



Progression of learning: Geography (Even 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
Locational Knowledge 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	<u>Topic: African Animals</u> I know the countries of the UK, England, Scotland, Ireland and Wales and can start to name them. I can show where they are on a map of the United Kingdom I can identify characteristics of the different countries I can name the continents of the world I can say where Africa is on a map of the world and globe.	<u>France</u> I can label the UK and France on a small scale map and a large scale map I can label London and Paris on a small scale map and a large scale map <u>Islands</u> I can name some islands around the world I know that the UK is an island I know the 4 countries of the UK and their capital cities I know Great Britain and the British Isles are islands, but the United Kingdom and England, Scotland, Wales and Northern Ireland are not islands I can name and locate the 5 oceans of the world
Place Knowledge 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	<u>Here I grow!</u> I know I go to school in Overbury I can say where I live I can say if where I live is a different place to Overbury and talk about how it is different. I can say that Overbury is a village I can name key buildings in Overbury, including the school, church, shop, house, farm. I can say what Overbury is like and what I like about it/ dislike about it I can talk about places in Overbury on a map <u>African animals</u> I can compare an African village in Malawi with Overbury and say what is the same and different using geographical vocabulary focussed on human geography I can compare an African village in Malawi with Overbury and say what is the same and different using geographical vocabulary focussed on physical geography I can say where something is using words such as close to, far away	<u>France</u> I can compare London to Paris and make comparisons drawing conclusions with respect to physical and human geography I can name and describe key landmarks in Paris and key landmarks in London and describe similarities and differences <u>India</u> I can say where India is. I can say what the capital of India is. I can find India on a range of maps and label it I can find what continent India is on. I can compare India to the UK, looking at physical/ human elements I can name Indian landmarks including Taj Mahal, Amber Fort, Red Fort, Ellora Caves, Jog Falls <u>Islands</u> I know some of the key features of an Island I know that an Island does not have any borders I know how the Orkney Islands are similar and different to the Cape Verde Islands I can name some human and physical features of an Island I can say how an Island is formed

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>Mini Beasts</u> I can name weather types in the UK I can identify daily changes in weather I can identify seasonal changes across a year Recognise weather symbols. I can use world maps and globes to identify the UK and begin to locate other countries. I can explain some dangers of the weather I can locate hot and cold countries of the world. I can use basic subject specific vocabulary I can make recordings about the weather with some support. I know how weather can affect people's lives. I can use world maps and globes to identify a range of countries, the Equator and the North and South Poles. I can explain weather dangers and how people can protect themselves. I can make comparisons between different types of weather. ** Geographical vocabulary is used throughout every geography led topic to describe key physical features and key human features.	Year 2 <u>Islands</u> I know how the climate of an Island is impacted by its location in terms of the equator and the Poles <u>India</u> I can understand that different countries have different climate regions I can understand how water travels from the Himalaya's to the Ganges ** 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 physical features of its surrounding environment		
Geographical enquiry	<u>Here I grow!</u> I can ask and respond to simple closed questions I can investigate my surroundings I can make observations about where things are e.g. within school or local area <u>African Animals</u> I can ask and respond to simple closed questions <u>Mini beasts</u> I can ask and respond to simple closed questions I can use information books/pictures as sources of information I can investigate my surroundings	<u>France</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 can make simple comparisons between features of different places <u>India</u> I can ask simple geographical questions; Where is it? What's it like? I can make simple comparisons between features of different places I can find out key information about India using the internet/ maps and books <u>Islands</u>

