



# Curriculum Progression map: Geography

Year	Areas taught: knowledge	Skills: understanding and vocabulary
R	Where do I live?	<ul style="list-style-type: none"> <li>Look at maps of the local area</li> <li>FIELDWORK – village walk: what is in our local area?</li> <li>Compare old and new buildings in the village</li> </ul>
	The World	<ul style="list-style-type: none"> <li>What is an environment?</li> <li>Compare two different environments –temperature, weather, animals, vegetation and housing.</li> <li>Where would you like to live?</li> </ul>
	The Seaside	<ul style="list-style-type: none"> <li>Where do we find a beach?</li> <li>Let's investigate the different parts of a beach.</li> <li>What might we find on the beach?</li> <li>Why is it important that we take our rubbish home?</li> <li>How can we keep ourselves safe on the beach?</li> <li>FIELDWROK - visit from our local Coastguard to discuss beach safety.</li> </ul>
1/2 Year A	Local area and weather.	<ul style="list-style-type: none"> <li>Identify human and physical features of our local area.</li> <li>FIELDWORK – identify features in Dennington, village walk.</li> <li>MAP SKILLS – create map of Dennington with key and symbols.</li> <li>Name each of the four seasons and their features. Observe daily and seasonal weather patterns in the UK.</li> <li>FIELDWORK – create a weather journal for a week to record weather in Dennington.</li> <li>Discuss the types of weather found in hot and cold places and what happens on either side of the equator.</li> </ul>
	London and Tokyo. What is the same and different?	<ul style="list-style-type: none"> <li>Discuss and compare the human and physical features of London and Tokyo (a contrasting non-EU country).</li> <li>Identify the similarities and differences using visual media, comparing maps and food (FIELDWORK).</li> </ul>



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	The UK and its countries	<ul style="list-style-type: none"> <li>Using maps of the UK and aerial photographs, name and locate the 4 countries and capital cities of the UK.</li> <li>Name and locate the capital cities of each country and compare and contrast the features of each one.</li> </ul>
<b>1/2 Year B</b>	Comparing Dennington and Felixstowe.	<ul style="list-style-type: none"> <li>Identify signs of human and physical geography within two local areas.</li> <li>FIELDWORK – human and physical geography walk in Dennington (village/farm) and Felixstowe (seaside/port).</li> <li>Compare and contrast local areas.</li> <li>Use aerial photography and create a key.</li> </ul>
	The 7 seas and 7 continents	<ul style="list-style-type: none"> <li>Name and locate the 7 continents and 7 seas.</li> <li>Research physical features of Canada.</li> <li>Use the knowledge of continents to place where a range of animals came from.</li> </ul>
	Maps and compasses	<ul style="list-style-type: none"> <li>Identify the features of a map.</li> <li>Use simple compass directions and locational and directional language to describe features and routes on maps.</li> <li>FIELDWORK - Create own maps of the school.</li> <li>FIELDWORK – Treasure trail – following a route using compass directions. Children create own route for friend to follow.</li> </ul>
<b>3 /4 Year A</b>	How do volcanoes affect the lives of people in Heimaey, Iceland?	<ul style="list-style-type: none"> <li>Location knowledge - Locate capital cities on a map and measure their distance from Reykjavik. Map skills.</li> <li>Human &amp; physical features – identify these in Iceland and compare them to features found in Dennington, England. Particular focus on describing and understanding the key aspects of volcanoes and earthquakes</li> <li>To describe and explain how a volcano eruption affects the lives of people living near to it.</li> </ul>
	Exploring Australia	<ul style="list-style-type: none"> <li>Explore the physical geography of Australia.</li> <li>Investigate Australia's varied weather and climate conditions. Link to changing climate – recent weather events.</li> <li>Describe population distribution and urban areas of Australia.</li> </ul>



