



Progression of learning: Geography (Odd Year cycle)

DISCOVER, NURTURE, SHARE GOD'S GIFTS

At Overbury First School, we believe God has given each of us special gifts to enable us to learn and flourish as unique children of God. We seek to act justly, love mercy and to walk humbly, fostering an environment where everyone is treated equitably and pupils develop into compassionate responsible individuals who take care of each other, our community and the world in which we live.

Our Geography curriculum engages children in the study of the wider world, people, places & the environment. Children need to have a knowledge of the world- oceans, continents, major countries & cities, social and physical geography, the environment and sustainability. As our vision states, we aim to take care of each other, our environment and the world in which we belong. Being the first school to obtain the silver Global Neighbours award in September 2019, and renewing this reward in July 2023, was a fantastic achievement for our school and show how passionate we are about the world around us.

Topics have been carefully chosen to ensure joyful learning and progression in knowledge and skills from Reception to Year 5 and to enable the use of the Overbury Estate and outdoor area to enhance children's geographic knowledge and skills.

Each year the children progress through the different topics focussing on different procedural knowledge (geographical enquiry, direction/ location, drawings, representation, understanding maps, scale, map knowledge and style of map).

The topics are designed so that knowledge taught previously can be revisited and built on e.g 'Life on the farm' to 'Our Locality' to 'Overbury A Study' to 'Islands' to 'Bridges' to 'Our European Neighbours'. A selection of the topics are designed to utilise the immediate locality and area. The topics are also designed to give the children a wider understanding of the world around us to ensure we develop an excellent knowledge of countries further away and develop our children's global citizenship. The topics we provide ensure we develop cultural capital.

At Key Stage 1, pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Key Stage 1	Year 1	Year 2
<p>Locational Knowledge</p> <p>To 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 seven continents and five oceans</p>	<p><u>Topic: Oceans</u></p> <p>I can identify the countries that make up the United Kingdom and can say the continent the UK is in.</p> <p>I can identify some characteristics of each country</p> <p>I can know the names of the 5 oceans</p> <p>I can locate the 5 oceans on a basic world map</p> <p>I know key facts about the 5 oceans</p> <p>To know the different layers of the ocean and name some of them./ To be able to say 1 fact about 2 of the ocean layers</p> <p>I can identify a physical feature of the Pacific Ocean</p> <p>I can identify a continent that the Pacific Ocean is in</p> <p>I can identify a challenge that is faced by the oceans</p> <p><u>Topic: Rainforests</u></p> <p>I can say what a continent is</p> <p>I can name the 7 continents of the world</p> <p>I can locate the continents on a basic map</p> <p>I can locate the equator on a map/ globe</p> <p>I know what a rainforest is</p> <p>I can say where tropical rainforests are located in the world</p> <p>I can say which continents rainforests are likely to be in</p> <p>I can talk about a rainforest that is linked to the children's interests</p> <p>I can say why rainforests are important for the world</p> <p>To identify the countries that make up the United Kingdom and can say the continent the UK is in.</p>	<p><u>Topic: Britain from above</u></p> <p>I can locate the countries that make up the UK on a map.</p> <p>I can name the capital cities of the countries of the UK.</p> <p>I can name the seas surrounding the UK.</p> <p>I can name some of the UK's main rivers.</p> <p>I can explain what a county is.</p> <p>I can name some counties local to my area.</p> <p>I can find my county on a map.</p> <p>I can identify some counties local to my area on a map.</p> <p>I can tell you the names of some areas of high ground in the UK.</p> <p>I can find areas of high ground on a map of the UK.</p> <p>I can use a legend to find areas of high ground on a map.</p> <p>I can identify key human and physical features of London</p> <p>I can identify how and why these have changed over the years</p> <p>I can identify London on a map</p> <p>I can describe how the UK population has changed over time.</p> <p>I can tell you where some immigrants to the UK came from.</p> <p>I can identify similarities and differences</p>
<p>Place Knowledge</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><u>Topic: Life on the Farm:</u></p> <p>I know my school is in the village of Overbury</p> <p>I know what is in my local surroundings, including a farm, church, houses</p> <p>I can say what type of buildings are in my local area</p> <p>I can say where something is using words like close to, far away from using village/ tow/ city names</p> <p>I know what a map is</p>	<p><u>Topic: Overbury A Study</u></p> <p>I can name key human geography features in the village</p> <p>I can name key physical geography features around the hill</p> <p>I can compare Overbury to a contrasting non-European country</p>

