St. Peter's CE Primary and Nursery School
Geography Curriculum Progression

	EYFS		KS1	
	Nursery	Reception	Year 1	Year 2
Focus Topics	**Marvellous me** **Illuminate and celebrate**		**Hot and cold places / What's happening to the ice caps?** **Where do I go to school / London**	**Around the world and weather** **Australia or Wem? Where would you live?**
Substantive knowledge **Human / Physical Geography**	Begin to find out how people live in different communities / countries, celebrate events / festivals Talk about life in a story and how it is different to their own experiences Continue developing positive attitudes about the differences between people Begin to show an interest in the jobs in our local community	Know some similarities and differences between different religious and cultural communities in this country Recognise similarities and differences between life in this country and in other countries eg Diwali / Christmas / Lunar New Year Describe immediate environment using knowledge from observation and maps. Use stories and non-fiction texts to find out about life in different places Use the local area for exploring both the built and the natural environment. Express their opinions on natural and built environments.	Identify seasonal / daily weather patterns in the UK and locate hot and cold areas of the world Identify some environmental features at the poles Explore human and physical features of Wem. Understand where our school is in Wem.	Identify seasonal and daily weather patterns in the UK and make comparisons with Australia Locate and describe features of hot and cold areas of the world in relation to the equator and the North and South Poles Describe key human and physical features of a small comparable area of Australia using human / physical vocabulary such as; beach, coast, forest, mountain, sea, ocean, river, valley, vegetation, season, weather, city, town, house, and shop
Substantive knowledge **Place/Location knowledge**	Find out about simple features in the environment by talking to people, examining photographs, using simple maps and visit local places Talk about simple maps using early mark making / construction kits created for the school environment	Find out about simple features in the environment by talking to people, examining photographs, using simple maps and visit local places Talk about simple maps created for the school environment	Name, locate and identify England and the capital city London (UK). Understand geographical similarities and differences through studying the human and physical geography of London Name the seven continents and five oceans of the world.	Name, locate and identify the remaining three countries and capital cities of the United Kingdom and identify some characteristics of the three countries of the United Kingdom and the seas surrounding the UK. Name and locate the seven continents and the five oceans of the world. Identify similarities and differences through the human & physical geography of a small area of

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				the United Kingdom, and of a small area in Australia
Disciplinary Knowledge and skills (inc. mapping skills)	Create a simple map representation of the school environment Talk about the differences between people around us Begin to recognise that there are different countries in the world Begin to identify familiar places on maps and aerial photographs of the setting Comment and begin to ask simple questions about aspects of their familiar world such as the local area or the natural world. Show care and concern for living things and the environment.	Draw information from a simple map Give meaning to marks on a page to represent features of the school area such as hall, field, trees, gate, nursery Talk about the differences between people around them Identify some similarities and differences between life in this country and other countries in the world Draw information from maps and aerial photography of the setting Describe what can be seen and begin to ask simple questions about aspects of their familiar world such as the local area or the natural world. Show care and concern for living things and the environment.	Devise a simple map. Use world maps and globes to identify the UK, its countries and surrounding seas Use aerial photographs and point out the features they recognise. Use locational and directional language (for example, near and far, left and right) to describe the location of features and routes on a map	Use world maps, atlases and globes to identify the UK and its countries as well as the countries, continents and oceans Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features Use and construct basic symbols in a key Use simple compass directions (North, South, East and West)
Geographical skills and fieldwork	Begin to make observations of the local environment inc school and journey from home to school Create marks on a page to represent features of the school area such as hall, field, trees, gate, nursery Explore and talk about features found in the forest area	Find out about the environment by talking to people, examining photographs, using simple maps and visit local places Describe the features seen on simple maps created for the school environment Make observations of features in the local environment inc school and journey from home to school Observe, explore and talk about features found in the forest area	Use simple fieldwork and observational skills to study the geography of the location of school and its surrounding area.	Use simple fieldwork and observational skills to study the human and physical features of the local area (inc. River Roden).

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Vocabulary	Same, different, celebrate, community, map, world, countries, school, home	Same, different, celebrate, community, map, world, countries, school, home, label, road, town,	Physical features; Beach, Cliff, Coast, Forest, Hill, Mountain, Sea, Ocean, River, Season, Weather Human features; City /town/ village, Factory, Farm, House, Office, Port, Harbour, Shop Continent, Ocean, United Kingdom, near/far/left/ right Europe, Asia, Australia, North America, South America, Antarctica, Africa, Atlantic Ocean, Pacific Ocean, Southern Ocean, Indian Ocean, Arctic Ocean	Earth, globe, continent, country, ocean, equator, compare, population, Northern hemisphere, Southern hemisphere, inhabitants, vegetation similarity, difference, river, key, weather, compass, season, north /south/ east/west, climate, pole
Visits/Visitors Fieldwork	-People from the community to come and visit -Walk around the school environment -Seasonal walks throughout the year -Fortnightly 'Wellie Wednesday' sessions -Diwali Day / Lunar New Year – food tasting, Bollywood dancing, dressing up,	-People from the community to come and talk about their role -Walk around the school environment -Seasonal walks throughout the year -Forest Friday session each half term -Diwali Day / Lunar New Year – food tasting, Bollywood dancing, dressing up,	-Autumn walk / Winter walk -Walk around school grounds	-Forest School -Walk around Wem

