



Geography Progression of Learning

Wootton St Peter's CE Primary School

"A river cuts through rock not because of its power but because of its persistence" Jim Watkins

National Curriculum Overview

Key Stage 1	Key Stage 2
<p><i>Pupils should begin to:</i></p> <ul style="list-style-type: none"> ☆ Develop knowledge about the world, the United Kingdom and their locality ☆ Understand basic subject-specific vocabulary relating to human and physical geography ☆ Use geographical skills, including first-hand observation, to enhance their locational awareness 	<p><i>Pupils should extend their knowledge and understanding of:</i></p> <ul style="list-style-type: none"> ☆ Beyond the local area to include the United Kingdom and Europe, North and South America ☆ The location and characteristics of a range of the world's most significant human and physical features ☆ Their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge

Locational & Place Knowledge

EYF S	KS1: Years 1 & 2		KS2: Years 3 & 4		KS2: Years 5 & 6	
<p>30-50 Months</p> <ul style="list-style-type: none"> ★ I can make comments and/or ask questions about where I live. <p>ELG</p> <ul style="list-style-type: none"> ★ I can talk about my immediate environment. ★ I can compare similarities and differences from my immediate environment. 	<ul style="list-style-type: none"> ★ Name and locate the four countries and capital cities of the UK; England, Ireland, Scotland, Wales ★ Name and locate the seas surrounding the UK ★ Talk about physical and human geographical similarities and differences between a small area of the UK, including seas, mountains, rivers and other key features ★ Navigate their way around the classroom and school grounds 	<ul style="list-style-type: none"> ★ Name and locate the world's seven continents ★ Name and locate the world's five oceans ★ Talk about physical and human geographical similarities and differences between a small area of a non-European country ★ Ask geographical questions e.g. -- What is it like to live in this place? How is this place different to where I live? Wootton 	<ul style="list-style-type: none"> ★ Name and locate the countries we are studying; including Oxford ★ Name and locate major cities in the countries we are studying ★ Locate human and physical characteristics in the countries we are studying; including land-use patterns ★ Talk about physical and human similarities and differences between different parts of the United Kingdom ★ How life has changed in Egypt/Rome (Ancient to modern day) 	<ul style="list-style-type: none"> ★ Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate the countries of Europe, including Russia. ★ Study the environmental regions of Europe (different areas defined by their environmental conditions, such as climate, landforms etc). ★ Know and locate the world's seas and oceans. ★ Name and locate the major cities of Europe on a map 	<ul style="list-style-type: none"> ★ Understand geographical similarities and differences through a study of human and physical geography of: <ul style="list-style-type: none"> - Region within N/S America (Brazil and the Amazon) – compare to key aspects of the UK - Region in a European country (Greece). ★ Name and locate countries and capital cities of the world and explain where they are in relation to one another ★ Locate human and physical characteristics of the world drawing on previous learning 	<ul style="list-style-type: none"> ★ Locate and study the major countries involved in WW2 (UK, Germany, Poland, Italy, Japan, USA etc). Link to locality – Wootton & Oxford ★ Name and locate counties and cities of the United Kingdom, geographical regions and the identifying physical and human features; compare to our own locality/county ★ Use the terms latitude, longitude, Equator, North and South Hemisphere, Tropics of Cancer/Capricorn, Arctic/Antarctic Circle and time zones

Human & Physical Geography

EYF S	KS1: Years 1 & 2	KS2: Years 3 & 4	KS2: Years 5 & 6
<p>30-50Months</p> <p>★ Talk about some of the things they have observed such as plants, animals, natural and found objects.</p> <p>40-60+</p> <p>★ Look closely at similarities and differences, pattern and change.</p> <p>ELG</p> <p>★ Talk about features of their immediate environment and how environments might vary from one and another; including the seasonal changes and weather</p>	<p>★ Use basic geographical vocabulary to refer to:</p> <p>Key Physical Features: including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, ford, stream, copse, housing estate</p> <p>Key Human Features: including, city, town, village, factory, farm, house, office, shop</p> <p>★ Locate hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>★ Identify seasonal and daily weather patterns in the UK</p>	<p>★ Describe and understand key aspects of:</p> <p>Physical Geography: rivers and the water cycle</p> <p>Human Geography: types of settlement and land-use</p> <p>★ Understand geographical similarities and differences through the study of human and physical geography of regions and cities in Europe.</p> <p>★ Describe and understand key aspects of:</p> <p>Physical Geography: including climate zones, rivers, mountains, volcanoes and earthquakes (natural disasters)</p> <p>Human Geography: impact of our extreme earth on our lives through the study of photographs, population numbers and other primary sources. Draw conclusions; include diagrams and key geographical vocab</p>	<p>Describe and understand key aspects of:</p> <p>Physical Geography: including climate zones, biomes and vegetation belts.</p> <p>Human Geography: including land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>Human impact on the planet. Look at how the climate has changed over time and global warming is affecting the Earth.</p> <p>★ On a world map, locate the main countries in Europe and the Americas; and identify their main environmental regions, key physical and human characteristics, and major cities.</p> <p>★ Study of modern land settlements. Explain how they change over time. Look at settlement functions and how to choose a suitable location for settlement.</p>

