

Wardley CE Primary School: Geography Curriculum Progression

Progression in Skills in Geography: Wardley CE Primary School			
Y1	Y1 Geography Units		
Y1	<p><u>WHAT'S IT LIKE WHERE WE LIVE?</u> The aim of the unit is for the children to develop their locational knowledge based on the view from the school and local walks. The children will build up their knowledge of place vocabulary to define where they live, which is deepened through the use of geographical techniques such as mapping and fieldwork. They will develop knowledge of the locality & identify land use around the school. * Build on EYFS topic of local area *Preparing for next unit in year 1 – so children can make comparisons</p> <p><u>WHAT WILL YOU SEE ON A JOURNEY ROUND THE WORLD?</u> The aim of the unit is to develop the children's understanding of the five continents and the seven oceans through different journeys through them. It extends the work done in the autumn term topic about their local area and further deepens their locational understanding by looking at localities on different continents. It looks at the theme of how places are different and similar. They will learn about the physical & human geography of a small area in the UK and then in 5 other continents. UK Local location - Swinton. UK Coastal location - Poole beach. S. American rainforest location - Amazon (Brazil). African desert location - Mali. N. American urban location - New York. Oceania (Australia) urban location - Sydney. Asian (China) urban location - Beijing.</p> <p><u>WHERE DO DIFFERENT ANIMALS LIVE?</u> This unit gives a geographical context to children's interests in, and prior knowledge of, animals through a study of five continents. It deepens the locational knowledge already developed in Y1. They will learn about the habitats linked to five different species on five different continents: Antarctica - Emperor penguins. Asia (Eastern Himalayas and southwestern China) - Red panda. Oceania (Australia) - Whale shark. Africa (Nambia) - Elephant. Africa (South Africa) & Europe (UK) - Swallow migration. The unit also focuses the children on specific landscapes, people and issues associated with real places. It starts by showing what these animals' homes are like and addressing misconceptions that they might have. It offers a chance to introduce North and South America, which is studied more deeply in the KS2 geography programme of study.</p>		
Y1	To investigate places	To investigate patterns	To communicate geographically
Y1	<ul style="list-style-type: none"> • Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). • Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. • Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. • Use aerial images and plan perspectives to recognise landmarks and basic physical features. • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. • Name and locate the world's continents and oceans. 	<ul style="list-style-type: none"> • Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country. • Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. • Identify land use around the school. 	<ul style="list-style-type: none"> • Use basic geographical vocabulary to refer to: • key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. • key human features, including: city, town, village, factory, farm, house, office and shop. • Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map. • Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).

'We can do all things through Christ that strengthens us.' Phillipians 4:13.

Wardley CE Primary School: Geography Curriculum Progression

Y2	Y2 Geography Units		
Y2	<p><u>WHAT IS THE WEATHER, SEASONS & CLIMATE?</u> The aim of the unit is for the children to learn about weather and the seasons within the United Kingdom and the location of hot and cold places of the world.. It builds on their locational knowledge of the UK and the wider world from Y1. It builds on the theme of how places are different and similar. They will learn to identify seasonal & daily weather patterns in the UK, and the location of hot and cold areas around the world.</p> <p><u>WHERE DOES OUR FOOD COME FROM?</u> The aim of the unit is to link the everyday experience of buying and eating food within the UK with the children’s understanding of the world. It builds on their locational knowledge from Y1 and the start of Y2. It builds on the theme of how places are different and similar. They will learn to understand similarities and differences in studying the human geography of their local shops, and physical geography through studying nearby food growing or production.</p> <p><u>WHAT IS IT LIKE IN BRAZIL?</u> This is a summative KS1 unit. It draws upon the approaches that have been used over the milestone. Children should be well aware of the different continent and ocean names and should also know where they live, as well as the layers and areas of the world that lie between any teaching of the here (local) and there (beyond). They will increasingly be able to recognise and visualise themselves in the world at different scales as they refine their ideas of the world as a whole. It builds on the theme of how places are different and similar. The unit will introduce the children to the diverse and unique culture of Brazil in more detail. The children will compare the geography of Brazil to that of the UK. They will study the human and physical features of Brazil before placing Brazil in the wider context of the world and South America. They will investigate the many differences between urban and rural Brazil and focus on the lives of people living within Rio de Janerio.</p>		
Y2	To investigate places	To investigate patterns	To communicate geographically
Y2	<ul style="list-style-type: none"> • Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). • Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. • Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. • Use aerial images and plan perspectives to recognise landmarks and basic physical features. • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. • Name and locate the world’s continents and oceans. 	<ul style="list-style-type: none"> • Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country. • Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. • Identify land use around the school. 	<ul style="list-style-type: none"> • Use basic geographical vocabulary to refer to: • key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. • key human features, including: city, town, village, factory, farm, house, office and shop. • Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map. • Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).

