

Cumwhinton School - CUMWHINTON CURRICULUM
GEOGRAPHY - progression overview - WHOLE SCHOOL

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

| Strand | Geographical skills and fieldwork | Place knowledge | Human and physical geography | Location knowledge |
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| Year Group | <p>EYFS Based on Development Matters content</p> <p>KS1 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 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.</p> <p>KS2 Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> | <p>EYFS Based on Development Matters content</p> <p>KS1 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.</p> <p>KS2 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, and a region within North or South America.</p> | <p>EYFS Based on Development Matters content</p> <p>KS1 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, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p>KS2 Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. 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</p> | <p>EYFS Based on Development Matters content</p> <p>KS1 Name and locate the world's seven continents and five oceans. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>KS2 Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. 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. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian</p> |

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| | <p>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.</p> <p>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> | | <p>including energy, food, minerals and water.</p> | <p>and time zones (including day and night).</p> |
| EYFS | <p>Draw information from a simple map</p> <p>Explore the natural world around them</p> | <p>Recognise some similarities between life in this country and life in other countries</p> | <p>Recognise some environments that are different to the ones in which they live</p> <p>Understand the effect of changing seasons on the natural world around them</p> | <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> |
| Year 1 | <p>Keep a weather chart and explain how the weather changes with each season.</p> <p>Draw a basic map that leads from their home to school.</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries.</p> | <p>Understand the geographical similarities and differences between their home town and a contrasting town within the local area.</p> | <p>Identify seasonal and daily weather patterns within the UK.</p> <p>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.</p> | <p>Find where they live on a map of the UK.</p> <p>Identify the 4 countries making the United Kingdom and name their capital cities and surrounding seas.</p> |
| Year 2 | <p>Use simple compass directions (North, South, East and West) and directional language to describe a map.</p> <p>Use aerial photographs to devise a simple map and construct basic symbols in a key.</p> <p>Use world maps, atlases and globes to identify countries, continents and oceans studied at this key stage.</p> | <p>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</p> | <p>Understand the location of hot and cold countries in the world in relation to the Equator and the North and South Poles.</p> <p>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.</p> | <p>Find the equator, the north and south poles, the world's 7 continents and 5 oceans.</p> |

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| <p>Year 3</p> | <p>Use maps & atlases to plot NSEW and understand basic OS symbols.</p> <p>Use fieldwork to observe and record the human and physical features of the local area.</p> | <p>Understand geographical similarities and differences through the study of human and physical geography of a region of a region in a European country.</p> | <p>Understand the impact of the weather on local populations.</p> <p>Understand how natural geographical features (such as rivers and mountains) link to the development of human geography.</p> <p>Describe and understand key aspects of physical geography including rivers and mountains.</p> | <p>Name some major cities in the UK and locate them on a map.</p> <p>Understand that the UK is split into different counties which have different human and physical characteristics.</p> |
| <p>Year 4</p> | <p>Use maps and atlases, including OS maps, to introduce four figure grid references.</p> <p>Use fieldwork to observe, measure and record the human and physical features of the local area.</p> | <p>Compare the geographical similarities and differences of a country in Europe and the UK.</p> | <p>Explain why people may choose to live in a particular place, referring to land uses and climate.</p> <p>Describe and understand key aspects of physical geography including volcanoes and earthquakes.</p> | <p>Use an atlas or globe to locate the countries of Europe, including Russia and the countries of the EU.</p> |
| <p>Year 5</p> | <p>Use compass points and four and six figure grid references to build their knowledge of the UK and the wider world.</p> <p>Use fieldwork to observe, measure, record and present human and physical features in the local environment.</p> | <p>Study the physical and human geography of a region within North or South America.</p> <p>Make a comparison between the physical and human geography of countries in different continents.</p> | <p>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>Describe and understand key aspects of physical geography including climate zones, biomes, vegetation belts and the water cycle.</p> | <p>Name and locate the main countries, rivers and mountain regions in North and South America.</p> <p>Understand the position and significance of the Equator, the Arctic and Antarctic circles and the tropics of Cancer and Capricorn.</p> |
| <p>Year 6</p> | <p>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.</p> <p>Use a range of fieldwork methods to observe, measure, record and present human and physical features in the local environment.</p> | <p>Make comparisons between the physical and human geography of countries in different continents.</p> <p>Understand the way humans have altered the physical geography of a location.</p> | <p>Suggest what a place might be like in the future, referring to issues affecting the environment such as the distribution of natural resources.</p> <p>Describe and understand key aspects of physical geography including biomes and climate zones.</p> | <p>Understand the significance of the Greenwich Meridian and explain how the time zones work.</p> <p>Understand land use patterns within the UK and how these have changed over time.</p> |