Geographical Skills & Fieldwork

EYF S	KS1: Years 1 & 2		KS2: Years 3 & 4		KS2: Years 5 & 6	
<p>30-50Months</p> <ul style="list-style-type: none"> ★ Show care and concern for living things and the environment. <p>40-60+</p> <ul style="list-style-type: none"> ★ Look closely at similarities and differences, pattern and change. <p>ELG</p> <ul style="list-style-type: none"> ★ Make observations and explain why some things occur; talk about changes. 	<ul style="list-style-type: none"> ★ Use world maps, atlases and globes to identify the UK and its countries ★ Use simple compass directions (North, South, East and West), locational and directional language to describe the location of features and routes on a map ★ Use simple fieldwork and observational skills to study the geography 	<ul style="list-style-type: none"> ★ Use world maps, atlases and globes to identify the continents and oceans studied ★ Use compass directions (North, South, East and West) to describe the location of features and routes on a map ★ Devise simple maps and construct basic symbols in a key ★ Use aerial photographs and plan perspectives 	<ul style="list-style-type: none"> ★ Use maps, atlases and globes to locate countries and describe features studied. ★ Use the eight-point compass, four-figure grid references, symbols and keys to build their knowledge of the United Kingdom. ★ Read four-figure grid references, symbols and keys 	<ul style="list-style-type: none"> ★ Use maps, atlases and globes and digital/computer mapping to locate countries and describe features studied ★ Use four-figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build knowledge of the wider world ★ Sketch maps of human and physical features 	<ul style="list-style-type: none"> ★ Use maps, atlases, globes and digital mapping to locate countries and describe features studied. ★ Use the eight points of the compass, six-figure grid references, symbols and keys. ★ Choose effective recording and presentation methods e.g. tables to collect data. 	<ul style="list-style-type: none"> ★ 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 further build their knowledge of the United Kingdom and the wider world

	<p>of their school and its grounds and the key human and physical features of its surrounding environment</p>	<p>to recognise landmarks and basic human and physical feature; devise a simple map; and use and construct basic symbols in a key</p>	<p>★ Use and apply a range of mapping skills to different topics studied</p> <p>★ Devise and carry out surveys of the public to inform geographical research</p>	<p>★ Collate and present data collected and record it using data handling software to produce graphs and charts of the results. – Ask Geographical questions e.g. How is traffic controlled? What are the main problems? – Analyse evidence and draw conclusions - Be aware of own responsibility in the world.</p> <p>★ Make plans of the area showing human and physical features</p> <p>★ Locate countries, continents and oceans using atlases, maps and digital maps, describing their features</p>
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Geography Long Term Overview

KEY STAGE 1: YEARS 1 & 2			
	AUTUMN TERM	SPRING TERM	SUMMER TERM
	<p>How can we travel to Paddington Station London/What route would we take? Where is Peru? Where do bears live? Look at maps to find these places. Map skills, introduction to maps. Rationale: Opens children's eyes to a world beyond their immediate surroundings. Teaches life skills how to navigate.</p>	<p>Where is London? Capital Cities. What are the features of a big city like London? Have you been to London? Rationale: Links to our Topic the Great Fire of London. Helps children compare where they live Wootton a small village to London and lets them share their experiences of visiting London</p>	<p>Circuses around the world. Which countries do different hats come from? Look at maps to locate countries. How far away are the countries. Rationale: Creates an ethos of curiosity about where different hats come from and about people in different countries.</p>
A	<p>Look at local maps where are the woods locally. Draw maps to show woods in Wootton, using symbols and a simple key. Rationale: Helps children to get to know our area. Provides knowledge of the world/raises aspirations.</p>	<p>What can you find in a forest? use observational skills in local areas of forest. Where are forests found? Rationale: Opens children's eyes to the world beyond their immediate environment. Beig outside in the Forest increase Mental Wellbeing.</p>	<p>What is a seaside town like? How is a seaside town different to Wootton? Where is the nearest seaside town to Wootton? Where are seaside towns in the UK? Share experiences of seaside visits. Rationale: This topic inspires and excites children it creates an ethos of curiosity where children and hppy to ask questions. An interesting topic like the Seaside creates independence in children's learning.</p>
B	<p>Our Local Community and the features of the area we live. Survey – How we travel to school. Learn directional language and create a map of our local area. Rationale: Have a clear understanding of the best way to travel to school for our health and for the</p>	<p>Where is Antarctica – use a globe to find it. Look at where the South Pole and North Pole is. How is life different in Antarctica. Rationale: Open children's eyes to a world beyond their immediate surroundings. Raise aspirations to travel.</p>	<p>Draw a map of Offley Street using symbols. Rationale: Helps children develop an enquiring mind, and research where things are in a fictional street. Children develop their understanding of map symbols</p>