	I can make observations about where things are e.g. within school or local area	I can ask simple geographical questions; Where is it? What's it like? I can make simple comparisons between features of different places
Direction/ Location	-	<u>School through history</u> Follow directions inc'. NSEW
Drawing maps	-	<u>Islands</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>Here I grow!</u> I can use own symbols on imaginary map.	<u>France/ Islands</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>Here I grow!</u> I can recognise that it is about a place locally	<u>France</u> I can say I can say that France is in Europe I can locate France on a map of Europe I know that Paris is the capital of France I can locate Paris on a map of France I can use Google maps to help me plot a route across Paris <u>India</u> I can locate India on both a small scale and large scale map. <u>Islands</u> I can use an infant atlas to locate places.
Scale/ Distance	<u>Here I grow!</u> I can use relative vocabulary (e.g. bigger/smaller, like/dislike)	<u>France/ Islands/ India</u> I can begin to spatially match places (e.g. recognise UK on a small scale and larger scale map)
Style of map	<u>African Animals</u> I can use Picture Maps and globes <u>Mini beasts</u> Picture maps and globes_	<u>France</u> I can use an infant atlas <u>Islands</u> I can find land/sea on globe. I can use an infant atlas <u>India</u> I can use aerial photos to recognise landmarks such as the Himalayas and the Ganges and label them
Perspective	<u>Here I grow!</u> I can draw around objects to make a plan	
Map/ knowledge	<u>African Animals</u> I can learn names of some places within/around the UK. E.g. Home town, cities, countries e.g. Wales, France	<u>France/ India</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
Locational Knowledge 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 and time zones (including day and night)	Islands I can name some islands around the world I know that the UK is an island I know the 4 countries of the UK and their capital cities I know Great Britain and the British Isles are islands, but the United Kingdom and England, Scotland, Wales and Northern Ireland are not islands France I can say that France is in Europe I can locate France on a map of Europe I know that Paris is the capital of France I can locate Paris on a map of France I Can label the UK and France on a small scale map and a large scale map I Can label London and Paris on a small scale map and a large scale map I can use Google maps to help me plot a route across Paris India I can say where India is. I can say what the capital of India is. I can find India on a range of maps and label it I can locate India on both a small scale and large scale map. I can find what continent India is on. I can name Indian landmarks including Taj Mahal, Amber Fort, Red Fort, Ellora Caves, Jog Falls	Our European Neighbours I can locate Europe on a map of the world I know how many countries are in Europe I know who our closest European neighbours are I can name the major capital cities in Europe I can locate countries and major European cities using large scale maps I can identify key geographical features of major European countries I can identify cultural similarities and differences between the UK and Europe I can find out about major European landmarks I know where the tallest mountain in Europe is I can name the longest river in Europe I know different types of land use in Europe Galapagos I can explain where the Galapagos Islands are and can show this on large scale maps I can find out what is so significant about the Galapagos I can explain what is so unique about the Galapagos Islands Mountains I can find out about mountains and hills in the United Kingdom. I can say where the highest mountain in the UK is located.	Our European Neighbours I can locate Europe on a map of the world I can select the best type of map to locate Europe and its countries I know how many countries are in Europe and I can label them on a map highlighting the boundaries of the different countries. I know who our closest European neighbours are I can name the major capital cities in Europe I can locate countries and major European cities using maps of different scales I can identify key geographical features of major European countries I can identify cultural similarities and differences between the UK and Europe I can find out about major European landmarks, including: - where the tallest mountain in Europe is - the name of the longest river in Europe I know different types of land use in Europe and can say which countries these uses link to. Galapagos I can explain where the Galapagos Islands are and can show this on large scale maps I can select an appropriate map to show where the Galapagos islands are located

