

# Park View Community School

## Curriculum Progression for Geography



Aspect	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Coverage	'Our Wonderful World'  'Bright Lights, Big Cities'	'Lets Explore The world'  'Coastlines'	'One Planet, Our World'  'Rocks, Relics and Rumbles'	'Interconnected World'  'Misty Mountain,' 'Winding River'	'Investigating Our World'  'Sow, Grow and Farm'	'Our Changing World'  'Frozen Kingdoms'
Location/place knowledge	<ul style="list-style-type: none"> <li>-name and locate the four countries and capital cities of the United Kingdom and its surrounding seas</li> <li>- name and locate the world's seven continents and five oceans</li> <li>-begin to understand a number of the geographical features of their local area</li> </ul>	<ul style="list-style-type: none"> <li>- name and locate the four countries and capital cities of the United Kingdom and its surrounding seas</li> <li>- name and locate the world's seven continents and five oceans</li> <li>-understand a number of geographical similarities and differences between a region of the UK and a</li> </ul>	<ul style="list-style-type: none"> <li>-locate a number of locations (including major cities and human and physical characteristics)</li> <li>-identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere Arctic and Antarctic Circle, Ring of Fire, tectonic plates</li> <li>-understand a number of geographical similarities and differences between a region of the UK and a</li> </ul>	<ul style="list-style-type: none"> <li>- locate a number of locations (including major cities and human and physical characteristics)</li> <li>- name and locate a number of the rivers and mountains around the world and land-use patterns associated with them over time</li> <li>-identify the position and significance of latitude and longitude</li> </ul>	<ul style="list-style-type: none"> <li>- locate a number of European countries (including major cities and human and physical characteristics)</li> <li>- name and locate agricultural farming locations around the world and land-use, economy patterns associated with them</li> <li>- identify the position and significance of the Prime/Greenwich</li> </ul>	<ul style="list-style-type: none"> <li>- name and locate a number of the counties and cities of the United Kingdom (including key human and physical features)</li> <li>- name and locate the poles and frozen regions and land-use patterns associated with them over time</li> <li>-understand a number of geographical similarities and differences between</li> </ul>

		contrasting non-European country	contrasting European country	<p>lines and the Tropics of Cancer and Capricorn</p> <p>-understand a number of geographical similarities and differences between region of the UK and a region within North and South America</p>	<p>Meridian and time zones (including day and night)</p> <p>- understand a number of geographical similarities and differences between of a region of the UK and a region within a non-European country</p>	<p>various regions of the UK</p> <p>- Understand a number of geographical similarities and differences between various regions of the Arctic and Antarctic regions</p>
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Human and Physical Geography	<ul style="list-style-type: none"> <li>- describe and understand a forest, hill, sea, river, soil, season and weather</li> <li>- describe and understand a city, town, village, office, house and shop</li> <li>- identify seasonal and daily weather patterns in the United Kingdom</li> </ul>	<ul style="list-style-type: none"> <li>- describe and understand a beach, cliff, valley, coast, mountain, ocean, vegetation</li> <li>- describe and understand a factory, farm, port, harbour</li> <li>- identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</li> </ul>	<ul style="list-style-type: none"> <li>-describe and understand climate zones</li> <li>- describe and understand economic activity including land use</li> <li>- describe and understand volcanoes, earthquakes and Tsunamis</li> </ul>	<ul style="list-style-type: none"> <li>-describe and understand biomes and vegetation belts, rivers and the water cycle</li> <li>describe and understand the water cycle, rivers and mountains</li> </ul>	<ul style="list-style-type: none"> <li>-describe and understand agriculture and farming</li> <li>- describe and understand types of settlement and land use</li> </ul>	<ul style="list-style-type: none"> <li>-describe and understand the distribution of natural resources including energy, food, minerals and water</li> <li>- describe and understand frozen regions, Artic circle and Antarctica</li> </ul>