‘We can do all things through Christ that strengthens us.’ Phillipians 4:13.

Wardley CE Primary School: Geography Curriculum Progression

Y3	Y3 Geography Units		
Y3	<p><u>WHERE IN THE WORLD DO WE LIVE?</u> The aim of the unit is for the children to understand the Earth better as a sphere and how it is represented in 2D maps. they will learn about the imaginary lines used (Equator, latitude, longitude, tropics, prime meridian, time zones and the International Date Line (IDL)) to pinpoint global locations. It builds on the locational knowledge of the world built over KS1 and vocabulary links (Y2: equator, poles, climate).</p> <p><u>HOW ARE CLIMATE ZONES AND BIOMES LINKED?</u> The aim of the unit is for the children to learn how weather and climate are generalized into world climate zones and how these climate zones are directly linked to the world’s biomes. The concept of biomes will be explored, each with a distinctive climate, soil, flora, fauna and human activity. They will focus on the following locations: polar tundra, tropical desert, tropical rainforest & temperate deciduous zones. It builds on the locational knowledge developed over KS1 and the concepts and vocabulary introduced at the start of Y3. It also deepens the knowledge about weather built up in Y2 and the country of Brazil. It looks at the KS1/2 theme of how places are different and similar.</p> <p><u>WHAT IS IT LIKE BESIDE THE SEASIDE?</u> In this unit, the children will learn about the coast of the British Isles. They will consider some of the advantages and disadvantages of living by the coast. They will also be introduced to some contrasting coasts around their world, extending their coastal and locational knowledge. It builds on the theme of how places are different and similar. It continues to develop the children’s locational knowledge of the UK developed over KS1 into Y3. It links to the work done on Poole in Y1.</p>		
Y3	To investigate places	To investigate patterns	To communicate geographically
Y3	<ul style="list-style-type: none"> • Ask and answer geographical questions about the physical and human characteristics of a location. • Explain own views about locations, giving reasons. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. • Use fieldwork to observe 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. • Use a range of resources to identify the key physical and human features of a location. • Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. • Name and locate the countries of North and South America and identify their main physical and human characteristics. 	<ul style="list-style-type: none"> • Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas. • Describe geographical similarities and differences between countries. • Describe how the locality of the school has changed over time. 	<ul style="list-style-type: none"> • Describe key aspects of: • physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle. • human geography, including: settlements and land use. • Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.

‘We can do all things through Christ that strengthens us.’ Phillipians 4:13.

Wardley CE Primary School: Geography Curriculum Progression

Y4	Y4 Geography Units		
Y4	<p><u>CAN WE COMPARE TWO REGIONS IN NORTH & SOUTH AMERICA?</u> The aim of the unit is for the children to develop their understanding of key regions within the continents of North and South America and the comparisons between them. It looks in particular at two regions - mountains of the North Rockies and tectonic plate features and the Amazon region with the rainforest biome. These are topics that will be explored in more depth later in Y4 (Rivers topic and the Volcanoes & Earthquakes topic), Y5 (Mountains and the region of the Alps) and Y6 (Amazon rainforest unit). It builds on the theme of how places are different and similar. It also links back to the work on Brazil in KS1 and Y3.</p> <p><u>WHAT ARE THE FEATURES OF A RIVER?</u> The aim of the unit is for the children to learn about the features of a river and how they are underpinned by the water cycle. In doing this they will name and locate the UK's and the world's most significant rivers & mountains and do a case study on the River Mersey and its tributaries such as the River Irwell & Bolin. It builds on the work from the start of Y4 about mountains - which will be further developed later in Y4 and in Y5. It also continues to develop locational knowledge of the UK and the wider world. There are links with the Y5 geography topic on urban regeneration in Salford Quays and the Y4 history topic on the Victorian industrial revolution. It builds on the theme of how places are different and similar.</p> <p><u>CAN THE EARTH SHAKE, RATTLE & ROLL?</u> In this unit, the children will learn about the dynamic and ever changing nature of the earth. They will explore the dynamism of the earth, learning about the structure of the earth, looking particularly at the causes and distributions of earthquakes and volcanoes and their effects on landscape and people. They will be introduced to the 'Pacific Ring of Fire', the most active region on earth and consider why people choose to live on the flanks of a volcano and in earthquake zones, which can be life threatening. They will learn that volcanoes have existed throughout geological time and that there are many different types. It builds on the theme of how places are different and similar. The unit further develops the children's locational knowledge of the wider world. It links back to the work on plate tectonics and mountains already developed over Y4.</p>		
Y4	To investigate places	To investigate patterns	To communicate geographically
Y4	<ul style="list-style-type: none"> • Ask and answer geographical questions about the physical and human characteristics of a location. • Explain own views about locations, giving reasons. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. • Use fieldwork to observe 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. • Use a range of resources to identify the key physical and human features of a location. • Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. • Name and locate the countries of North and South America and identify their main physical and human characteristics. 	<ul style="list-style-type: none"> • Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas. • Describe geographical similarities and differences between countries. • Describe how the locality of the school has changed over time. 	<ul style="list-style-type: none"> • Describe key aspects of: • physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle. • human geography, including: settlements and land use. • Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.