	I can use aerial photos to recognise landmarks such as the Himalayas and the Ganges and label them		I can find out what is so significant about the Galapagos. I can explain what is so unique about the Galapagos Islands Mountains I can find out about mountains and hills in the United Kingdom. I can say where the highest mountain in the UK is located.
Place Knowledge 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	France I can compare London to Paris and make comparisons drawing conclusions with respect to physical and human geography I can name and describe key landmarks in Paris and key landmarks in London and describe similarities and differences India I can compare India to the UK, looking at physical/ human elements and draw conclusions Islands I know how the Orkney Islands are similar and different to the Cape Verde Islands I can name some human and physical features of an Island	Galapagos:- I can investigate the local animals and plants in the locality and compare these with those found in the Galapagos	Galapagos I can investigate the local animals and plants in the locality and compare these with those found in the Galapagos and can record this in charts and/ or using technology
Human and Physical geography Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 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	France I can say what a climate zone is I can identify climate zones in France and place them on a map India I can understand how water travels from the Himalaya's to the Ganges I can understand that different countries have different climate regions Islands I know how the climate of an Island is impacted by its location in terms of the equator and the Poles I can say how an Island is formed	Mountains I can explain where you will find mountains I can describe and name the key features of mountains. I can investigate and locate the world's largest mountains. I understand how mountains are formed. I can find out about mountainous climates and the weather I understand how tourism affects mountain regions. I can explain how mountains are used by people I can identify what a mountain looks like on a map Galapagos I can explain the reasons for conservation and the impact of humans	Mountains I can name the continents of the world (recap) I can explain where you will find mountains, both on land and in the oceans I can describe and name the key features of mountains. I can describe the different types of mountains I can investigate and locate the world's largest mountains. I understand how mountains are formed. I can find out about mountainous climates I can research and explain what animals and plant life may be found on mountains and why

	I know some of the key features of an Island I know that an Island does not have any borders	I understand the significance of Charles Darwin's exploration on board the Beagle I can explore and understand food chains I can find out about coasts I can explain how humans are impacting on the environment	I can identify what a mountain looks like on a map I can explain how mountains are used by people I understand how tourism affects mountain regions. I can say how mountains impact trade and why Galapagos I can explain the reasons for conservation and the impact of humans I understand the significance of Charles Darwin's exploration on board the Beagle I can explore and understand food chains I can find out about coasts I can explain how humans are impacting on the environment I can explain how the Galapagos islands are changing I can research and find out what is being done to protect unique places like the Galapagos
Geographical skills and fieldwork 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.			
Geographical enquiry	<u>France</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 can analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations <u>India</u> I can begin to ask/initiate geographical questions	Our European Neighbours 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 Mountains / Galapagos I can ask and respond to questions and offer my own ideas	Our European Neighbours I can begin to suggest questions for investigating 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 Mountains / Galapagos I can begin to suggest questions for investigating

	I can analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations Islands I can investigate places and themes at more than one scale I can analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations		I can begin to use primary and secondary sources of evidence in their investigations
Direction/ Location	=	-	-
Drawing maps	<u>Islands</u> I can try to make a simple scale drawing.		
Representation	<u>France/ Islands</u> I can use standard symbols. I know why a key is needed.	Mountains I know why a key is needed	
Using maps	<u>Using Maps/ Scale and distance</u> I can locate places on larger scale maps e.g. map of Europe.	Our European Neighbours/ Galapagos I can follow a route on a large scale map. I can locate places on large scale maps, (e.g. Find UK or India on globe) Mountains I can locate places on large scale maps, (e.g. Find UK or India on globe)	Our European Neighbours / Galapagos I can compare maps with aerial photographs Our European Neighbours / Mountains/ Galapagos 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>France/ India</u> I can begin to match boundaries (E.g. find same boundary of a country on different scale maps). <u>Islands</u> I can locate places on larger scale maps e.g. map of Europe.	Our European Neighbours I can match boundaries with confidence	
Style of map	<u>France/ Islands</u> I can begin to use junior atlases.	Our European Neighbours/ Galapagos I can use junior atlases I can use map sites on internet. I can identify features on aerial/oblique photographs	Our European Neighbours/ Mountains/ Galapagos I can use index and contents page within atlases.

		Galapagos I can use large and medium scale OS maps	Galapagos I can use medium scale land ranger OS maps
Perspective	-	-	=
Map/ knowledge	<u>France/India</u> I can begin to identify points on maps A,B and C	Our European Neighbours/ Mountains / Galapagos I can begin to identify significant places and environments	Our European Neighbours/ Mountains / Galapagos I can identify significant places and environments with confidence