environment.		
<p>Use an atlas to identify the Kalahari desert and nearby countries, mark countries on a map and identify desert and ocean.</p> <p>Compare our homes in the Uk with homes in Africa. What is the same? What us different?</p> <p>Rationale: Understand that people have very different lives, depending on where they live in the world. Be aware of other cultures.</p>	<p>Where are castles in the UK?</p> <p>Oxford Castle – features of a castle.</p> <p>Rationale: Linking our learning to our local area. The topic inspires and excites children.</p>	<p>Where are The Rainforests?</p> <p>Understand geographical language related to the Rainforest.</p> <p>Locate Rainforests on a map.</p> <p>Where is the Equator?</p> <p>Locate the world’s continents and oceans.</p> <p>Know the different layers of the Rainforest.</p> <p>Investigate the destruction of the Rainforest.</p> <p>Rationale: Be proactive in their responsibilities towards the wider world. Introduces them to climate change. Increases their understanding of the size of the rainforest compared to our school grounds.</p>

KEY STAGE 2: YEARS 3 & 4

CYCLE	AUTUMN TERM	SPRING TERM	SUMMER TERM
	Extreme Earth (volcanoes and earthquakes)	Somewhere to settle (settlements and land use)	UK Geography
A	<p>This topic teaches about the destructive powers of nature, from volcanoes and earthquakes to tsunamis and tornadoes. Through discussion and practical tasks, children will learn about how and why these natural phenomena occur, and the ways in which they affect people and the environment.</p> <p>Rationale: This topic accompanies and reinforces our English book (The pebble in my pocket)</p>	<p>In this unit, children head back in time to find out how the towns and cities of the UK first developed. Children learn about the needs and requirements early settlers had when choosing a place to build a home. They will look at place names around the UK to see how the Anglo-Saxons, Romans and Vikings all left their mark. Through use of digital and paper maps, children will investigate land use in different sized settlements and the ways in which settlements are linked together. At the end of the unit, children draw together all their learning about settlements to design their own new settlement.</p>	<p>This topic looks at the geography of the UK – from the physical features of mountains, rivers and seas to the manmade administrative regions and counties. They will find out how the UK has changed over time, looking at how London grew and how the population of the UK as a whole has changed throughout the course of history.</p> <p>Rationale: This topic relates to our Summer History looking at early medieval British history (invaders and settlers).</p>

		<p>Rationale: This unit feeds into and informs various other units within LKS2. Especially, Romans, Vikings and Anglo-Saxons in history with reference to the British Isles. However, it also relates to our Egyptians unit with respect to the distribution and nature of settlement.</p> <p>This unit complements the Land Use unit in Year B of LSK2.</p> <p>This unit's land use element also feeds into work in UKS2 around food and farming.</p>	
	The World	Land Use	Geography Skills
B	<p>In this unit we look at where the countries of the world are located, and some of the ways geographers describe locations. Children will learn to locate and describe places using longitude and latitude, and find out about some of the important lines that delineate specific areas of the Earth - the Equator, the Hemispheres, the Poles and the Tropics. Finally, by looking more closely at the lines of longitude, children will develop their understanding of time zones.</p> <p>Rationale: This unit builds on KS1 units in which children have identified countries around the world and the North and South Poles. It serves as an introduction to deeper investigation of 'Our Earth' in UKS2.</p>	<p>This unit on land use provides children with the chance to take a careful look at the places around them, and begin to look for patterns in land use. They will become cartographers, making maps of the local area, and agricultural surveyors by considering where different types of farming activities occur within the UK.</p> <p>Rationale: This unit complements the Settlement unit in Year A of LSK2. It feeds into more precise map work in the Summer term's 'Geography Skills' topic.</p> <p>This unit's land use specific focus also feeds into work in UKS2 around food and farming.</p>	<p>This topic covers the core elements of the whole of the KS2 geography curriculum. We use the local environment of our school to develop geographical skills and knowledge specified in the National Curriculum.</p> <p>Rationale: Geography Skills is used as an overall introduction to the subject in Years 3 and 4. It complements our other geography focused topics for UKS2, for example comparing our local area with Greece or South America.</p>

