

Haydn Primary School

Geography Curriculum Progression – A Tour Of The World!

	EYFS (Understanding The World)	KS1		KS2				
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
	Places Studied	Sherwood	Sherwood, Lambley, Arctic, Antarctic, Canada	Nottingham City, Jamaica	Italy, Mexico	Egypt, Iceland, River Trent	Brazil, Russia	Poland, Tornado Alley (NAmerica)
Key Concepts (Substantive Knowledge)	Locational Knowledge (ELG 14 – People, Culture and Communities)	Chn can talk about different types of transport for journeys. Chn can name the school and area that they live in. Chn know the difference between land and sea.	Chn can name and locate England's capital and its surrounding seas. Chn can name and locate the world's seven continents and five oceans.	Chn can locate Nottingham on a map of the UK and locate Sherwood in it Chn know Nottingham's nearest beach and compare it to a contrasting locality Chn can name and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Chn can name and locate the world's seven continents and five oceans.	Chn can locate and name the continents on a world map. Chn can locate the main countries of Europe inc. Russia. Chn can identify capital cities of Europe. Chn can identify the position and significance of Equator, N. and S. Hemisphere, Arctic and Anatarctic, Tropics of Cancer and Capricorn.	Chn can identify longest rivers in the world, largest deserts, highest mountains. Chn can locate and name the main counties and cities in/around Nottingham.	Chn can locate the main countries in Europe and North or South America. Locate and name principal cities. Chn can locate and name the main counties and cities in England. Linking with History, chn can compare land use maps of UK from the Victorian era with the present, focusing on land use. Chn can identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with Science, time zones, night and day. On a world map, chn can locate areas of similar environmental regions, either desert, rainforest or temperate regions.	On a world map, chn can locate the main countries in Africa, Asia and Australasia. Chn can identify Europe/NSAmerica's main environmental regions, key physical and human characteristics, and major cities. Linking with local History, chn can map how land use has changed in local area over time. Chn can name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Chn can understand how these features have changed over time.
	Place Knowledge (ELG 14 – People, Culture and Communities)	Chn can explain some similarities and differences between life in this country and life in other countries – drawing on their knowledge from stories. Chn to describe their immediate environment using knowledge from observation, stories and maps	Chn know and understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and a contrasting area of the UK. Lambley	Chn know and understand similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. Jamaica	Chn know and understand similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country. Italy	Chn know and understand similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America. Iceland	Chn know and can compare and understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within North or South America. Brazil	Chn know and can compare, understand and explain geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America. Poland and Tornado Alley
	Human & Physical Geography (ELG 15 – The Natural World)	Chn know some similarities and differences between religious and cultural communities in the UK. Chn notice and identify the affect changing seasons can have on the world around us. Chn know some similarities and differences between the natural world around us and a contrasting environment – drawing on their knowledge from stories.	Chn know how to describe seasonal and daily weather patterns in the United Kingdom. Chn know how to identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Chn can use basic geographical vocabulary to refer to: <ul style="list-style-type: none">key physical features, including: beach, cliff, coast, sea, ocean, vegetation.key human features, including: port, harbour, detached, bungalowkey human features, including: city, town, village, factory, farm, house, office.	Chn know how to apply knowledge of location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Chn can use basic geographical vocabulary to refer to: <ul style="list-style-type: none">key physical features, including: beach, cliff, coast, sea, ocean, vegetation.key human features, including: port, harbour, detached, bungalow	Chn know how to describe and understand key aspects of: <ul style="list-style-type: none">Physical geography including: volcanoes, earthquakes, ring of fire (Linking to Science: rock types)Human geography including: trade links in the Pre-Roman and Roman era and types of settlements in Early Britain (Linked to History. Why did early people choose to settle there?)	Chn know how to describe and understand key aspects of: <ul style="list-style-type: none">Physical geography, including: river, water cycle (excl. transpiration), mountains.Human geography, including: types of dwellings in modern Britain compared with Viking and Saxon homes and land use, such as farming and retail	Chn know how to describe and understand key aspects of: <ul style="list-style-type: none">Physical geography including: climate zones, biomes and vegetation belts, forests.Human geography including: fair trade, trade between UK and Europe.	Chn know how to describe and understand key aspects of : <ul style="list-style-type: none">Physical geography including: volcanoes and earthquakes, looking at plate tectonics.Human geography including: distribution of natural resources focussing on energy.
Disciplinary Knowledge Think as a geographer	Geographical Skills & Field work (ELG 15 – The Natural World)	Chn can ask simple geographical questions. Chn can make simple maps. Chn know how to use the globe to identify the UK. Chn can describe their relative position such as 'behind' or 'next to' To visit and experience a variety of places Chn know how to use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects to solve problems. Chn know how to use directional language forwards, backwards, left and right to give instructions to a technological toy. Chn know how to use simple observational skills to explore the school grounds.	Chn know how to use world maps, atlases and globes to identify the United Kingdom and its countries. Chn know how to 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.	Chn know how to 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. Chn know how to use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.	Chn know how to use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. Chn know the four points of a compass, two-figure grid references (link to maths), some basic symbols and keys to build their knowledge of the United Kingdom and the wider world Chn know how to use fieldwork to observe and record the human and physical features in the local area using a range of methods, including sketch maps, and plans.	Chn know how to use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied Chn know four-figure grid references. Chn know how to 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.	Chn know how to use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied Chn know how to 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 United Kingdom. Chn know how to 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.	Chn know how to use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied Chn know six figure grid references with teaching of latitude and longitude in depth (including the use of Ordnance Survey maps). Expand map skills to include non-UK countries. Chn know how to 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.
	Sustainability (ELG 13 – Past and Present)	Chn can make simple links with other places (i.e. through food) Chn know how to take care of immediate environment Chn know the beginnings of living things and their needs	Chn know of links between local community and wider world (i.e. through food and clothes) Chn know and understand the importance of recycling Chn know positive and negative impacts of people's actions on the environment Chn know how people can (and have) damage and improve the environment (local and on a larger scale)	Chn can make greener choices beyond recycling Chn know how local actions can have an effect on a global scale Chn know the basics of climate change Chn know about farming and its effect on climate change in UK (food chains and beef) Chn know about people's dependency on farming in poorer countries	Chn continue to develop an understanding of climate change Chn know about globalisation and population and its effect on the climate Chn know global connections between people and countries (trade, communication) Chn know and are beginning to understand the idea of an ecological footprint (incl food miles) Can humans adapt to the new climate?			