	I can make drawings of an area I am finding out about I can say when farming began at Overbury	
Human and Physical geography 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	Year 1 <u>Topic: Rainforests:</u> I can describe the weather in the UK I can describe the weather in the tropical rainforests and how this is different to the UK I can use geographical vocabulary to describe physical features of the rainforest ** Geographical vocabulary is used throughout every geography led topic to describe key physical features and key human features.	Year 2 <u>Volcanoes and earthquakes</u> I can say what the different layers of the Earth are I can say what the different parts of a volcano are I can say what the 5 deadly features of a volcano are I can say what the ring of fire is. I can say what causes a volcano using geographical vocabulary I can explain what tectonic plates are. I can explain what causes an earthquake I can say what the 5 deadly features of an earthquake are ** Geographical vocabulary is used throughout every geography led topic to describe key physical features and key human features.
Geographical skills and fieldwork 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		
Geographical enquiry	<u>Life on the farm</u> I can ask and respond to simple closed questions I can use information books/pictures as sources of information. I can investigate their surroundings I can make observations about where things are e.g. within school or local area and plan perspectives I can recognise landmarks and basic human and physical features. <u>Rainforests</u> I can ask and respond to simple closed questions I can use information books/pictures as sources of information. <u>Seas and Oceans</u> In response to teacher led enquiries, I can ask and respond to simple closed questions I can use information books/pictures as sources of information	<u>Overbury A Study</u> I can ask simple geographical questions; Where is it? What's it like? I can use NF books, stories, maps, pictures/photos and internet as sources of information (<i>implicit</i>) I can investigate my surroundings <u>Volcanoes and Earthquakes</u> I can ask simple geographical questions; Where is it? What's it like? I can use NF books, stories, maps, pictures/photos and internet as sources of information (<i>implicit</i>) I can make appropriate observations about why things happen <u>Britain from above</u> I can ask simple geographical questions; Where is it? What's it like? Use NF books, stories, maps, pictures/photos and internet as sources of information (<i>implicit</i>).

Direction/ Location	Year 1 <u>Life on the farm</u> I can start to follow directions (Up, down, left/right, forwards/backwards)/ I can say where something is relative to something else	Year 2 <u>Britain from above</u> I can follow directions (as yr 1 and inc'. NSEW) <u>Overbury A Study</u> I can describe a route with accuracy using directional and positional language
Drawing maps		<u>Overbury A Study</u> I can draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph)
Representation	<u>Rainforests</u> I can use own symbols on imaginary map.	<u>Overbury A Study</u> I can begin to understand the need for a key. I can use class agreed symbols to make a simple key.
Using maps	<u>Life on the farm</u> I can recognise that it is about a place locally <u>Rainforests</u> I can use a simple picture map to move around	<u>Overbury A Study</u> I can follow a route on a map. <u>Volcanoes</u> I can use picture maps with confidence
Scale/ Distance		<u>Britain from above</u> I can begin to spatially match places (e.g. recognise UK on a small scale and larger scale map)
Style of map	<u>Life on the farm</u> I can use picture maps and globes <u>Rainforests</u> I can use picture maps and globes <u>Seas and Oceans</u> I can use picture maps and globes	<u>Overbury A Study</u> I can use teacher drawn base maps. I can use large OS maps <u>Britain from above</u> I can find land/sea on globe I can use an infant atlas and start to use a junior atlas
Perspective		<u>Overbury A Study</u> I can look down on objects to make a plan view map
Map/ knowledge		<u>Britain from above</u> I can locate and name on UK map major features e.g. London, River Thames, home location, seas

At key Stage 2, pupils should extend their knowledge and understanding beyond the local area to include the UK, Europe and North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical tools and skills to enhance their locational and place knowledge.

