



Geography Curriculum and Progression Overview

	Autumn		Spring		Summer	
	1	2	1	2	1	2
Year 1	Geographical skills and fieldwork: Seas and Coasts	No Geography	Human and Physical Geography: Seasons and the weather	No Geography	No Geography	Locational knowledge: Maps; The school grounds (Linked to a text) And the UK
	Resources: <ul style="list-style-type: none"> https://www.hamilton-trust.org.uk/topics/key-stage-1-topics/oceans-and-seas/ https://www.geography.org.uk/teaching-resources/investigating-coasts https://www.livingstreets.org.uk/media/2049/sep-16-living-by-the-sea-ks1-p1-4.pdf 		Resources: <ul style="list-style-type: none"> https://www.geography.org.uk/barnaby-bear-through-the-seasons https://www.hamilton-trust.org.uk/topics/key-stage-1-topics/weather-experts/climate-around-world/ http://www.coreknowledge.org.uk/resources/Resource%20Pack-%20Year%201-%20Seasons%20and%20Weather.pdf 		Resources: <ul style="list-style-type: none"> DigiMaps (aerial view of school) https://www.rgs.org/schools/teaching-resources/map-skills/map-skills-map-skills-year-one/ http://www.coreknowledge.org.uk/resources/Year%201-%20Geography-%20Around%20Our%20School.pdf 	
	Geographical enquiry		Mapping skills		Contextual world knowledge	
	<ul style="list-style-type: none"> Make observations about what can be seen to collect primary data and information Collect data by counting up to 100 (<i>maths Y1</i>), e.g. cars, drain covers, trees, counting steps as a measure of distance (<i>maths Y1</i>) Use given secondary resources to respond to simple questions about places and environments Analyse geographical data by using simple terms such as total, highest, lowest, wettest, driest, more than and less than (<i>maths Y1</i>) Talk about places such as the school and its grounds and the human and physical features of its surrounding environment 		<ul style="list-style-type: none"> Make models of places using toys and talk about what is in the model Use simple language to describe position, direction and motion, including, left and right, top, middle and bottom, on top of, in front of, above, between, around, near, close and far, up and down, forwards and backwards, inside and outside (<i>maths Y1</i>) Follow simple directional instructions, e.g. right, left, backwards, forwards, to follow directions Identify land and sea on world maps and simple atlases and globes Talk about distance using words such as near and far 		<ul style="list-style-type: none"> Observe the location of human and physical geographical features at a local scale 	
					Geographical understanding	
					<ul style="list-style-type: none"> Recognise and use everyday terms to describe places and geographical features, e.g. empty, crowded, busy, steep, high, low Express likes and dislikes about places 	



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Year 2	Geographical skills and fieldwork: Aerial photographs and simple compass points	No Geography	Locational knowledge: Africa	No Geography	Human and Physical Geography: Continents and oceans. Characteristics of 4 countries and their seas. Significance of the equator.	No Geography
	Resources: <ul style="list-style-type: none"> Compasses 2D maps http://www.coreknowledge.org.uk/resources/Year%201-%20Geography-%20Around%20Our%20School.pdf https://www.teachingideas.co.uk/maps-and-atlases/map-challenges 		Resources: <ul style="list-style-type: none"> https://www.geography.org.uk/teaching-resources/photos-for-enquiry/s-africa https://www.teachingideas.co.uk/global-geography/africa-colouring-page https://www.build-africa.org/how-you-can-help/schools/teachers-resources/lesson-plans/key-stage-1 http://www.stourportprimary.worcs.sch.uk/wp-content/uploads/2015/07/Year-1-2-Autumn-Planning-2015.pdf 		Resources: <ul style="list-style-type: none"> Globes Maps https://www.saveteacherssundays.com/geography/year-2/536/lesson-1-continents-and-oceans-ks1/# (resources are free to view) https://www.tes.com/teaching-resource/geography-equator-and-oceans-yr-2-6443447 	
	Geographical enquiry		Mapping skills		Contextual world knowledge	
