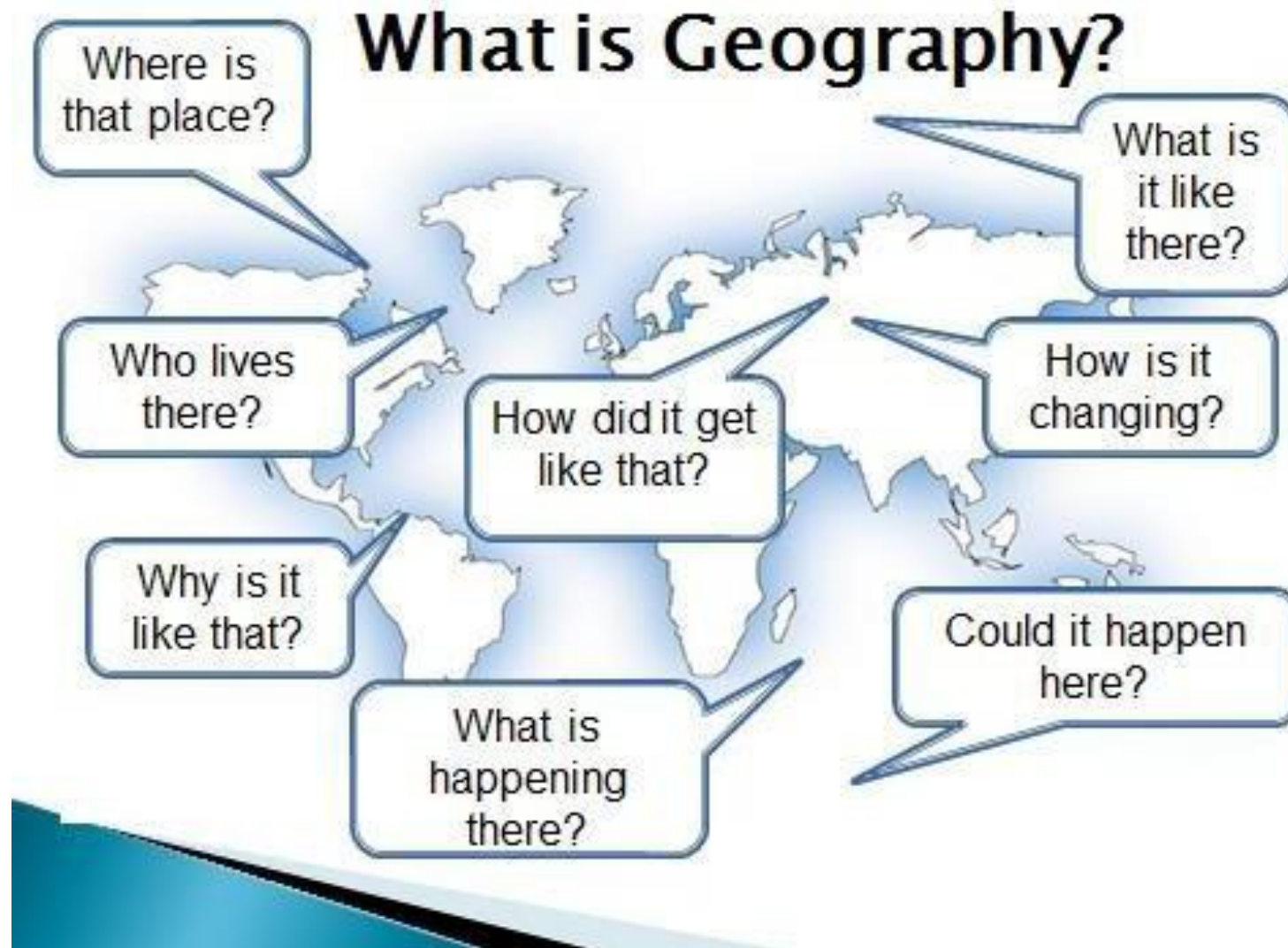


Geography Curriculum Progression



Geography – geography teaching inspires children at Norton to be fascinated and curious about the world and its people. Children are equipped to know about people, places, resources and natural and human environments.