Key Stage 2	Year 3	Year 4	Year 5
<p>Locational Knowledge</p> <p>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</p> <p>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 landuse patterns; and understand how some of these aspects have changed over time</p> <p>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 and time zones (including day and night)</p>	<p><u>Britain from above</u></p> <p>I can locate the countries that make up the UK on a map.</p> <p>I can name the capital cities of the countries of the UK..</p> <p>I can label key cities in the UK on a map.</p> <p>I can name the seas surrounding the UK.</p> <p>I can name some of the UK's main rivers.</p> <p>I can name the seas some rivers flow into.</p> <p>I can follow a river on a map to find where it starts and ends.</p> <p>I can explain what a county is.</p> <p>I can name some counties local to my area.</p> <p>I can find my county on a map.</p> <p>I can identify some counties local to my area on a map.</p> <p>I can use aerial photographs to recognise landmarks</p> <p>I can identify some physical features</p> <p>I can tell you the names of some areas of high ground in the UK.</p> <p>I can find areas of high ground on a map of the UK.</p> <p>I can use a legend to find areas of high ground on a map.</p> <p>I can find the height of a peak on a map</p> <p>I can identify key human and physical features of London</p> <p>I can identify how and why these have changed over the years</p> <p>I can identify London on a map</p>	<p><u>Earth & Space</u></p> <p>I can name the continents of the Earth</p> <p>I can identify continents on a map</p> <p>I can locate countries of the world on a map</p> <p>I can name capital cities of countries that I have identified</p> <p>I can identify the Equator on a globe</p> <p>I know the Equator is an imaginary line that divides the Earth into two halves</p> <p>I can locate the Northern and Southern hemispheres</p> <p>I can identify the Tropics of Cancer and Capricorn</p> <p>I can describe the features of the Arctic and Antarctic circle</p> <p>I can tell you why day and night occur</p> <p>I can tell you why we need to have time zones</p> <p>I can find the local time in other cities</p> <p><u>Bridges</u></p> <p>I can name and identify the three longest rivers in the UK (Severn, Thames, Trent.)</p> <p>I can name and locate the River Rhine (longest river in Europe.)</p> <p>I can name the main rivers that flow through Tewkesbury</p> <p><u>North America and Canada</u></p> <p>To know the continent of North America is made up of 24 countries, one of which is Canada</p> <p>To know that North America and Canada is in the Northern Hemisphere</p> <p>To name the provinces and territories of Canada</p>	<p><u>Earth & Space</u></p> <p>I can name the continents of the Earth</p> <p>I can identify continents on a map</p> <p>I can locate countries of the world on a map</p> <p>I can name capital cities of countries that I have identified</p> <p>I can identify the Equator on a globe</p> <p>I know the Equator is an imaginary line that divides the Earth into two halves</p> <p>I can locate the Northern and Southern hemispheres</p> <p>I can identify the Tropics of Cancer and Capricorn</p> <p>I can describe the features of the Arctic and Antarctic circle</p> <p>I can tell you why day and night occur</p> <p>I can tell you why we need to have time zones</p> <p>I can find the local time in other cities</p> <p>I can use evidence to explain the impact on lifestyles living in the North or South pole compared to the UK</p> <p>I can identify a location on a map using latitude and longitude.</p> <p>I can identify the latitude of the tropics and the equator</p> <p><u>Bridges</u></p> <p>I can say how land use along the River Severn may have changed over time</p> <p>I can name and locate the River Rhine (longest river in Europe.)</p>