	<ul style="list-style-type: none"> Undertake directed activities in a fieldwork enquiry Record data and information using simple fieldwork and observational skills to count objects (e.g. cars, houses, etc.) and choose and use appropriate units to estimate and measure (e.g. length in m/cm, temperature in °C) to the nearest appropriate unit, using equipment (e.g. rulers, thermometers) (<i>maths Y2</i>) Select appropriate information from given secondary resources Collate and organise geographical information and data to construct simple pictograms, tally charts, block diagrams and simple tables (<i>maths Y2</i>) Interpret and compare geographical information and data in simple pictograms, tally charts, block diagrams and simple tables (<i>maths Y2</i>) Use geographical vocabulary (e.g. beach, forest, hill, village, factory, farm, port) to write simple sentences (<i>English Y2</i>) about selected appropriate knowledge and understanding of geography 		<ul style="list-style-type: none"> Devise simple picture maps (and, if appropriate, draw lines and shapes using a straight edge (<i>maths Y2</i>)) using basic symbols in a key Use aerial photographs and maps at the same scale to recognise landmarks and basic human and physical features on the photograph and the map Use simple compass directions (N, S, E & W) and locational and directional language (e.g. near & far, left & right) to describe the location of features and routes on a map Use number / letter grid references to specify position on maps of different scales Name and locate large scale features (continents and oceans) on world maps and simple atlases and globes Name and locate some countries, capital cities and seas, e.g. of the UK (i.e. England, Scotland, Wales and Northern Ireland) on maps and globes Estimate relative distances using terms such as nearer than and further away 		<ul style="list-style-type: none"> Have simple locational knowledge about individual places and environments, especially in the local area, but also in the UK (the home countries, capital cities and surrounding seas) and wider world (continents and oceans) Be able to locate at least one non EU country on a map Identify the basic characteristics of the UK and a non EU country, e.g. highland, lowland, rivers, coast, weather, cities 	
					Geographical understanding	
					<ul style="list-style-type: none"> Use basic geographical vocabulary to describe places or human and physical geographical features, e.g. hill, river, street, shop, town Identify simple and broad geographical patterns, e.g. seasonal and daily weather patterns, and hot and cold areas from pole to pole Identify whether places / features are changing Express views about places and recognise the impact of people's actions on these 	



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Year 3	Human and Physical Geography: Extreme Earth	No Geography	Locational knowledge: Iceland	No Geography	Geographical skills and Fieldwork: Maps of the UK	No Geography
	Resources: <ul style="list-style-type: none"> https://www.geography.org.uk/teaching-resources/investigating-climate-zones-and-climate-change https://www.metlink.org/primary/key-stage-2/science-of-weather/ https://www.hamilton-trust.org.uk/topics/key-stage-1-topics/weather-experts/extreme-weather/ http://www.primaryresources.co.uk/geography/docs/y3_weather_around_the_world.doc https://www.independent.co.uk/news/world/asia/taal-volcano-news-philippines-live-eruption-evacuation-updates-manila-today-a9285771.html 		Resources: <ul style="list-style-type: none"> https://www.hamilton-trust.org.uk/topics/lower-key-stage-2-topics/modern-europe/russia/ https://www.rgs.org/schools/teaching-resources/russia-s-regions-and-roles/russian-resources/ https://www.rgs.org/CMSPages/GetFile.aspx?nodeguid=ac1e3aea-ba39-4af2-bc19-87ccf60a2d96&lang=en-GB (KS3 but potential to be adapted) 		Resources: <ul style="list-style-type: none"> DigiMaps https://www.rgs.org/schools/teaching-resources/map-skills/map-skills-map-skills-year-three/ http://www.primaryresources.co.uk/geography/geography.htm 	
	Geographical enquiry		Mapping skills		Contextual world knowledge	