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What Geography looks like at Haydn	Within themes all year	<ul style="list-style-type: none"> Local area study of Sherwood Polar Regions Boreal Forests (Canada) 	<ul style="list-style-type: none"> Local area study of Sherwood Comparison of Nottingham with Kingston, Jamaica 	<ul style="list-style-type: none"> Volcanoes Mayans Romans 	<ul style="list-style-type: none"> Rivers Comparison with Iceland 	<ul style="list-style-type: none"> Rainforests 	<ul style="list-style-type: none"> Extreme Earth (Volcanos, earthquakes and tornados) WWII
Key Vocabulary	school home house garden road shop celebration	city town village factory farm office port country harbour city detached bungalow semidetached terraced flat	trade economy urban country settlement modern land use		fair trade forest deforestation derelict GMT grid reference scale		
	sea land park	forest hill mountain soil valley vegetation cliff coast ocean river season weather continent	volcano earthquake rural erosion deposition tributary meander delta source mouth confluence estuary ox bow lake Europe Equator hemisphere Tropic of Cancer/Capricorn natural resources water cycle(excl. transpiration)		biome climate zone water cycle(incl. transpiration) vegetation belt latitude longitude ring of fire		
Experiences – what helps them remember?	Visits to local café, library and park Autumn lantern walk	Walk around Sherwood Trip to Sherwood Forest Twycross Zoo	Learning Jamaican instruments Tasting Jamaican food	Cadbury World Blackwoods	Perlethorpe River Study Wollaton Park Residential (orienteering)	Trip to Sherwood forest (orienteering)	Holocaust Museum, Newark
Texts Used – What beautiful, and varied, texts have you used to give reading a purpose? (SIP)	Introduction to non-fiction texts New Years Race Rama and Sita	Solo Lost and Found	Little Leaders: Bold Women in Black History We Are All Neighbours	Escape From Pompeii	Talk Like a River The Dam Rhythm of the Rain Water Cycles for Rivers	The Explorer Where the Forest Meets The Sea The Hidden Forest	Diary of Anne Frank Letters from the Lighthouse