

Lord Deramore's Primary School Geography Curriculum Progression Plan

**Intent:** Geography is the cornerstone of Lord Deramore's because it embodies the whole school's culture that is made up of a broad range of ethnicities, religions and creeds from across the world to create and blend into the multi-cultural population we have here. Our vision is to build a geography curriculum that is relevant to where our children are from, with local studies and engagement in the local community. We celebrate children's own experiences to share their own stories to build a culture within our school that celebrates diversity and develops a deeper understanding with direct links to many countries around the world. Due to our unique population at school, we have many opportunities that other schools may not have and we use this to build a broad curriculum whilst encouraging a love and appreciation of the world we live in and what we can do to be the difference.

**Implementation:** Geography is taught primarily through Phase topics each term. Topics are on a two or three year cycle depending on the number of classes in the phase. Enrichment activities including visitors, experiences and field trips are carefully planned to enhance the topic and provide first hand and memorable experiences. Progression across each year group and phase is outlined in the progression document, along with key vocabulary, knowledge and skills that children will be taught.

**Impact:** Geography knowledge and skills are assessed by teaching staff throughout a topic and reported at the end of each year via each child's school report. Assessment may be made through observation, talking with children, recorded work. Geography subject lead and SLT assess impact and teaching through book trawls, pupil voice, learning walks and lesson observations

