

Progression planning for geography

Key Geography concepts which will be covered and revisited:

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.

Tier Two vocabulary:

Maps, diagram, atlas, globes, aerial photographs, fieldwork, human, physical, observation, country, sea, ocean, continent, , beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season weather, north, south, east, west, near, far, left, right, town, village, factory , farm, house, office, port, harbour, shop

EYFS ELG	National Curriculum Programme of Study Year 1 and 2 Pupils should be taught to:
<p>ELG 13 People and communities: They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>ELG 14 The world: children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.</p>	<p>Locational knowledge</p> <ul style="list-style-type: none"> • 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 <p>Place knowledge</p> <ul style="list-style-type: none"> • 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 <p>Human and physical geography</p> <ul style="list-style-type: none"> • 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: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> • 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.

Year 1:

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus/ Big Question	<u>Home!</u>	<u>We are marine biologists</u>	<u>Against all odds...</u>		<u>London's Burning</u>	<u>Barnaby Bear Home and away</u>
Tier 3 subject specific vocabulary	Normanton Park Landmark Environment	Seaside town Compare Marine Whitby Lighthouse Seabed Migrate	Florence Nightingale Florence, Italy Crimea, Sutaria United Kingdom, England		London Capital City Fire damage Fire break	Tanzania Desert Savana Watering hole Climate
What should children know, be able to do and remember?	All children should confidently be able to say that they live in the town of Normanton. They should be able to identify some of the features of a park. Most children will also be able to locate key landmarks in Normanton on a map. Some children will also be able to talk about the difference between physical and human features in a familiar location (e.g. the local park).	All children will be able to identify some of the key human and physical landmarks of a coastal town, and identify which category they fit into. Most children will also be able to name the five oceans and identify their location on a simple map/globe. Some children may also be able to talk about why Normanton isn't a coastal town (physical and human features).	All children should confidently be able to name where Florence Nightingale was born and where she went to help soldiers. Most children will also be able to identify on a map some of the key locations that were significant to Florence Nightingale. Some children may also be able to name the continent she lived in and the oceans she had to travel across.		All children should confidently be able to name where the Great Fire took place and which country London is in. They should be able to say one or two ways in which London is different to Normanton Most children will also be able to find London on a map of the UK. They will be able to explain some of the ways London is different to Normanton and identify that both places have changed over time. Some children may also be able to say how the fire of London changed the city.	All children should confidently be able to say where Tanzania is (Africa) and should be able to talk about some of the ways it is similar and different to Normanton. Most children will also be able to locate Tanzania on a map and say how life is similar/ different for people living in Tanzania Some children may also be able to explain some of the reasons why it is similar/different.
Links to the key curriculum drivers	Basic skills – map to locate key landmarks Diversity and spirituality – children can locate key places of worship in their local area. Aspirations – Growth and well being - children visit their local park and conduct fieldwork study.	Basic skills – identifying land and coast on a map and identifying names locations. Diversity and spirituality understanding that people live in different types of town to themselves Aspirations – There are seas and oceans to explore (Captain Cook)	Basic skills – identifying land and coast on a map and identifying names locations. Diversity and spirituality understanding the role of women in the past and how it has changed Aspirations – understanding the role of women in the past and how it has changed) Growth and well being -		Basic skills – Naming their home town and the capital city of the UK. Finding them on a map. Diversity and spirituality some understanding how key events change the world. Aspirations –	Basic skills – articulating similarities and differences Diversity and spirituality learning about the daily lives of people in other parts of the world (Tanzania) Aspirations – Aspirations to improve the lives of others/the environment.

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		Growth and well being -		Aspirations to travel e.g. to London. Growth and well being Fire safety.	Growth and well being Understand what is important to them in their local area.
Wider curriculum links/ opportunities (National curriculum, British values, Christian values) Focus on relevant texts/ books	History – changes in living memory Science: Identify and name common animals and plants Visit – Haw Hill park – can we map it?	Science – primary curriculum link for this topic: Marine animals History – Significant person (Captian Cook) Visit – the Deep – where is it?	History – primary curriculum link for this topic the life of Florence Nightingale Visitor – Thakray medical museum – Where is it?	History – primary curriculum link for this topic: Changes in time in London – human features of a city. Science: seasonal and daily weather patterns. Books; Introduction to atlas to find London.	Geography is the Primary Driver. Science: seasonal and daily weather patterns. Animals including humans Art: African art (landscapes) Themed day - Tanzania
Building blocks required	Some understanding of where they live and the landmarks in their local area (e.g from visiting the Library and Haw Hill park in UFS)	Understanding of the physical and human features of their local town. Understanding of what the seaside is and refer to a familiar experience if they have one.	Understanding that the world is made up of different countries.	Understand that there are larger towns known as cities.	Understanding that the world is made up of different countries and that not all countries and people are the same.