Topic overview			
Year	Autumn	Spring	Summer
YR	All about me	Percy the Park Keeper/Heroes and heroines	Rumble in the Jungle/Once upon a time
Y1	Explorers and adventurers: local community <i>(use simple compass directions, use simple fieldwork and observational skills to study the geography of their school and its grounds and features of surrounding environment)</i>	Weather <i>(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 pole)</i>	UK and landmarks Beaches and Oceans <i>(name, locate and identify characteristics of the four countries and capital cities of the UK and surrounding areas) (key basic geographical vocab referring to human and physical features) (use aerial photographs and plan perspectives to recognise landmarks)</i>
Y2	Paddington; UK and Peru <i>(Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and a small area in a contrasting non-European country).</i>	History topic	An Island Home <i>(Use basic geographical vocabulary to refer to key physical and human vocabulary of a place).</i>
Y3	History topic	Japan <i>(describe and understand key aspects of physical geography including volcanoes and earthquakes)</i>	History topic
Y4	History topic	South America, rainforests <i>(locate the world's countries...South America, concentrating on their environmental regions, key physical and human characteristics)</i>	History topic
Y5	Autumn 1: Our local area <i>(use the eight points of a compass, four and six-figure grid references, symbols and key, including use of OS maps)</i> Autumn 1: history topic	History topic	Comparison: region in England and region in Switzerland <i>(understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region in a European country)</i>

			<i>(identify key topographical features such as rivers)</i>
Y6	History topic	Earth Matters/Our changing world <i>(understand key aspects of human and physical geography)</i>	History topic Windrush – immigration and migration

NB: words in brackets are the NC links.

KS1

Geographical skills and fieldwork

- Use **world maps**, **atlases** and **globes** to identify the United Kingdom and its countries, as well as the 7 continents and 5 oceans.
- Use **simple compass directions** and locational and directional language to describe the location and features and routes on a map.
- Use **aerial photographs** and plan perspectives to recognise landmarks and basic features; devise a simple map; use and construct basic symbols in a key.
- Use **simple fieldwork** and **observational skills** to study the geography of their school and the key features of the surrounding environment.

KS2



Geographical skills and fieldwork

- Use maps, atlases, globes and digital/computer mapping to **locate countries** and describe features studied.
- Use the 8 points of a compass, 4 and 6 figure grid references, symbols and key (including the use of **Ordinance Survey maps**) to build their knowledge of the United Kingdom and the wider world.

- Use fieldwork to **observe, measure, record and present** the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.

By the end of KS1, pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Topic breakdown			
Year	Autumn	Spring	Summer
YR	All About Me <ul style="list-style-type: none"> ○ Signs of autumn. ○ Journey to school and school environment – beginning to understand our locality. ○ Differences between countries and cultures. 	Percy the Park Keeper/Heroes and Heroines <ul style="list-style-type: none"> ○ Signs of spring ○ Chinese culture 	Rumble in the Jungle/Once Upon A Time <ul style="list-style-type: none"> ○ Caring for our environment (in our locality) – recycling
Y1	Local community <ul style="list-style-type: none"> ○ Look at a range of maps. ○ Recognise local places from photographs. ○ Use photographs to follow a map. ○ Simple fieldwork throughout – compass directions and use when exploring locally. ○ Make their own map to a place in the local village. 	Weather <ul style="list-style-type: none"> ○ Identify seasonal and daily weather patterns in the UK. ○ Recognise different weather symbols. ○ Identify the location of hot and cold areas of the world – locate on world map. ○ Recognise and understand the where the equator and North and 	Beaches and Oceans/ UK and landmarks <ul style="list-style-type: none"> ○ Understand the UK is made up of 4 countries. ○ Locate the UK on a world map and globe. ○ Locate Norton/Gloucester on a map of England. ○ Describe the capital cities of each country and some of their landmarks.

