



Geography – Progression of Key Concepts and National Curriculum Topic coverage



An Daras Trust
Bringing Curiosity Growing Capabilities

Over-arching Aims of the Geography Curriculum

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
 - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
 - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Year group specific skills progression, s-plans, topic concepts, KWL assessments, and vocabulary mats should be used in planning to teach these topics and create knowledge organisers and quizzes.

EYFS – Understanding the World (Geography)

We aim to become...**Exceptional Explorers** who can show curiosity about the world around them, understand how to read and draw a simple map, understand some differences between times and places. And... **Compassionate Citizens** who can help to look after their community and care for the environment, know some reasons why Cornwall is special, have an awareness of other people's cultures and beliefs.

- Use introduced vocabulary to describe their immediate environment including place names. Being able to interpret and identify areas on a simple map and attempt to draw their own, using observations, stories and non-fiction text.
- Be confident to share details about their family and community and make comparisons with other families and communities. Drawing on real life experiences and books.
- Be able to compare and contrast differences and similarities in life in this country and others, using knowledge and vocabulary gained through stories and texts, maps, pictures and videos and discussions.

<ul style="list-style-type: none"> • Be curious to explore the natural world and use their senses to investigate hands on experiences including natural processes e.g. ice melting, changing of the seasons. • Understand how to care for the natural environment. • Join in with discussions comparing the features of our immediate environment with those of others (local, national and the world) by drawing on first hand experiences, information from books, videos and pictures. 		
Autumn Term	Spring Term	Summer Term
<ul style="list-style-type: none"> • Map work – getting from my home to school. What do I see on the way? • Link with Bonfire night. Where is London? How is London different to Launceston? 	<ul style="list-style-type: none"> • My town – map work. Landmarks (the castle/churches etc). Places we know. (PCSO Visit) • A study on Cornwall (link with History about St Piran). 	<ul style="list-style-type: none"> • Looking after the world – recycling (link with Science). • Compare and contrast environments –polar regions, desert, jungle, under the sea, space.

National Curriculum 2014: Progression in Geography		
Year 1 / 2	Year 3/ 4	Year 5 / 6
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage • 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 • use aerial photographs and plan perspectives to recognise landmarks and basic human and physical 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance 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 	

<p>features; devise a simple map; and use and construct basic symbols in a key</p> <ul style="list-style-type: none"> • 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 	
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Year 1	Autumn			Spring			Summer		
Theme	Where I live	The Gunpowder Plot	Seasonal Changes	Materials	The Great Outdoors	The History Of Flight	Polar Explorers	Animals and Humans	Capital Cities
Knowledge and skills	Use basic geographical vocabulary to refer to key physical features and key human features. Locational and directional language to describe the location of features and routes on a map. 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. Use simple fieldwork and observational	Locational and directional language to describe the location of features and routes on a map.	To identify seasonal and daily weather patterns in the United Kingdom.			To use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage	Name and locate the world's seven continents and five oceans Use basic geographical vocabulary to refer to: key physical features Use simple compass directions and locational and directional language to describe the location of features and routes on a map	Understand geographical 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	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Use basic geographical vocabulary to refer to key physical features Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.

	skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment								Locational and directional language to describe the location of features and routes on a map. 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.
Year 2	Autumn			Spring			Summer		
Theme	Cornwall	The Great Fire of London	Weather	Travelling on Land	Plants	Dinosaurs	Explorers	Living Things and their Habitats	Tokyo
Knowledge and skills	Use basic geographical vocabulary to refer to key physical features and key human features. Use simple compass directions and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. Use aerial photographs and	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.	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			Use basic geographical vocabulary to refer to: key physical features	Use basic geographical vocabulary to refer to: key physical features. Use simple compass directions and locational and directional language to describe the location of features and routes on a map	The location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Use basic geographical vocabulary to refer to: key physical features. Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage.	Use basic geographical vocabulary to refer to: key human features. Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a

	plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. 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								simple map; and use and construct basic symbols in a key
Year 3	Autumn			Spring			Summer		
Theme	Cornish Mining	Rocks	Settlements	Light and shadows	Energy sources – animals inc. humans	Plants	Forces and Magnets	Spain	
Knowledge and skills	Begin to match boundaries (e.g. find same boundary of a country on different scale maps) Locate the UK on a variety of different scale maps Name & locate the counties and cities of the UK Locate places using a range of maps including OS & digital Follow a route on a map with some accuracy Try to make a map of a short route experience, with		Human geography – types of settlement and land use name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical					Understand 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 Physical – mountain regions of Spain Human	