	<ul style="list-style-type: none"> Identify some elements of a geographical enquiry and suggest how some data and information might be collected from primary and secondary sources Gather identified information and data accurately using measurements including a metre rule, long tape measure, or, trundle wheel to measure straight line distances accurately Present geographical information and data using bar charts and time graphs, pictograms and tables choosing the most appropriate way to do so (maths Y3 & Y4) Interpret and compare geographical information and data using scaled bar charts, pictograms, tables and other graphs (maths Y3) Communicate knowledge clearly, using paragraphs to organise ideas around a theme (<i>English Y4</i>) and use and spell geographical terms accurately (<i>maths Y4</i>) 		<ul style="list-style-type: none"> Draw sketch maps of places and routes that show some understanding of relative scale and direction Begin to use some conventional symbols when drawing and using maps Use simple compass directions (N, S, E & W) and locational and directional language (e.g. near & far, left & right) to give & follow directions on a map & outside Use four grid references to specify position on maps of different scales including Ordnance Survey maps Use the contents and index pages of atlases to find places Use a scale bar to draw and measure straight line distances on a map (maths Y3) Measure and calculate regularly shaped perimeters and areas on maps and outside in centimetres and metres (maths Y4) 		<ul style="list-style-type: none"> Be able to identify and locate all the home countries, capital cities and surrounding seas and identify and locate at least one non EU country Know and locate some of the environmental regions, key physical and human characteristics, countries and major cities of either Europe or North and South America 	
				Geographical understanding		
				<ul style="list-style-type: none"> Describe the geographical patterns of places & features in words, diagrams & maps using subject-specific vocabulary backed up by non-technical general language Compare places and / or geographical features Describe how places change Identify some links between people and environments Suggest simple solutions to solve geographical issues Offer reasons for own views and judgements about places and environments 		



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Year 4	Human And Physical Geography: Biomes and vegetation belts	No Geography	No Geography	Locational knowledge: The Caribbean	Geographical skills and fieldwork: European towns and cities	No Geography
	Resources: <ul style="list-style-type: none"> https://www.geography.org.uk/teaching-resources/investigating-climate-zones-and-climate-change https://www.hamilton-trust.org.uk/topics/upper-key-stage-2-topics/earth-matters/climate-zones-and-biomes/ https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/zvsp92p 		Resources: <ul style="list-style-type: none"> https://www.natgeokids.com/uk/primary-resource/pig-island-geography-primary-resource/ https://www.tes.com/teaching-resource/exploring-st-lucia-ks2-medium-term-planning-topic-title-page-12074143 https://www.nationalarchives.gov.uk/documents/education/caribbean-lens-lesson.pdf (not all relevant, but some good resources) 		Resources: <ul style="list-style-type: none"> DigiMaps Atlases https://www.bbc.co.uk/bitesize/topics/zx72pv4/articles/zrbvjhv 	
	Geographical enquiry		Mapping skills		Contextual world knowledge	
	<ul style="list-style-type: none"> Identify some elements of a geographical enquiry and suggest how some data and information might be collected from primary and secondary sources Gather identified information and data accurately using measurements including a metre rule, long tape measure, or, trundle wheel to measure straight line distances accurately Present geographical information and data using bar charts and time graphs, pictograms and tables choosing the most appropriate way to do so (maths Y3 & Y4) Interpret and compare geographical information and data using scaled bar charts, pictograms, tables and other graphs (maths Y3) Communicate knowledge clearly, using paragraphs to organise ideas around a theme (<i>English Y4</i>) and use and spell geographical terms accurately (<i>maths Y4</i>) 		<ul style="list-style-type: none"> Draw sketch maps of places and routes that show some understanding of relative scale and direction Begin to use some conventional symbols when drawing and using maps Use simple compass directions (N, S, E & W) and locational and directional language (e.g. near & far, left & right) to give & follow directions on a map & outside Use four grid references to specify position on maps of different scales including Ordnance Survey maps Use the contents and index pages of atlases to find places Use a scale bar to draw and measure straight line distances on a map (maths Y3) Measure and calculate regularly shaped perimeters and areas on maps and outside in centimetres and metres (maths Y4) 		<ul style="list-style-type: none"> Be able to identify and locate all the home countries, capital cities and surrounding seas and identify and locate at least one non EU country Know and locate some of the environmental regions, key physical and human characteristics, countries and major cities of either Europe or North and South America 	