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Map Skills	<ul style="list-style-type: none"> <li>- use age-appropriate world maps, atlases and globes to identify the United Kingdom and its countries</li> <li>- use simple locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</li> <li>- use plan perspectives to recognise landmarks and basic human and physical features</li> <li>- devise a simple map</li> </ul>	<ul style="list-style-type: none"> <li>- use age-appropriate world maps, atlases and globes to identify the continents and oceans</li> <li>- use simple compass directions (North, South, East and West) to describe the location of features and routes on a map</li> <li>- use aerial photographs to recognise landmarks and basic human and physical features</li> <li>- devise a simple map with basic symbols in a key</li> </ul>	<ul style="list-style-type: none"> <li>-use age-appropriate maps, atlases, globes and digital/computer mapping to locate a number of locations in the UK and European countries and describe features studied</li> <li>- use the four points of a compass to navigate around a map confidently</li> <li>- use symbols and a key to devise a map or represent on a map</li> </ul>	<ul style="list-style-type: none"> <li>-use age-appropriate maps, atlases, globes and digital/computer mapping to locate a number of North and South American countries and describe features studied</li> <li>- use the eight points of a compass to navigate around a map</li> <li>- use symbols and a key to devise a map or represent on a map confidently</li> </ul>	<ul style="list-style-type: none"> <li>-use age-appropriate maps, atlases, globes and digital/computer mapping to locate a number of non-European countries and describe features studied</li> <li>- use four-figure grid references to navigate around a map</li> <li>- use Ordnance Survey symbols and a key to devise a map or represent on a map</li> </ul>	<ul style="list-style-type: none"> <li>-use age-appropriate maps, atlases, globes and digital/computer mapping to locate a number of the countries of the world and describe features studied</li> <li>- use six-figure grid references to navigate around a map</li> <li>- use Ordnance Survey symbols and key to devise a map or represent on a map confidently</li> </ul>

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Vocabulary	<ul style="list-style-type: none"> <li>- Geographical Names: Park View Community School, Miles Platting, Manchester, United Kingdom, England, Northern Ireland, Scotland, Wales, London, Belfast, Edinburgh, Cardiff, English Channel, North Sea, Irish Sea, Autumn, Winter, Spring, Summer</li> <li>- Geographical Processes: physical, human, forest, hill, sea, river, soil, valley, season, weather, rain, snow, sunshine, temperature, wind, city, town, village, farm, house, office</li> </ul>	<ul style="list-style-type: none"> <li>-Geographical Names: Europe, Africa, North America, South America, Asia, Oceania, Antarctica, Pacific Ocean, Indian Ocean, Arctic Ocean, Atlantic Ocean, Southern Ocean, North, South, East, West</li> <li>- Geographical Processes: continent, ocean, rainforest, desert, beach, cliff, coast, mountain, vegetation, factory, farm, port, harbour, canal</li> </ul>	<ul style="list-style-type: none"> <li>-Geographical Names: Italy, Pompeii, Vesuvius, Laki Iceland, Krakatoa Indonesia, San Andreas Fault, Pacific Ocean, Ring of Fire, Tectonic Plates, Tsunami, Sumatra, Indian Ocean</li> <li>- Geographical Processes: climate zone, Arid, Mediterranean, Temperate, Tropical, Polar, Continental, Equator, Northern Hemisphere, Southern Hemisphere, volcanos, earthquakes, mountains, crater, dormant, eruption, magma, tsunami, plate boundary,</li> </ul>	<ul style="list-style-type: none"> <li>Geographical Names: Italy, Pompeii, Vesuvius, Laki Iceland, Krakatoa Indonesia, San Andreas Fault, Pacific Ocean, Ring of Fire, Tectonic Plates, Tsunami, Sumatra, Indian Ocean</li> <li>- Geographical Processes: climate zone, Arid, Mediterranean, Temperate, Tropical, Polar, Continental, Equator, Northern Hemisphere, Southern Hemisphere, volcanos, earthquakes, mountains, crater, dormant, eruption, magma, tsunami, plate boundary,</li> </ul>	<ul style="list-style-type: none"> <li>-Geographical Names: hamlet, village, ton, city, agriculture, arable, pastoral, allotment, crops, livestock, seasonality, habitat, animal/plant life cycles, food webs, interconnected food chains, harvest, Jersey, California, Peru</li> <li>- Geographical Processes: land use, settlements Prime/Greenwich Meridian, time zones, contour lines, time zones, biomes, vegetation belts, transport networks, rail, road, canal, air, sea</li> </ul>	<ul style="list-style-type: none"> <li>-Geographical Names: Artic circle, Antarctica, North Pole, South pole, ice bergs, glaciers, ice sheets, indigenous people, UK cities and towns, natural resource management (NRM), road networks, motorways, traffic, organism classification, kingdom, phylum, class, order, family, genus, species, micro-organisms, Captain Cook, Captain James Ross, Mount Erebus, Ross Sea, Shackleton, Robert Falcon Scott, Titanic</li> <li>- Geographical Processes: natural resources, industry, sustainable</li> </ul>