	<ul style="list-style-type: none"> ○ Key landmarks and different features in local community. 	South Poles are.	<ul style="list-style-type: none"> ○ Explain some physical and human features of each country. ○ Key vocab: labelling key places such as harbour etc. ○ Understand that beaches are on the coast and locate different beaches around the UK e.g. Weston Super Mare, Clevedon, Chepstow. ○ Begin to understand oceans.
Y2	<p>Comparing localities – UK and Peru Children should have some prior understanding of the UK (countries and capital cities) from Year 1.</p> <ul style="list-style-type: none"> ○ Similarities and differences between Norton/London and Peru. ○ Find where they live on map of UK. ○ Find UK and Peru on map of world. ○ Physical features of home town. ○ Explain what makes their town special. ○ Describe physical features of local place using words such as; forest, hill, mountain, valley – compare these with the distant place (Peru). ○ Describe human features of local place using words such as; jobs people do, famous buildings – compare with distant place (Peru). 	History topic	<p>Katy Morag, Isle of Coll</p> <ul style="list-style-type: none"> ○ Locate Isle of Coll on map of UK – which country is it in? (Scotland). ○ Describe some physical features of an island, such as; beach coast, cliff, sea and ocean. ○ Describe some human features of an island, such as; town, village, farm, house, harbour and shop. ○ Explain what makes the seaside special. ○ Explain what facilities a town or village might need. ○ Discuss some similarities and differences with living on the Isle of Coll with Norton. ○ Identify 7 continents and 5 oceans.



By the end of KS2, pupils should have extended their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They will develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Topic breakdown			
Year	Autumn	Spring	Summer
Y3	History topic	Japan <ul style="list-style-type: none"> ○ Use maps and atlases to locate Japan on a world map. ○ Explore the key human and physical characteristics of Japan. ○ Discuss some key physical features – earthquakes, volcanoes – and explore the human impact these have. Case Study of Japan earthquake and volcano. ○ Explain how earthquakes and volcanoes happen and why they are common in Japan – tectonic plates. ○ Explore the human features of Japan, such as; food, language, population and culture – compare this with our culture. ○ Explore some large cities, such as Tokyo. 	History topic
Y4	History topic	South America, rainforests <ul style="list-style-type: none"> ○ Use maps and atlases to locate South America on world map. ○ Use maps and atlases to locate Amazon Rainforest within South America – which countries the rainforest covers. ○ Use maps to locate the worlds rainforests – where are they found and why? Discuss language – equator, tropics. 	History topic

		<ul style="list-style-type: none"> ○ Explore the physical features of a rainforest – layers, plants, climate. ○ Explore the human features of a rainforest – indigenous people. ○ Explain deforestation and discuss the positive and negative impacts this has on the rainforest and humans. ○ Describe how rainforests have an impact on people's lives. 	
Y5	Our local area <ul style="list-style-type: none"> ○ Explore OS maps ○ Create own map of local area ○ Walk around local area using maps and compasses ○ 4 figure grid references on OS maps 	History topic	Switzerland and Gloucester <ul style="list-style-type: none"> ○ Locate Bern on map of Switzerland and London on map of UK. ○ Use maps and atlases to locate Switzerland and UK on maps – compare locations. ○ Explore human features of both cities and compare – museums, cathedrals. ○ Explore physical features of both cities and compare – river, valley. ○ Explain the culture of both cities – does Bern have a similar culture and way of life to London? ○ Mountain and river formations ○ Water cycle
Y6	History topic	Earth Matters <ul style="list-style-type: none"> ○ Use maps and atlases to locate the world's mountain 	History topic

		<p>ranges, volcanoes and earthquakes.</p> <ul style="list-style-type: none"> ○ Explain how the world's physical features – earthquakes, mountains and volcanoes - are formed with tectonic plates – and why certain areas in the world are more affected by these features – plate boundaries. ○ Explain how coasts and coastal features are formed. ○ Explain how rivers are formed, with use of the water cycle. ○ Use maps and atlases to locate the world's biomes and climate zones. ○ Explore and explain the impact these physical formations have on humans – and vice versa – how humans have an impact on the physical geography of the world. 	
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