				Geographical understanding		
				<ul style="list-style-type: none"> Describe the geographical patterns of places & features in words, diagrams & maps using subject-specific vocabulary backed up by non-technical general language Compare places and / or geographical features Describe how places change Identify some links between people and environments Suggest simple solutions to solve geographical issues Offer reasons for own views and judgements about places and environments 		



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Year 5	Geographical skills and fieldwork: Local area study, mapping the area around Staines	No Geography	No Geography	Locational knowledge: South America	No Geography	Human and physical Geography: Rivers
	Resources: <ul style="list-style-type: none"> DigiMaps http://www.spelthornemuseum.org.uk/ https://sites.google.com/site/staineshistoricalwalks/ 		Resources: <ul style="list-style-type: none"> DigiMaps https://www.rgs.org/schools/teaching-resources/brazil/ http://assets.staticlp.com/kids/pdf/travel-book-teacher-guide.pdf (some activities, not all) https://www.activityvillage.co.uk/south-america 		Resources: <ul style="list-style-type: none"> https://www.geography.org.uk/teaching-resources/investigating-rivers-the-water-cycle https://edunet.iow.gov.uk/curriculum/foundation/geography/keystage2/Unit_14_.asp https://www.hamilton-trust.org.uk/topics/upper-key-stage-2-topics/earth-matters/water-cycle-and-rivers/ 	
	Geographical enquiry		Mapping skills		Contextual world knowledge	
	<ul style="list-style-type: none"> Pose questions to focus a geographical enquiry Identify data and information to be collected for a geographical enquiry and design an appropriate method of recording Use a variety of forms of data collection accurately including sketch maps and digital technologies Read, write, order and compare numbers up to 10 000 000 (maths Y6) Draw graphs of geographical information using a ruler which are accurate to the nearest millimetre (maths Y5) Complete, read & interpret geographical information presented in tables (maths Y5) Convert raw geographical data to percentages and use this for comparative purposes (maths Y6) Interpret and construct pie charts (including calculating angles from percentage data) and line graphs and use these to solve problems (maths Y6) Know when it is appropriate to find the mean as an average of geographical data, calculate it and interpret it (maths Y6) Produce structured informed responses that involve thoughtful selection and organisation of relevant geographical information, making appropriate use of geographical terms which are spelt correctly, with ideas linked across paragraphs (English Y6) 		<ul style="list-style-type: none"> Use symbols and keys on maps including digital / computer and Ordnance Survey maps to identify features and describe places Draw sketch maps of places and routes that are acceptably accurate in terms of scale and direction and that use appropriate symbols Understand the significance of lines of latitude, longitude and the Northern and Southern Hemispheres including time zones and day and night Use the eight points of a compass (N, S, E, W, NW, SW, NE, NE) to give and follow directions on a map and during fieldwork Use six-figure grid references to specify position on maps of different scales including Ordnance Survey maps Identify lines of latitude, longitude and the Northern and Southern Hemispheres Use maps, atlases, globes and digital / computer mapping to locate named countries, cities, geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns Use the scale bar on a map to measure winding distances (maths Y5) Draw accurate maps using appropriate scale from measurements made during fieldwork (maths Y5) 		<ul style="list-style-type: none"> Be able to identify and locate a range of countries and significant geographical features in the UK, Europe and North and South America Know the position and significance of some global features, e.g. latitude, longitude, Equator, etc. 	