Geography	Phase 1		Phase 2		Phase 3		
	EY	Y1	Y2	Y3	Y4	Y5	Y6
<b>Knowledge &amp; Skills</b>	<p><u>Understanding the World</u> <u>The Natural World(ELG)</u> Explore the natural world around them. Make observations. Draw pictures of animals and plants. Compare their immediate surrounds and contrasting environments and talk about the differences – through experience and books. Notice and talk about the changes in the natural world including weather and seasons.</p> <p><u>People Culture and Communities (ELG)</u> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p><u>G1 Locational Knowledge</u> <b>Name and locate the four countries and capital cities of the UK and its surrounding seas.</b></p> <p><u>G2 Place Knowledge</u> Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK.</p> <p><u>G3 Human and Physical Geography</u> a) Identify seasonal and daily weather patterns in the UK b) Use basic geographical vocabulary to refer to key physical features (see vocab section).</p> <p><u>G4 Geographical Skills and Fieldwork</u> a) Use world maps, atlases and globes to identify the UK and its countries b) Identify a compass and know the simple compass directions (North, South, East and West) and that they are used to show positional and direction. c) Devise a simple map' and use and construct basic symbols in a key. d) Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features</p>		<p><u>G1 Locational Knowledge</u> a) <b>Name and locate the world's seven continents and five oceans.</b> b) Identify characteristics of the four countries and capital cities of the UK and its surrounding seas. c) Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. d) <b>Name and locate countries and cities of the UK</b></p> <p><u>G2 Place Knowledge</u> Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in a contrasting non-European country.</p> <p><u>G3 Human and Physical Geography</u> a) Identify seasonal and 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. b) Use a wider range of geographical vocabulary to refer to key physical features (see vocab section).</p> <p><u>G4 Geographical Skills and Fieldwork</u> a) Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this phase. b) Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right) to describe the location of features and routes on a map. c) 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. d) 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.</p>		<p><u>G1 Locational Knowledge</u> a) Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. b) Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. c) Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</p> <p><u>G2 Place Knowledge</u> Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country, and a region within North or South America.</p> <p><u>G3 Human and Physical Geography</u> a) Describe and understand key aspects of physical geography, including climate, zone, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. b) Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p><u>G4 Geographical Skills and Fieldwork</u> a) Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. b) 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 UK and the wider world. c) 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. d) 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>		
<b>Expectations</b>	<p>Name the countries that are significant to them (e.g. where they live, where they have been on holiday)</p> <p>Talk about what they see in their immediate surroundings.</p> <p>Talk about the changes in the seasons and the weather.</p> <p>Talk about similarities and differences in daily weather patterns and the seasons.</p> <p>Show interest in maps and know what they are used for.</p>	<p>Name the four countries in the UK and locate them on a map. Name the capital cities of England, Wales, Scotland and Northern Ireland.</p> <p>Know the names of the three main seas that surround the UK.</p> <p>Know about some of the features of an island. Know where I live and tell someone my address.</p> <p>Know what I like and do not like about the place I live.</p> <p>Know how the weather changes throughout the year and name the seasons.</p> <p>Keep a weather chart and answer questions about the weather. Know about some of the main things that are in hot and cold places. Know which clothes I would wear in hot and cold places.</p>	<p>Name the continents of the world and locate them on a map. Name the world's oceans and locate them on a map. Name the key cities of England, Wales, Scotland and Northern Ireland.</p> <p>Know what I like and do not like about a place that is different to the one I live in. Describe a place outside Europe using geographical words.</p> <p>Identify the seasons and their characteristic weather patterns.</p> <p>Know the key features of a place from a picture using words like beach, coast, forest, hill, mountain, ocean, valley.</p>	<p>Know the name of a number of countries in the northern hemisphere. Know the capital city of at least six European countries.</p> <p>Know whether a country is located in the Southern or Northern hemisphere.</p> <p>Know why people may be attracted to live in cities. Know why people may choose to live in one place rather than another.</p> <p>Identify weather patterns in other parts of the world, explaining how their location affects the weather.</p> <p>Know about the facilities that a village, town and city may need and give reasons. Know how jobs may be different in other locations</p> <p>Locate the Tropic of Cancer, Tropic of Capricorn and Greenwich meridian, equator, north and south hemisphere on a map.</p>	<p>Know the name of countries around the world and which continent they are in. Know how to plan a journey from my town/city to another place in England. Know how to find at least six cities in the UK on a map.</p> <p>Compare features of villages, towns and cities. Know and locate mountainous regions in the UK, one place on Europe and one elsewhere.</p> <p>Know what is meant by a biome and that there are several biomes around the globe. Name some of the different types of biome.</p> <p>Know about what causes earthquakes. Know about some of the world's most famous volcanoes.</p> <p>Know about, name and locate some of the main islands that surround the UK. Know the areas of origin of the main ethnic groups in the UK and in our school.</p>	<p>Know, name and locate the capital cities of neighbouring European countries. Know the countries that make up the European Union.</p> <p>Research to discover features of villages, towns and cities and compare the similarities and differences. Know about, name and locate many of the world's most famous mountainous regions.</p> <p>Know what is meant by a biome. Describe and locate the different biomes.</p> <p>Know about key aspects of earthquakes. Know about, locate and name some of the world's most famous volcanoes.</p> <p>Know why most cities are situated by rivers. Know about the course of a river.</p> <p>Know why parts are important and the role they plan in distributing goods around the world.</p> <p>Know that the lines of longitude and latitude determine time zones and climate.</p>	<p>Know, name and locate countries and their capitals in each continent. Know how time zones work and calculate time differences around the world.</p> <p>Research to discover features of villages, towns and cities and appreciate the differences. Know why some places are similar and dissimilar in relation to their human and physical features.</p> <p>Talk about how biomes affect the climate, vegetation and animal life of an area. Name the largest deserts in the world and locate desert regions in an atlas.</p> <p>Know about and describe the key aspects of earthquakes. Know about and describe the key aspects of volcanoes.</p> <p>Collect and accurately measure information (e.g. rainfall, temperature, wind speed, noise levels etc.).</p> <p>Use lines of longitude to calculate time zones. Explain why lines of latitude affect climate. Know how to use an atlas by using the index to find places.</p>