	<p>I can identify the location of the prime meridian</p> <p>I can describe how the UK population has changed over time.</p> <p>I can tell you where some immigrants to the UK came from.</p> <p>I can identify similarities and differences between my daily routine and that of a child from another historical period.</p>	<p>To name and locate major cities, including Ottawa, Toronto and Montreal</p> <p>To say what a climate zone is</p>	<p>I can name the main rivers that flow through Tewkesbury</p> <p>I can name and identify the three longest rivers in the UK (Severn, Thames, Trent.)</p> <p><u>North America and Canada</u></p> <p>To know the continent of North America is made up of 24 countries, one of which is Canada</p> <p>To know that North America and Canada is in the Northern Hemisphere</p> <p>To name the provinces and territories of Canada</p> <p>To name and locate major cities, including Ottawa, Toronto and Montreal</p> <p>To say what a climate zone is</p>
<p>Place Knowledge</p> <p>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><u>North America and Canada</u></p> <p>To explore climate in the UK, France and Canada and draw comparisons</p>	<p><u>North America and Canada</u></p> <p>To explore climate in the UK, France and Canada and draw comparisons</p>
<p>Human and Physical geography</p> <p>Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</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><u>Volcanoes & earthquakes</u></p> <p>I can say what the different layers of the Earth are</p> <p>I can say what the different parts of a volcano are</p> <p>I can describe the different parts of a volcano</p> <p>I can say what the 5 deadly features of a volcano are</p> <p>I can describe the 5 deadly features of a volcanic eruption</p> <p>I can say what the ring of fire is.</p> <p>I can say what causes a volcano using</p>	<p><u>Bridges</u></p> <p>I can identify the parts of a river (Source, meander, mouth) and understand how land use is different along the river's course and areas around (flood plains.)</p> <p>I can explain the process of erosion and deposition (at either the coast or in a river.)</p> <p>I know how erosion, deposition and flooding can affect people.</p> <p>I can say what the water cycle is</p> <p>I can explain how important water is</p> <p><u>North America and Canada</u></p> <p>To identify some of the physical features of Canada</p>	<p><u>Bridges</u></p> <p>I can identify the parts of a river (Source, meander, mouth) and understand how land use is different along the river's course and areas around (flood plains.)</p> <p>I can explain the process of erosion and deposition (at either the coast or in a river.)</p> <p>I know how erosion, deposition and flooding can affect people.</p> <p>I can explain why Tewkesbury is unique (it's location at the congruence of the River Avon and the River Severn).</p>

	<p>geographical vocabulary</p> <p>I can explain what tectonic plates are.</p> <p>I can explain what causes an earthquake</p> <p>I can say what the 5 deadly features of an earthquake are</p> <p><i>I can describe the 5 deadly features of an earthquake</i></p> <p><u>Overbury a study</u></p> <p>I can name key human geography features in the village</p> <p>I can name key physical geography features around the hill</p> <p><i>I can present the human and/ or physical features of Overbury in a graph and/ or using digital technologies</i></p> <p><i>I can talk about the use of land in Overbury and the impact it has on the distribution of natural resources</i></p>	<p>To identify some of the human features of Canada, including life and culture</p>	<p>I can say what the water cycle is <i>and use graphs and/ or digital technologies to explain it</i></p> <p>I can explain how important water is <u>North America and Canada</u></p> <p>To identify some of the physical features of Canada</p> <p>To identify some of the human features of Canada, including life and culture</p> <p><i>To find out about the population in Canada and compare different regions.</i></p> <p><i>To find out about the distribution of natural resources including energy and minerals</i></p>
<p>Geographical skills and fieldwork</p> <p>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>			