***'We can do all things through Christ that strengthens us.'* Phillipians 4:13.**

Wardley CE Primary School: Geography Curriculum Progression

Y5	Y5 Geography Units		
	<p><u>HOW HAS URBAN REGENERATION IMPACTED UPON SALFORD QUAYS</u> The aim of the unit is for the children to develop their understanding of different regions within the UK, explore their local area in more depth and see how it has changed over time. This further develops the locational knowledge of the UK developed over KS1/2. It builds on the theme of how places change and how they are different and similar.</p> <p><u>WHAT MAKES THE ALPS A DISTINCT REGION?</u> The aim of the unit is for the children to learn about the Alpine region of Europe, how the Alps were formed and how human life is adapted to this landscape. The unit builds on the work from the Y4 unit on mountain range types & link to plate tectonics. It builds on the theme of how places are different and similar.</p> <p><u>WHERE DOES ALL OUR STUFF COME FROM?</u> In this unit, the children will learn about the UK's global trade links, investigating where everyday products come from. The children will map the journeys taken by items and research the pros and cons of buying local or imported goods. It builds on the locational knowledge built up over KS2 and deepens the understanding of the links between places and associated human features and activities. It builds on the theme of how places are different and similar.</p>		
Y5	To investigate places	To investigate patterns	To communicate geographically
Y5	<ul style="list-style-type: none"> • Collect and analyse statistics and other information in order to draw clear conclusions about locations. • Identify and describe how the physical features affect the human activity within a location. • Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. • Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways. • Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map). • Name and locate the countries of Europe and identify their main physical and human characteristics. • Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. 	<ul style="list-style-type: none"> • Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night). • Understand some of the reasons for geographical similarities and differences between countries. • Describe how locations around the world are changing and explain some of the reasons for change. • Describe geographical diversity across the world. • Describe how countries and geographical regions are interconnected and interdependent. 	<ul style="list-style-type: none"> • Describe and understand key aspects of: <ul style="list-style-type: none"> • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. • human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies. • Use the eight points of a compass, four & six-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world. • Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).

***'We can do all things through Christ that strengthens us.'* Phillipians 4:13.**

Wardley CE Primary School: Geography Curriculum Progression

Y6	Y6 Geography Units		
	<p><u>WHY SHOULD WE PROTECT THE AMAZON RAINFOREST?</u> The aim of the unit is for the children to develop their understanding and knowledge of the Amazon region, considering the physical and human features of the region, what it is like to live in the area as well as how it is being damaged and how it can be protected. The unit builds upon previous work that the children have done about Brazil in KS1 and lower KS2.</p> <p><u>WHAT IS THE PAST, PRESENT AND FUTURE OF RIVINGTON?</u> The aim of the unit is for the children to develop their understanding and knowledge of how the Rivington area has changed over time. They will look at its physical and human geographical features, the links between them and the way in which they have changed. They will look forward into the future to give their own predictions about what the area might look like. The unit will involve the children developing their fieldwork skills and will link into the Y6 residential trip to the Anderton Centre located by Rivington Reservoir.</p>		
Y6	To investigate places	To investigate patterns	To communicate geographically
Y6	<ul style="list-style-type: none"> • Collect and analyse statistics and other information in order to draw clear conclusions about locations. • Identify and describe how the physical features affect the human activity within a location. • Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. • Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways. • Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map). • Name and locate the countries of Europe and identify their main physical and human characteristics. • Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. 	<ul style="list-style-type: none"> • Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night). • Understand some of the reasons for geographical similarities and differences between countries. • Describe how locations around the world are changing and explain some of the reasons for change. • Describe geographical diversity across the world. • Describe how countries and geographical regions are interconnected and interdependent. 	<ul style="list-style-type: none"> • Describe and understand key aspects of: <ul style="list-style-type: none"> • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. • human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies. • Use the eight points of a compass, four & six-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world. • Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).

***'We can do all things through Christ that strengthens us.'* Phillipians 4:13.**