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	<p>Is climate cool? Weather, climate and biomes</p>	<ul style="list-style-type: none"> <li>• Locate some of the world's climate zones on a map or globe, name examples and have understanding of them.</li> <li>• Describe and give examples of a variety of biomes and vegetation belts.</li> <li>• Use appropriate geographical vocabulary to describe weather, climate, climate zones, biomes and vegetation belts.</li> <li>• FIELDWORK – create a weather station to investigate the best position to install a new school bench.</li> </ul>
<p><b>3/4 Year B</b></p>	<p>How do Humans have an impact on their environment?</p>	<ul style="list-style-type: none"> <li>• Where do we live? – The British Isles, capital cities and 8-point compass directions. Map skills.</li> <li>• Appreciate that humans have both positive and negative impacts on the Earth.</li> <li>• Appreciate that the world's resources are not equally shared across the planet and that some will eventually run out.</li> <li>• Understand that factories, cars and other sources release fumes that can pollute the air.</li> <li>• Be able to describe ways that pollutants can cause problems in the environment, and suggest ways that these problems can be reduced.</li> <li>• To understand the ways in which the earth's waterways become polluted.</li> <li>• How can we help protect our environment? Focus on Greta Thunberg and David Attenborough.</li> <li>• FIELDWORK – Litter pick Framlingham – Map which areas had the most litter? Why? How can we reduce litter in our local area?</li> </ul>
	<p>How does water go round and round? Rivers, seas, water cycle</p>	<ul style="list-style-type: none"> <li>• Name and locate some of the UK's most significant rivers and mountain environments. Map skills.</li> <li>• Describe features of a river and a mountain environment in the UK.</li> <li>• Learn how rivers and mountains are formed.</li> <li>• Understand where rivers and mountains fit into the water cycle.</li> </ul>
	<p>Do you like to be beside the seaside? UK Coastlines (including local geography + field work)</p>	<ul style="list-style-type: none"> <li>• Introduce OS maps, read 4 figure grid references and read symbols.</li> <li>• Name and locate coastal areas in the UK. Map skills.</li> <li>• Describe human and physical feature of coastlines.</li> </ul>



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		<ul style="list-style-type: none"> <li>Learn how coastlines change over time due to erosion.</li> <li>FIELDWORK – identify coastal sea defences in the local area. Then design and build a coastal defence, then test and evaluate it to see if it stops erosion.</li> </ul>
5/6 Year A	Mount Everest and its ascent	<ul style="list-style-type: none"> <li>Where is the Everest region and what is it like?</li> <li>How was Mount Everest formed?</li> <li>How was Mount Everest measured?</li> <li>Who lives in the Everest region?</li> <li>Who first reached the top of Mount Everest? Focus on Edmund Hillary.</li> <li>Who is working towards a sustainable future?</li> </ul>
	European country study – compare the UK to France (Paris), the Alps and Norway	<ul style="list-style-type: none"> <li>Human geographical features of Paris and Norway</li> <li>Fjords and how a Northern European climate affects the people who live there</li> <li>How Mountain ranges are used by people</li> <li>Different types of mountain ranges</li> </ul>
	Fieldwork and map skills	<ul style="list-style-type: none"> <li>What are the definitions of: 'human feature' and 'physical feature'?</li> <li>How are these represented on an Ordnance Survey map?</li> <li>How is land height shown on Ordnance Survey maps?</li> <li>What is a contour line?</li> <li>How can we develop our understanding of contour lines and the features they show?</li> <li>Use 8 points of a compass, 4 and 6 figure grid references, symbols and keys.</li> <li>FIELDWORK – Use OS maps and a compass to plot a route and find locations in the local area.</li> </ul>
5/6 Year B	Name and locate countries, counties and cities of the UK Name and locate European countries. Use different types of fieldwork to observe, measure and record the human and physical features in the local area. Record the results in a range of ways.	<ul style="list-style-type: none"> <li>Use maps, including aerial and physical maps to locate places and identify borders (including historically changed borders) and relative sizes of different countries and key topographical features.</li> <li>FIELDWORK - Collect and analyse data on land use in Framlingham.</li> </ul>
	North and South America	<ul style="list-style-type: none"> <li>LANDSCAPE SYSTEMS - canyons and valleys</li> </ul>



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	The physical and human geography of USA	<ul style="list-style-type: none"> <li>• URBANISATION – New York over time</li> <li>• MIGRATION AND SOCIETY- food and farming</li> <li>• NATURAL RESOURCES AND ENERGY- floods and droughts</li> </ul>
	The world as a globe	<ul style="list-style-type: none"> <li>• To understand that flat 2D maps and 3D spherical globes represent our world in different ways.</li> <li>• 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</li> <li>• Locate a place on earth using longitude and latitude.</li> <li>• FIELDWORK - To use longitude and latitude coordinates in a GPS and use it to get to specific locations.</li> <li>• Time zones (including day and night)</li> </ul>