> <li>• Learning about the Commonwealth- countries within in it, what it is, learning about cultures from within the Commonwealth</li> <li>• Links with Black History Month - parents to teach children about the culture of the country that they are from e.g. Uganda - comparing language, food, schooling, houses, clothing and traditions.</li> <li>• Children to learn African Dance and drumming at workshops during Black History Month.</li> </ul>		

	Autumn 1 or 2	Spring 1 or 2	Summer 1 or 2
Year 5	<p><b>Topic - Rainforests</b></p> <p><b>Teaching and Learning:</b></p> <ul style="list-style-type: none"> <li>- Knowing where the Rainforests are</li> <li>- Locating the rainforests on a world map</li> <li>- Deforestation</li> <li>- Identifying different layers of the Rainforest</li> <li>- Composition of the Rainforest</li> <li>- Animals which are found in the rainforest</li> <li>- People who live in the Rainforest</li> <li>- Importance of the Rainforests</li> </ul> <p><b>End Point</b> -Debate about the Conservation of the Rainforest</p>	<p><b>Topic - Rivers</b></p> <p><b>Teaching and Learning:</b></p> <ul style="list-style-type: none"> <li>- The Water Cycle</li> <li>- Locating the world's longest rivers on a map</li> <li>- Stages and Features of a River</li> <li>- How land use changes from the source to the mouth</li> <li>- How rivers are used around the world</li> <li>- How flooding affects communities · Key characteristics of the longest rivers</li> <li>- Local Study of the River Lea and Thames</li> <li>- Using maps to locate local rivers</li> </ul> <p><b>End Point</b> - Booklet about the River Lea and it's changes over time</p>	<p><b>Topic - Renewable Energy and Trade</b></p> <p><b>Teaching and Learning:</b></p> <ul style="list-style-type: none"> <li>- Renewable energy sources</li> <li>- Wind energy</li> <li>- Hydropower</li> <li>- Solar energy</li> <li>- The importance of trade</li> <li>- Fairtrade</li> </ul> <p><b>End Point</b> - Write a letter persuading the Prime Minister to use more renewable energy.</p>

	<p><b>Cultural Capita</b></p> <ul style="list-style-type: none"> <li>• Children to learn about Chinese New Year</li> <li>• Learning about the Commonwealth- countries within in it, what it is, learning about cultures from within the Commonwealth</li> <li>• Some children to attend the Commonwealth Service in Westminster</li> <li>• Links with Black History Month - parents to teach children about the culture of the country that they are from e.g. Uganda - comparing language, food, schooling, houses, clothing and traditions.</li> <li>• Children to learn African Dance and drumming at workshops during Black History Month.</li> <li>• Trip to the Zoo in Autumn - Children to participate in a Rainforest explorers' workshop</li> <li>• Cross Curricular links with Physical Education - Orienteering for 6 weeks during Spring term.</li> </ul>		

	<b>Autumn 1 or 2</b>	<b>Spring 1 or 2</b>	<b>Summer 1 or 2</b>
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<p style="text-align: center;"><b>Year 6</b></p>	<p><b>Topic</b> -Landmarks of the UK</p> <p><b>Teaching and Learning:</b></p> <ul style="list-style-type: none"> <li>- Locate landmarks of the UK using Google Earth - annotate landmark locations with labels on digital maps</li> <li>- Using paper maps - create a large display for the classroom, adding landmark locations with pupil's labels and drawn and painted images</li> <li>- Create local table top maps to scale - adding labels to show landscape features</li> <li>- Pupil's to plan a trip to 'visit' a chosen landmark - they need to research what transport they would need to get there.</li> <li>- Identify landmarks which are manmade (bridges, towers, castles) and which are physical features (lakes, rocks, mountains).</li> </ul> <p><b>End Point:</b> Children, in groups, to create their own map of one of the countries of the UK, researching where significant landmarks needs to be labeled and recording places they have visited or have family living.</p>	<p><b>Topic</b> - Earthquakes</p> <p><b>Teaching and Learning:</b></p> <ul style="list-style-type: none"> <li>- What is an earthquake?</li> <li>- How do they occur?</li> <li>- The World's biggest Earthquakes</li> <li>- Different types of Earthquakes</li> <li>- Identifying the long/ short- term effects of earthquakes.</li> <li>- San Andreas Fault.</li> <li>- What is a tectonic plate?</li> <li>- Atlas work- Looking at earthquake hot-spots.</li> <li>- How earthquakes are measured: magnitude/Richter Scale/Seismograph</li> <li>- How to protect yourself during an earthquake</li> <li>- Non-chronological report about earthquakes</li> </ul> <p><b>End Point:</b> Describe 'your' experience of a 7.5 magnitude earthquake through a diary entry</p>	<p><b>Topic</b> - The making of modern Europe</p> <p><b>Teaching and Learning:</b></p> <ul style="list-style-type: none"> <li>- The countries of Europe today and their capital cities</li> <li>- Locating capital cities of Europe in an Atlas, on a map and on Google Earth</li> <li>- How Europe was different 75 years ago - the countries that it was made up of - Europes changing borders</li> <li>- Comparing a map of Europe today with of Europe from 1940.</li> <li>- Researching the movement of people across Europe and their reasons for moving</li> <li>- Learning about the United Nations</li> <li>- How WW2 changed the UK</li> </ul> <p><b>End Point:</b> Children to carry out a study on a capital city of Europe eg Berlin, Warsaw, Prague, Brussels - researching how it changed during and after WW2, focusing on physical and human geography.</p>

**Cultural Capital**

- Trip to see the landmarks of London
- Cross Curricular links with Art - creating prints of famous landmarks from London
- Children to learn about Chinese New Year
- Learning about the Commonwealth- countries within in it, what it is, learning about cultures from within the Commonwealth
- Links with Black History Month - parents to teach children about the culture of the country that they are from e.g. Uganda - comparing language, food, schooling, houses, clothing and traditions.
- Children to learn African Dance and drumming at workshops during Black History Month.