Geographical enquiry	<p><u>Overbury a study</u> I can begin to ask/initiate geographical questions. I can use NF books, stories, atlases, pictures/photos and internet as sources of information (<i>implicit</i>) I can begin to collect and record evidence I can make observations and start to make comparisons</p> <p><u>Volcanoes & earthquakes</u> I can begin to ask/initiate geographical questions. I can use NF books, stories, atlases, pictures/photos and internet as sources of information (<i>implicit</i>). I can investigate places and themes at more than one scale I can make observations and start to make comparisons</p> <p><u>Britain from above</u> I can begin to ask/initiate geographical questions.</p>	<p><u>Earth & Space</u> I can ask and respond to questions and offer my own ideas I can investigate places and themes at more than one scale I can start to analyse evidence</p> <p><u>Bridges</u> I can ask and respond to questions and offer their own ideas I can collect and record evidence with some aid.</p> <p><u>North America and Canada</u> I can ask and respond to questions and offer their own ideas I can analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps</p>	<p><u>Earth & Space</u> I can investigate places with more emphasis on the larger scale; contrasting and distant places I can analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations - influence on people/everyday life</p> <p><u>Bridges</u> I can begin to suggest questions for investigating I can begin to use primary and secondary sources of evidence in their investigations I can collect and record evidence without aid.</p> <p><u>North America and Canada</u> I can begin to suggest questions for investigating I can investigate places with more emphasis on the larger scale; contrasting and distant places I can analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations - influence on people/everyday life I can begin to use primary and secondary sources of evidence in their investigations</p>
Direction/ Location	<p><u>Overbury a Study/ Britain from above</u> I can start to use 8 compass points to follow/give directions: I can use letter/no. co-ordinates to locate features on a map.)</p>	<p><u>Earth & Space</u> I can use letter/ coordinates to locate features on a map with confidence</p>	<p><u>Earth & Space</u> I understand how we use coordinates on maps of different scales I can explain the need and benefit to using coordinates</p>
Drawing maps	<p><u>Overbury a study</u> I can try to make a simple scale drawing</p>	<p><u>Bridges</u> I can make a map of a short route experienced, with features in correct order I can make a simple scale drawing with more accuracy</p>	<p><u>Bridges</u> I can begin to draw a variety of thematic maps based on my own data</p>

Representation	<u>Overbury a study</u> I can use standard symbols I know why a key is needed.	<u>Bridges</u> I know why a key is needed I can begin to recognise symbols on an OS map	<u>Earth & Space</u> I can use keys provided in atlases to identify and interpret information <u>Bridges</u> I can draw a sketch map using symbols and a key I can use/recognise OS map symbols
Using maps	<u>Overbury a study</u> I can follow a route on a map with some accuracy. (e.g. whilst orienteering)	<u>Earth & Space</u> I can begin to use atlases to find out about other features of places. (e.g. capital cities) <u>Bridges</u> I can follow a route on a large scale map. <u>North America and Canada</u> I can locate places on large scale maps, (e.g. Find UK or India on globe)	<u>Earth & Space</u> I can use map sites on the internet with confidence (<i>Implicit throughout unit</i>) I can select maps for a specific purpose <u>North America and Canada</u> I can begin to use atlases to find out about other features of places. (e.g. find wettest part of the world) I can select a map for a specific purpose. (E.g. Pick atlas to find Taiwan, OS map to find local village.)
Scale/ Distance	<u>Britain from above</u> I can begin to match boundaries (E.g. find same boundary of a country on different scale maps).		<u>Earth & Space/ North America & Canada</u> I can find/recognise places on maps of different scales (<i>Implicit throughout unit</i>).
Style of map	<u>Overbury a study</u> I can begin to identify features on aerial/ oblique photos <u>Volcanoes & earthquakes</u> I can begin to use map sites on internet I can begin to identify features on aerial/ oblique photos I can begin to use junior atlases <u>Britain from above</u> I can begin to use map sites on internet I can begin to identify features on aerial/ oblique photos	<u>Earth & Space</u> I can use junior atlases I can use map sites on the internet <u>Bridges</u> I can use OS maps with confidence <u>North America & Canada</u> I can use junior atlases I can use map sites on internet. I can identify features on aerial/ oblique photographs	<u>Earth & Space</u> I can use index and contents pages within atlases (<i>Implicit throughout unit</i>) <u>Bridges</u> I can use different scale OS maps with confidence <u>North America & Canada</u> I can use index and contents page within atlases
Perspective	<u>Overbury a study</u> I can begin to draw a sketch map from a high view point.		

Map/ knowledge	<u>Overbury a study/ Britain from above</u> I can begin to identify points on maps A,B and C	<u>Earth & Space/ Bridges/ North America & Canada</u> I can begin to identify significant places and environments	<u>Earth & Space</u> I can identify significant places and environments using a selection of different maps on different scales <u>Bridges/ North America and Canada</u> I can identify significant places and environments
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