KEY STAGE 2: YEARS 5 & 6

CYCLE	AUTUMN TERM	SPRING TERM	SUMMER TERM
A		<p>Settlement Functions</p> <p>Rationale: Link to our local area, look at the type of settlement and functions of Wootton and Oxford.</p>	

		Links to class text and school value of compassion – how refugee settlements change.	
	Region in a European Country – Greece Rationale: Links into class text ‘Tales of Greek Heroes’ and history topic – Ancient Greece. Study the climate and land use (food) in Greece, in preparation for DT Greek cafe.	Biomes and Climate Zones Rationale: Link to topic about Antarctic explorers. Look at the different biomes around the world and the extremes found at the poles, will help to create a good contextual understanding to our class novel ‘Race to the Frozen North’.	
B	South America Rationale: Links to class text ‘The Explorer’. Link to climate change and deforestation – thinking about our school motto and value of compassion and creating a better future for our world.		The UK Farming - Farm to Fork Climate Change Rationale: Link to class text ‘Floodland’ and creating sustainable ways of farming. Importance of sourcing food locally and the impact food can have on the environment and our planet. Children to understand the benefits of buying food sourced locally which in turn benefits our local community.
		Our Earth - Lines of Latitude and Longitude, times zones Rationale: Link to science topic about Space. Generates a deeper understanding of time zones and rotation of the Earth.	

	EYFS		
CYCLE	AUTUMN TERM	SPRING TERM	SUMMER TERM
A	Describe ‘my house’ and where it is Compare it to friends’ houses To name features	Planets in our solar system Where do we live? Are dinosaurs still alive? Where did they live?	Exploring farms incl those from different countries and cultures How lives there?

	<p>Talk about the weather and why/how it changes Talk about rainbows</p> <p><i>Rationale;</i> <i>Describe, compare, explain (places near to us and those far away, those which are real and those which are imaginary</i> <i>To inspire and excite</i> <i>To give children a broad experience (even those that cannot be explored firsthand)</i> <i>To link to our topics of 'me and my family'</i></p>	<p><i>Rationale;</i> <i>Describe, compare, explain (places near to us and those far away, those which are real and those which are imaginary</i> <i>To inspire and excite</i> <i>To give children a broad experience (even those that cannot be explored firsthand)</i> <i>To link to our topics of 'space' and 'dinosaurs'</i></p>	<p>What do farms do? What grows there? Explore buildings and their uses Know some similarities and differences between different cultural communities. Read stories from different cultures, learn new, associated vocabulary Talk about similarities and differences between our country and life in other countries (through stories)</p> <p><i>Rationale;</i> <i>Describe, compare, explain (places near to us and those far away, those which are real and those which are imaginary</i> <i>To inspire and excite</i> <i>To give children a broad experience (even those that cannot be explored firsthand)</i> <i>To link to our topics of 'Farms' and 'construction'</i></p>
B	<p>My family Similarities and differences between people Changing seasons</p> <p><i>Rationale;</i></p>	<p>Draw maps of fairy tale lands Explain some similarities and differences between fairy tale worlds Use words such as in, under, on top, next to, behind to describe places on a map Act out stories from fairy tales. Use knowledge of different places Discuss real and imaginary places through</p>	<p>Explore different animal habitats and where some animals are found. Compare these habitats.</p> <p>To learn about features of the seaside and compare to where we live To name different features</p>

	<p><i>Describe, compare, explain (places near to us and those far away, those which are real and those which are imaginary</i> <i>To inspire and excite</i> <i>To give children a broad experience (even those that cannot be explored firsthand)</i> <i>To link to our topics of 'all about me'</i></p>	<p>story books</p> <p><i>Rationale;</i> <i>Describe, compare, explain (places near to us and those far away, those which are real and those which are imaginary</i> <i>To inspire and excite</i> <i>To give children a broad experience (even those that cannot be explored firsthand)</i> <i>To link to our topics of 'Fairytale' and 'minibeasts'</i></p>	<p>Talk about special places eg homes, religious buildings, schools, shops etc. Compare in different countries. Talk about features of homes and discuss why some homes are more suited to certain places eg igloos, narrow boats</p> <p>Know some similarities and differences between different cultural communities. Read stories from different cultures, learn new, associated vocabulary Talk about similarities and differences between our country and life in other countries (through stories)</p> <p><i>Rationale;</i> <i>Describe, compare, explain (places near to us and those far away, those which are real and those which are imaginary</i> <i>To inspire and excite</i> <i>To give children a broad experience (even those that cannot be explored firsthand)</i> <i>To link to our topics of 'on safari' and 'at the seaside'</i></p>
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