				Geographical understanding		
				<ul style="list-style-type: none"> Suggest simple reasons to explain why places / features / patterns are like they are, using subject-specific vocabulary, and appropriate diagrams and maps Explain some detailed reasons for the similarities and differences between places Identify some reasons why places / features / patterns change Explain how changes affect the lives and activities of people Be able to explain some of the links between people, places and environments Suggest valid reasoned solutions to geographical issues Offer reasons for own views & recognise that other people may hold different views 		



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Year 6	Geographical skills and fieldwork: Identifying countries (Linked with History)	No Geography	Locational Knowledge: Local area study	Human and Physical Geography: Mountains and Volcanoes.	No Geography	No Geography
	Resources: <ul style="list-style-type: none"> DigiMaps https://www.hamilton-trust.org.uk/topics/upper-key-stage-2-topics/world-war-2-ww2-europe-and-battle-britain/ 		Resources (local area study): <ul style="list-style-type: none"> DigiMaps https://www.rgs.org/CMSPages/GetFile.aspx?nodeguid=2513da77-344d-422f-9b43-7791fad45a36&lang=en-GB https://www.independent.co.uk/news/world/asia/taal-volcano-news-philippines-live-eruption-evacuation-updates-manila-today-a9285771.html 		Resources: <ul style="list-style-type: none"> https://www.geography.org.uk/teaching-resources/volcano-case-studies-and-resources https://www.geography.org.uk/teaching-resources/investigating-mountains-volcanoes 	
	Geographical enquiry		Mapping skills		Contextual world knowledge	
	<ul style="list-style-type: none"> Pose questions to focus a geographical enquiry Identify data and information to be collected for a geographical enquiry and design an appropriate method of recording Use a variety of forms of data collection accurately including sketch maps and digital technologies Read, write, order and compare numbers up to 10 000 000 (maths Y6) Draw graphs of geographical information using a ruler which are accurate to the nearest millimetre (maths Y5) Complete, read & interpret geographical information presented in tables (maths Y5) Convert raw geographical data to percentages and use this for comparative purposes (maths Y6) Interpret and construct pie charts (including calculating angles from percentage data) and line graphs and use these to solve problems (maths Y6) Know when it is appropriate to find the mean as an average of geographical data, calculate it and interpret it (maths Y6) Produce structured informed responses that involve thoughtful selection and organisation of relevant geographical information, making appropriate use of geographical terms which are spelt correctly, with ideas linked across paragraphs (English Y6) 		<ul style="list-style-type: none"> Use symbols and keys on maps including digital / computer and Ordnance Survey maps to identify features and describe places Draw sketch maps of places and routes that are acceptably accurate in terms of scale and direction and that use appropriate symbols Understand the significance of lines of latitude, longitude and the Northern and Southern Hemispheres including time zones and day and night Use the eight points of a compass (N, S, E, W, NW, SW, NE, NE) to give and follow directions on a map and during fieldwork Use six-figure grid references to specify position on maps of different scales including Ordnance Survey maps Identify lines of latitude, longitude and the Northern and Southern Hemispheres Use maps, atlases, globes and digital / computer mapping to locate named countries, cities, geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns Use the scale bar on a map to measure winding distances (maths Y5) Draw accurate maps using appropriate scale from measurements made during fieldwork (maths Y5) 		<ul style="list-style-type: none"> Be able to identify and locate a range of countries and significant geographical features in the UK, Europe and North and South America Know the position and significance of some global features, e.g. latitude, longitude, Equator, etc. 	
				Geographical understanding		
				<ul style="list-style-type: none"> Suggest simple reasons to explain why places / features / patterns are like they are, using subject-specific vocabulary, and appropriate diagrams and maps Explain some detailed reasons for the similarities and differences between places Identify some reasons why places / features / patterns change Explain how changes affect the lives and activities of people Be able to explain some of the links between people, places and environments Suggest valid reasoned solutions to geographical issues Offer reasons for own views & recognise that other people may hold different views 		