

Cumwhinton School - CUMWHINTON CURRICULUM

Geography - Termly Progression

Below the Geography Curriculum has been broken into 4 essential strands which are covered across the school, across the years.

Geographical skills and fieldwork

Place knowledge

Human and physical geography

Location knowledge

Year group	AUTUMN Humanity Local	SPRING Innovation National	SUMMER The World Worldwide
EYFS	Explore the natural world around them Understand the effect of changing seasons on the natural world around them	Draw information from a simple map Recognise some environments that are different to the ones in which they live	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Recognise some similarities between life in this country and life in other countries
Year 1	Keep a weather chart and explain how the weather changes with each season. Draw a basic map that leads from their home to school. Use world maps, atlases and globes to identify the United Kingdom and its countries. Identify the 4 countries making the United Kingdom and name their capital cities and surrounding seas. Find where they live on a map of the UK.	Keep a weather chart and explain how the weather changes with each season. Identify seasonal and daily weather patterns within the UK.	Keep a weather chart and explain how the weather changes with each season. Understand the geographical similarities and differences between their home town and a contrasting town within the local area. Use basic geographical vocabulary to refer to key human features such as town, road, farm and village and key geographical features such as beach, coast, hill, mountain, ocean, valley.
Year 2	Use simple compass directions (North, South, East and West) and directional language to describe a map. Use aerial photographs to devise a simple map and construct basic symbols in a key. Use basic geographical vocabulary to refer to key human features such as town, road, farm and village and key geographical features such as beach, coast, hill, mountain, ocean, valley.	Use world maps, atlases and globes to identify countries, continents and oceans studied at this key stage. Use basic geographical vocabulary to refer to key human features such as town, road, farm and village and key geographical features such as beach, coast, hill, mountain, ocean, valley.	Use world maps, atlases and globes to identify countries, continents and oceans studied at this key stage. Understand the geographical similarities and differences of the local area and a contrasting non-European country. Understand the location of hot and cold countries in the world in relation to the Equator and the North and South Poles.
Year 3	Use maps and atlases, including OS maps, to introduce four figure grid references. Use fieldwork to observe, measure and record the human and physical features of the local area.	Use an atlas or globe to locate the countries of Europe, including Russia and the countries of the EU. Understand geographical similarities and differences through the study of human and physical geography of a region in a European country	Explain why people may choose to live in a particular place, referring to land uses and climate. Describe and understand key aspects of physical geography including volcanoes and earthquakes.
Year 4	Use maps and atlases, including OS maps, to introduce four figure grid references. Use fieldwork to observe, measure and record the human and physical features of the local area.	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom. Name and locate counties and cities of the United Kingdom	Name and locate key topographical features (including hills, mountains, coasts and rivers). Describe and understand the key aspects of physical geography, including: rivers, mountains and the water cycle

			Explain why people may choose to live in a particular place, referring to land uses and climate.
Year 5	Use compass points and four and six figure grid references to build their knowledge of the UK and the wider world. Use fieldwork to observe, measure, record and present human and physical features in the local environment.	Understand the position and significance of the Equator, the Arctic and Antarctic circles and the tropics of Cancer and Capricorn. Make a comparison between the physical and human geography of countries in different continents	Name and locate the main countries, rivers and mountain regions in South America Study the physical and human geography of a region within South America. 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. Describe and understand key aspects of physical geography including climate zones, biomes, vegetation belts (in South America). Make a comparison between the physical and human geography of countries in different continents.
Year 6	Use the 8 points of a compass and four and six figure grid references to build their knowledge of the UK and the wider world. Use a range of fieldwork methods to observe, measure, record and present human and physical features in the local environment.	Understand the way humans have altered the physical geography of a location. Understand the significance of the Greenwich Meridian and explain how the time zones work. Understand land use patterns within the UK and how these have changed over time. Human geography, including economic activity, including trade links.	Suggest what a place might be like in the future, referring to issues affecting the environment such as the distribution of natural resources. Describe and understand key aspects of physical geography including biomes and climate zones. Understand the way humans have altered the physical geography of a location. Make comparisons between the physical and human geography of countries in different continents.