		<p>Know the four main directions on a compass are North, East, South and West.</p> <p>Point to the equator, North and South Pole on an atlas and globe.</p>	<p>Use the directional vocabulary: near, far, left, right to explain where a location is.</p> <p>Use a globe or an atlas to locate the continents.</p>		<p>Know the difference between the British Isles, Great Britain and the UK.</p> <p>Know about lines of longitude and latitude and the significance of the tropics and meridians.</p> <p>Use a road map to plan a journey from one city or town to another.</p>	<p>Use maps and atlases to locate many of the world's most famous mountainous regions. Name and locate many of the world's most famous rivers</p>	<p>Know how to use some basic Ordnance Survey map symbols.</p> <p>Know how to use Ordnance Survey symbols and six-figure grid references.</p>
Vocabulary	<p>United Kingdom, England, Scotland, Wales, Northern Ireland, London, Cardiff, Edinburgh, Belfast, North Sea, Irish Sea, English Channel</p> <p>Place Knowledge Key physical features: Beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather seaside, beach, weather, town, country. Key human features: buildings, city, town, village, factory, farm, house, office, port, harbour, shop church, playground, park address, near, far, travel, journey, routes, shop, Directional language – North, South, East, West, left, right, forwards, backwards Map, country, sea, land, journey</p>	<p>four countries and capital cities of the United Kingdom and its surrounding seas, United Kingdom, England, Scotland, Wales, Northern Ireland, town, city, village, sea, beach, hill, mountain, London, Belfast, Cardiff, Edinburgh, capital city, world map, continent, ocean, Europe, Africa, Asia, Australasia, North America, South America, Antarctica</p> <p>world's seven continents and five oceans, South America, London, Brasilia, compare, capital city, China, Asia, country, 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. population, similarities, differences, farming, culture, Africa, Kenya, Nairobi, river, desert, volcano, compass, 4-point, direction, North, East, South, West, plan, record, observe, aerial view, key, map, symbols, direction, position, route, journey, the UK, changes, tally chart, pictogram, world map, country, continent, human, physical plan, record, observe, aerial view, key, symbols, direction, position, route, the UK, changes, tally chart, pictogram, world map, country, continent, human, physical.</p>	<p>county, country, town, coast, physical features, human features, mountain, hill, river, sea, climate, tropics, tropical, of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, county, country, town, coast, human features, landscape, feature, population, land use, retail, leisure, housing, business, industrial, agricultural, mantle, outer core, inner core, magma, volcano, active, dormant, extinct, earthquake, epicentre, shock wave, magnitude, tsunami, tornado, climate, tropics, deforestation, evaporation, water cycle, evaporation, condensation, precipitation, cooling, filter, pollution, settlement, settler, site, need, shelter, food, sketch map, map, aerial view, feature, annotation, landmark, distance, key, symbol, land use, urban, rural, population, coordinates, atlas, index, coordinates, latitude, longitude, contour, altitude, peaks, slopes, continent, country, city, North America, South America, border, key, climate, human geography, land use, settlement, economy, natural resources, environmental disaster, resources, services, goods, electricity, supply, generation, renewable, non-renewable, solar power, wind power, biomass, origin, import, export, trade, efficiency, conservation, carbon footprint, peak, plateau, fold mountain, fault-block mountain, dome mountain, volcanic mountain, plateau mountain, tourism, positive, negative, economic, social, environmental, atlas, index, coordinates, latitude, longitude, key, symbol, Ordnance Survey, Silva compass, legend, borders, fieldwork, measure, observe, record, map, sketch, graph,</p>				
Long Term Planning Link	<p>Ongoing Thread - fieldwork, seasons, weather Year A Toys - questions about the weather Heroes - directions/compass points Journeys - 4 countries of the UK Year B Schools - comparing environments Adventures - map making Our World - UK countries/continents/oceans</p>	<p>Year A Weather - climate/local area observations Great Fire of London - plans and photographs Romans - UK regions/capital cities/Europe Year B Explorers -Oceans/continents/countries in northern hemisphere/compass directions Schools Then and Now - Comparing UK/Europe location/local area fieldwork On the Move - UK regions/capital cities/Europe</p>	<p>Year A World War II - locating countries Greece - longitude and latitude/UK characteristics/Europe comparisons Rivers - water cycle, directions around the UK, advanced field work Year B Heslington Past and Present - UK characteristics Anglo-Saxons and Scots - UK counties and cities, identifying features on maps Egypt - Global knowledge/world characteristics Year C Anglo Saxons and Vikings - settlements and trade Stone age - tectonic plates, earthquakes, volcanoes/compass points and grid references Chocolate - The Americas/Biomes</p>				
Enrichment / Cultural Capital	Seaside	<p>Open Top Bus Tour River boat trip</p>	<p>River study Dalby Forest St Nicholas Nature Reserve and Environmental centre</p>				