	Progression of Key Skills					
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

<p><b>Location knowledge</b></p>	<p>Name and locate local town and city.</p> <p>Locate the world's seven continents.</p>	<p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Name and locate the world's seven continents and five oceans.</p>	<p>Locate the world's countries, using maps to focus on Europe (inc the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and other major cities.</p> <p>Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</p>	<p>Locate the world's countries, using maps to focus on Europe (inc the location of Russia) and North America, concentrating on their environmental regions, key physical and human characteristics, countries and other major cities.</p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and identify their human and physical characteristics, key topographical features (including hills, mountains, rivers and coasts), and land use patterns; and understand how some of these aspects have changed over time.</p>	<p>Locate the main countries, using maps, in Europe and South America (linked to Rainforests topic), concentrating on their environmental regions and key physical and human characteristics.</p> <p>Identify the position and significance of lines of latitude, including the Equator and the Tropics and Cancer and Capricorn.</p> <p>Locate and name the main counties and cities in the United Kingdom. Linking with History, compare land use maps of UK from past (Anglo-Saxon and Viking times) with the present, focusing on land use.</p> <p>Identify human and physical characteristics of the United Kingdom and key topographical features including rivers and coasts.</p>	<p>On a world map locate the main countries in Europe and locate and name principal cities-linked to WW2 study.</p> <p>Identify their main environmental regions, key physical and human characteristics, and major cities. Linking with local History, map how land use has changed in local area over time.</p> <p>Identifying British landmarks, buildings and architecture.</p>
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<p><b>Place knowledge</b></p>	<p>Observe and describe the human and physical geography of a small, local area of the United Kingdom.</p>	<p>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 non-European country (Tanzania)</p>	<p>Understand geographical similarities and differences through studying the human and physical geography of regions in Southern Europe (Italy, Spain, Greece) to regions in South America (Argentina) – climate, way of life, languages, culture.</p>	<p>Understand geographical similarities and differences through studying the human and physical geography of a region in the United Kingdom and region in a European country (Italy- Pompeii and Mount Vesuvius)</p>	<p>Understand the geographical similarities and differences of the United Kingdom compared to regions of South America</p>	<p>Compare a region in UK with regions in Europe, understanding geographical similarities and differences, through the study of human and physical geography.</p>
<p><b>Human and physical Geography</b></p>	<p>Identify seasonal/daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator and the North and South poles.</p> <p>Use basic Geographical vocabulary to refer to physical features of their school and its grounds and of the surrounding environment.</p>	<p>Identify seasonal/daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator and the North and South poles.</p> <p>Use basic Geographical vocabulary to refer to key physical features (inc – beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather)</p> <p>Use basic Geographical vocabulary to refer to key human features (inc city, town, village, factory, farm, house, office, port, harbour,</p>	<p>Describe and understand key aspects of Physical geography including climate zones, the water cycle, rivers.</p> <p>Describe and understand key aspects of Human Geography including types of settlement and land use.</p>	<p>Describe and understand key aspects of Physical geography, including: climate zones, mountains and volcanoes; and understand how some of these aspects have changed over time.</p>	<p>Describe and understand key aspects of Physical geography including coasts, rivers and the water cycle (including transpiration), climate zones, biomes and vegetation belts (Linked with the Rainforests Topic).</p> <p>Describe and understand key aspects of Human geography including trade between UK and Europe and the rest of the world.</p> <p>Fair/unfair distribution of natural resources including energy, food, minerals, water (Renewable energy</p>	<p>Describe and understand key aspects of Physical geography including Volcanoes and earthquakes, looking at plate tectonics and the ring of fire.</p> <p>Describe and understand key aspects of Human geography, including economic activity, trade links and distributions of natural resources including energy, food minerals and water.</p>

		shop) of a contrasting non European country (Tanzania)			sources, fair trade)  Types of settlements and land use in the United Kingdom today compared to in Viking, Saxon Britain, linked to History.	
<b>Geographical skills and field work</b>	<p>Use maps, atlases and globes to identify their locality and other key features e.g. land/sea/capital cities</p> <p>Use locational and directional language (eg, near and far, left and right), Describe the location of features and routes on maps.</p> <p>Use photographs to recognise landmarks and basic human and physical features.</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds. Carrying out a traffic survey, collecting, analysing and evaluating the data.</p>	<p>Use world maps, atlases and globes to identify the location of the UK, Africa and Tanzania.</p> <p>Use simple compass directions (North, East, South and West), to describe the location of features and routes on a map.</p> <p>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.</p> <p>Use fieldwork and observational skills to study the key human and physical features of the schools surrounding areas.</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use the four points of a compass, fourfigure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p> <p>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>Learn the eight points of a compass, and fourfigure grid references.</p> <p>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>Use the eight points of a compass, fourfigure and sixfigure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom in the past and present.</p> <p>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>Extend to 6 figure grid references with teaching of latitude and longitude in depth.</p> <p>Expand map skills to include non-UK countries.</p> <p>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>

	Create a map of the school and of their journey to school.	Use locational, directional and positional language.				
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