	<p>features in current order</p> <p>Use 4 figure compasses, and letter/number co-ordinates to identify features on a map</p> <p>Select views to photograph</p> <p>Add titles and labels giving date and location information</p> <p>Consider how photo's provide useful evidence use a camera independently</p> <p>Locate position of a photo on a map (computing link)</p> <p>Record finding from field trips</p> <p>Use appropriate terminology</p>		<p>features and land-use patterns; and understand how some of these aspects have changed over time</p>					<p>geography – land use, economic and trade link (tourism)</p> <p>Locate Spain, worldwide, exploration</p> <p>tourist guide for Spain</p>	
Year 4	Autumn			Spring			Summer		
Theme	Comparing local area and Edinburgh	Animals inc. humans	States of matter	Living things and habitats	Romans	Natural Disasters	Sound	Electricity	Ancient China
Knowledge and skills	<p>Follow a route on a large scale map</p> <p>Locate places on a range of maps (variety of scales)</p> <p>Identify features on an aerial photograph, digital or computer map</p> <p>Begin to use 8 figure compass and four figure grid references to identify features on a map</p> <p>Locate Europe on a</p>		<p>Water Cycle - describe and understand key aspects of: physical geography. Human geography, including: economic activity including trade links, and the distribution of natural</p>		<p>Locate Europe on a large-scale map or globe, Name and locate countries in Europe (including Russia) and their capitals cities</p> <p>Depth study linked to one</p>	<p>Describe and explain physical geography features – earthquakes, volcanoes</p> <p>Human geography – land use around volcanoes, settlements</p>			<p>Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied</p> <p>locate the world's countries using maps</p>

	<p>large scale map or globe, Recognise and use OS map symbols, including completion of a key and understanding why it is important Draw a sketch map from a high viewpoint (English linked to Rough Guide and Charles Causley) Record findings from field trips Use appropriate terminology</p>		<p>resources including energy, food, minerals and water</p>		<p>of the British areas of study</p>				
Year 5	Autumn			Spring			Summer		
Theme	Local History – study of Launceston			Americas Study			British Settlements		
Knowledge and skills	<p>Look at all the counties of England, the county capitals, what major land use each had and what they produced and shipped by rail to other parts of the country. Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p>			<p>Study a region of the Americas: West Indies. Locate the world's countries. Identify the position and significance of lines of longitude & latitude. equator, hemisphere, biomes, vegetation, land use. Understand geographical similarities and differences through the study of human and physical geography of a region within North America. Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts. human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p>			<p>Use 4 digit and 6 figure grid references on OS maps. Use 8 figure compasses, begin to use 6 figure grid references. Compare maps with aerial photographs. Follow a short route on an OS map. Describe the features shown on an OS map. Draw a sketch map using symbols and a key. Use and recognise OS map symbols regularly.</p>		

Year 6	Autumn	Spring	Summer
Theme	Local history – Cornwall at war	Americas Study	British History
Knowledge and skills	<p>Geography fieldwork: Study of rivers, Boscastle and flood. Study, locate and name world and local rivers, including identifying human use and impact upon them.</p> <p>Features of a river – source to mouth (build on previous learning of the water cycle) Use fieldwork (Trips to Boscastle and town) to observe, measure and record the human and physical features of the river and surrounding local area using a range of methods, including sketch maps, plans and graphs and digital technologies.</p>	<p>Study a region of the Americas – ‘Mesoamerica’ (Mexico, Guatemala, El Salvador, western Honduras and Belize. Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within the Americas. Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources, food, minerals and water. Study the physical geography and land use of the region in comparison to the UK including key topographical features (e.g hills, mountains, coasts and rivers), land-use patterns and understand how some of these aspects have changed over time. Use maps, atlases, globes and digital/computer mapping to locate countries, find out data. Locate major cities of the region and make economic comparisons based on human features</p>	<p>Human geography of the UK and local area, including land use, economic activity, distribution of natural resources including energy. A study of windfarms as a sustainable source of energy.</p> <p>Name and locate counties and cities of the United Kingdom. Study geographical regions and their identifying human and physical characteristics, including key topographical features (e.g. hills, mountains, coasts and rivers), land-use patterns and understand how some of these aspects have changed over time. How do these aspects influence the possible emergence of renewable energy sources? Use maps and digital imaging to locate the distribution of windfarms across the country – identifying links to physical geography of regions.</p>