	shop, country, mill, canal, equator, poles					development, economy, renewable energy, climate change, world-wide trade, import, export, fossil fuels, ores, fertile land, crops, livestock, settlements, longitude, latitude, Prime Meridian, equator, contour lines, topographical
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## Early Years Foundation Stage

Coverage	Autumn 1 'It's good to be me / People who help us'  'I wonder who works There?'	Autumn 2 'Traditional Tales'  'I wonder who it is?'	Spring 1 'Food'  'I wonder how it's made?'	Spring 2 'Faiths, Festivals and Celebrations'  'I wonder where people live?'	Summer 1 'Minibeasts / Habitats'  'I wonder what's in the woods?'	Summer 2 'Water / Under the sea'  'I wonder what's out there?'
Nursery	<ul style="list-style-type: none"> <li>-Use all their senses in hands-on exploration of natural materials.</li> <li>- Complete a local are walk, focusing on weather and seasons.</li> <li>- Farming influences, visit a local allotment.</li> </ul>	<ul style="list-style-type: none"> <li>-Use all their senses in hands-on exploration of natural materials.</li> <li>-Understand position through words alone. For example, "The bag is under the table," – with no pointing.</li> </ul>	<ul style="list-style-type: none"> <li>-Use all their senses in hands-on exploration of natural materials.</li> <li>-Comparing foods, tasting different food, where does food come from? Foods from around the world</li> <li>-Farming influences, visit a local allotment.</li> </ul>	<ul style="list-style-type: none"> <li>-Use all their senses in hands-on exploration of natural materials.</li> <li>-Describe a familiar route.</li> <li>- Discuss routes and locations, using words like 'in front of' and 'behind'</li> <li>-Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> <li>-Comparing foods, tasting different food, where does food come</li> </ul>	<ul style="list-style-type: none"> <li>-Use all their senses in hands-on exploration of natural materials.</li> <li>-Begin to understand the need to respect and care for the natural environment and all living .</li> <li>-Look at the world around us, life cycle of a caterpillar, comparing habitats, where do we live? Animals and their young</li> </ul>	<ul style="list-style-type: none"> <li>-Use all their senses in hands-on exploration of natural materials.</li> <li>-Begin to understand the need to respect and care for the natural environment and all living things.</li> <li>-Look at the world around us, life cycle of a caterpillar, comparing habitats, where do we live? Animals and their young</li> </ul>

				<p>from? Foods from around the world</p> <p>-Community similarities and differences, special events, different cultures, looking after our world</p>		
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Coverage	Autumn 1 'Ourselves and others'  'I wonder what makes me different?'	Autumn 2 'Faiths, Festivals and Celebrations'  'I wonder how people celebrate?'	Spring 1 'Seasons and the natural world'  'I wonder what's special?'	Spring 2 'Fantasy and Adventure'  'I wonder what happens if?'	Summer 1 'Water / Pirates'  'I wonder how it moves?'	Sumer 2 'Living and Growing'  'I wonder how it happens?'
Reception	<ul style="list-style-type: none"> <li>-Draw information from a simple map.</li> <li>- Recognise some environments that are different to the one in which they live.</li> </ul>	<ul style="list-style-type: none"> <li>- Recognise some similarities and differences between life in this country and life in other countries.</li> <li>-Recognise some environments that are different to the one in which they live.</li> <li>- Visit from people representing varied cultures/backgrounds- Naming seasons, similarities and differences in the seasons, opportunity for children to use language learnt in Nursery, Summer 1 whilst exploring. (CLL link)</li> </ul>	<ul style="list-style-type: none"> <li>- Complete a local are walk, focusing on weather and seasons.</li> </ul>	<ul style="list-style-type: none"> <li>- Explore the natural world around them</li> </ul>		<ul style="list-style-type: none"> <li>- Growing plants/live egg project</li> </ul>

## ELGs

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world