Year 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus/ Big Question	<u>World War Two</u> Is it okay to fight for what you believe in?	<u>Space</u> Why can't I live on Mars?	<u>Mega structures</u> Where in the world have you been and where would you like to go?	<u>Titanic</u> How 'unsinkable' was the infamous Titanic?	<u>Nocturnal Animals</u> Do all living things sleep at night time?	<u>Plant detectives</u> How does your garden grow?
Tier 3 subject specific vocabulary	Evacuee/evacuation Capital City Countryside Coastal town Europe United Kingdom Britain England	Globe, sphere. Earth, USA Kenny Space Centre, Florida.	Mega Structure Google Maps Arial view Satellite Cities (linked to location of megastructures) mapping	Belfast Southampton New York City Iceberg Atlantic Ocean	Compare Region/area Non-European	Physical and Human features Plants Landscape Fieldwork Normanton School grounds Park

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	Wales Northern Ireland Scotland France Germany Poland					
What should children know, be able to do and remember?	<p>All children should confidently be able to use the language of map and atlas and explain what they are used for (to identify location) and to name some of the countries of the United Kingdom and Europe.</p> <p>Most children will know that the United Kingdom is part of the continent of Europe and is made up of four countries, and to be able to locate them on a map.</p> <p>Some children will be able to locate each of the 4 nations and name their capital cities. Name and locate (using an atlas) some of the other countries of Europe that were involved in WW2 (e.g France, Germany or Poland).</p>	<p>All children should know that the earth is a sphere/globe and is made up of land and ocean that can be seen from space.</p> <p>Most children will be able to identify the difference between seas and oceans and locate the UK on a globe.</p> <p>Some children will also be able to locate the USA on a map/globe.</p>	<p>All children should confidently be able to use the language of map and atlas and explain what they are used for and to name and locate some continents and Oceans.</p> <p>They will be able to draw a simple map of an area they have studied.</p> <p>Most children will be able to locate many of the continents and oceans on a map or globe, using an atlas to support them. They will also be able to draw and annotate a simple map of an area they have studied. They will be able to use google maps to find a location.</p> <p>Some children will also be able to use an atlas/map/globe to locate any/all of the continents and oceans and use their prior knowledge to do so swiftly and accurately.</p>	<p>All children should know that the sea can freeze and lumps of ice floating on the sea are called icebergs</p> <p>Most children will be also be able to identify the poles and locate the key cities related to the Titanic.</p> <p>Some children will also be able to talk about the hot and cold parts of the world, the equator and the poles..</p>	<p>All children should know that different parts of the world have different climate, weather, culture etc.</p> <p>Most children will be also be able to identify some of the reasons why these differences exist</p> <p>Some children will also be able to draw conclusions about what other, similar locations might be like.</p>	<p>All children should be able to conduct fieldwork to talk about and record some physical and human features of their local environment</p> <p>Most children will be also be able to identify which are physical and which are human features and label their fieldwork accordingly</p> <p>Some children will also be able to talk about how the local environment might change if certain elements change.</p>
Links to the key curriculum drivers	<p>Basic skills – using a map/atlas to locate countries. Use the tier 2 vocabulary of maps, country, city, atlas, and the tier 3 vocabulary.</p>	<p>Basic skills – using a globe to locate the UK.</p> <p>Diversity and spirituality – awe and wonder inspired</p>	<p>Basic skills – using a map/atlas/globe to locate continents and oceans. Using Google maps.</p>	<p>Basic skills – using a map/globe to locate given cities and the poles.</p> <p>Diversity and spirituality –</p>	<p>Basic skills – being able to articulate similarities and differences</p> <p>Diversity and spirituality –</p>	<p>Basic skills – conducting fieldwork</p> <p>Diversity and spirituality –</p>

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	<p>Diversity and spirituality – children begin to understand that they are part of a nation which is made up of different countries with different languages and cultures.</p> <p>Aspirations – children are encouraged to understand that it is possible for people to travel to different parts of the world for work and necessity as well as pleasure. (e.g. through a visit of the Royal Marine and study of where evacuees went).</p> <p>Growth and well being -</p>	<p>by seeing pictures/footage of the earth from space.</p> <p>Aspirations –</p> <p>Growth and well being -</p>	<p>Diversity and spirituality – Understand that many countries and cities around the world have similarities (megastructures) and be able to explain some of the similarities and differences.</p> <p>Aspirations – Big question – Where in the world have you been and where would you like to go? Raising aspirations for travel to different parts of the world.</p> <p>Growth and well being</p>	<p>Aspirations –</p> <p>Growth and well being</p>	<p>Better understand the cultural and physical geographical diversity of our planet.</p> <p>Aspirations – To explore and find out about other places and cultures</p> <p>Growth and well being</p>	<p>Aspirations –</p> <p>Growth and well being Being able to link their outdoor learning to what makes them happy and healthy.</p>
<p>Wider curriculum links/opportunities (National curriculum, British values, Christian values)</p> <p>Focus on relevant texts/books</p>	<p>History – primary curriculum link for this topic: locations of soldiers (Europe), evacuees and land girls. (Britain and its capital cities).</p> <p>Visit – Armley Mills Visitors from current forces - mapping places he has visited as part of daily dashboard activities</p>	<p>History – primary curriculum link for this topic: where Apollo 11 took off from.</p> <p>WOW: Footage of the first view of earth.</p> <p>Space dome.</p> <p>Book: Life of Neil Armstrong.</p>	<p>Computing: Using software for a purpose (Google Maps)</p> <p>DT: Building a model megastructure</p> <p>Science: Properties of materials – what is needed to make a megastructure.</p> <p>Book: Atlas</p>	<p>History – primary curriculum link for this topic: Chronology and significant events.</p> <p>There is limited scope for Geography in this topic.</p>	<p>Science: Primary curriculum driver for this topic: Nocturnal animals – Locations for their habitats</p>	<p>Science: Primary curriculum driver for this topic: fieldwork to find plants in their local environment.</p>
<p>Building blocks required</p>	<p>Some knowledge of location and being part of a country. Prior exposure to mapping and maps.</p>	<p>Understanding that we live on a planet called Earth, that there is a difference between land and sea.</p>	<p>Mapping of UK, Understanding that the world is made up of different land masses. Exposure to the globe and a flat map and understanding the difference between them and how they fit together.</p>	<p>N/A</p>	<p>Understand the normal weather patterns of the United Kingdom so they are able to discuss how the contrasting area is different.</p>	<p>N/A</p>