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KS2				
	Year 3	Year 4	Year 5	Year 6
Focus Topics	**Where do we live?** **Extreme Earth- Quakes, Tremors and explosions**	**South America** **Water World -The Water Cycle / Rainforests**	**Rivers** **A European Vacation**	**Our changing world** **Contrasting UK location – Llandudno and Wem**
Substantive knowledge **Human / Physical Geography**	Describe and understand key aspects of physical geography; *volcanoes and earthquakes* Describe and understand key human features including *types of settlement and land use.*	Describe and understand key aspects of physical geography including *climate zones and the water cycle* Study of human and physical geography of a region within South America - physical geography, including: climate zones, biomes and vegetation belts	Describe and understand key aspects of physical geography, including *coasts and rivers.*	Study the human and physical geography of a region of the United Kingdom (Llandudno) Identify and describe physical geography including: *climate zones, biomes and vegetation belts* Develop an understanding of what climate change is
Substantive knowledge **Place / Location knowledge**	Name and locate counties and cities of the *United Kingdom* Carry out a study of a county in England (*Shropshire*) and present my findings. (Focus on physical and human geography) Locate some of the main human and physical features of an area of the United Kingdom	Understand geographical similarities and differences through the study of human and physical geography of *South America*	Key topographical features including *coasts and rivers, and land use patterns;* Locate countries of the world with a focus on Europe, using maps include the location of Russia and Turkey (over two continents) Name, locate and identify countries that form the continent of Europe (including Russia) and can locate many of them on a map. Carry out a study of a European country and present findings.	

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Disciplinary Knowledge and skills	Use maps, atlases and globes to locate countries and describe features studied. Use the four points of a compass, two figure grid references, symbols and key (including the use of Ordnance Survey maps) to build knowledge of the UK and the wider world. Produce sketch maps, plans and use digital technologies Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods.	Use maps, atlases and globes to locate countries and describe features studied. Use the eight points of a compass, four figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the UK and the wider world. Produce sketch maps, plans and graphs and use digital technologies with a key. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods.	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 the 8 compass points to describe a location relative to another place; Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods.	Use maps, atlases, globes and digital / computer mapping to locate countries and describe features studied Produce sketch maps, plans and graphs and use digital technologies with a key Revise the eight points of a compass, four and six figure grid references, symbols and key (including the use of Ordnance Survey maps) to make comparisons between areas of the UK and the wider world

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Geographical skills and fieldwork	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 Analyse primary data, identifying any patterns observed. Gather evidence to answer a geographical question or enquiry. Use four figure grid references to describe the location of objects and places on a simple map Use the eight points of a compass to locate a geographical feature or place on a map. Analyse maps, atlases and globes, including digital mapping, to locate counties significant features	Use four or six figure grid references and keys to describe the location of objects and places on a map. Study and draw conclusions about places and geographical features using a range of geographical resources, including maps, atlases, globes and digital mapping.	Identify elevated areas, depressions and river basins on a relief map. Use compass points and grid references to interpret maps, including Ordnance Survey maps, with accuracy. Analyse and compare a place, or places using aerial photographs, atlases and maps. Investigate a geographical hypothesis using a range of fieldwork techniques such as sketch maps, data collection and digital technologies (Carding Mill Valley trip) Use grid references, lines of latitude and longitude, contour lines and symbols in maps and on globes to find the position of different geographical areas and features whilst understanding and recording the geography of an area.	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. Form a conclusion, using evidence to support.

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Vocabulary	Human feature Physical feature Similarity Difference Region Location Population Compass Volcano Eruption Earthquake Richter scale Settlement county West Midlands tectonic plates crater vent capital city population	Climate Zone Temperate Tropical Polar Water Cycle Evaporate Atmosphere Condense Precipitation Run off Eco-system Rainforest Shropshire Herefordshire etc. Mediterranean Arid Continental	Coast Abrasion Arch Attrition Backwash Bay Beach Cave Cliff River Basin Canal Confluence Delta Erosion Estuary Flood Plain Meander Silt Source Tributary Economy Trade Distribution Resources Confluence Flood Plain	Biome Tundra Grassland Desert Marine Fresh Water Estuary Coral Reef Tropical Boreal Mangrove Mediterranean Temperate Taiga Vegetation Belt Flora/Fauna Evergreen Deciduous Sub-Tropical Arid
Visits/Visitors Fieldwork	Local study to observe land use in Wem. Hill walk	-Preston Montford Residential, Wood Lane, Whixall Moss (Autumn and Spring)	Visit a river site – River Severn / Carding Mill Valley	Day trip to Llandudno Robinwood residential