



Curriculum and Progression in Geography

Intent:

The intention of the geography curriculum is to be organised sequentially, so that children can build on existing knowledge, and have opportunities to extend their learning each year. The content is designed to engage and enthuse children about their learning, fostering a natural curiosity and fascination about the local and world wide environment, it's people and places, focusing on the ability to recognise differences and similarities locally, nationally and globally. We want them to be interested in our world, such that they can watch or read the news and understand with clarity the issues that will shape their future and have an informed view of the underlying causes and effects of these issues. Development of a deeper understanding of the interactions between the physical and human elements that shape our world (and the geographical skills required to do this) will enable them to develop their responsibilities as global citizens with a sense of stewardship. Also the research and investigative tasks are designed so children gain the confidence and transferable skills (reading and writing) to investigate and find out the information they are interested in.

Year A/B	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Early years	Concept of place	Concept of change	Taking Responsibility	Investigation	Observing	Observing and Recording
Year A	Y1 - France / UK Countries and Capitals - Map-work Y3/4 - The Victorians (Lord Armstrong)	Y1 - Communication and Transport Y3/4 - Map Skills	Y1 - Map-work Y3/4 - European Locality Sweden	Y1 - Rothbury Contrasting Localities Y3/4 - Non-European Locality Argentina	Y1 - Grace Darling Y3/4 - Anglo Saxons	Y1 - Rothbury: Significant People and Places Y3/4 - The Vikings

Year B	Y1 - Famous People Y3/4 - WW1	Y1 - Contrasting Localities with Non European Y3/4 - Map Skills	Y1 - Weather Y3/4 - European Locality Spain	Y1 - Holidays Y3/4 - Non-European Locality Canada	Y1 - Houses / Homes / Castles Y3/4 - Iron Age to Stone Age	Y1 - Great Fire of London Y3/4 - Romans in Northumberland
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	What will a Rothbury First School Geographer look like?		
	At the end of Reception they will have the following knowledge:	At the end of Year 2 they will have the following knowledge:	At the end of Year 4 they will have the following knowledge:
Being a Geographer	In Early Years, children will find out about their environment and talk about those features they like and dislike. Through Knowledge and understanding of the world children will understand a sense of place; observe, find out about, and identify features of the place they live and the natural world. Children will be able to look at similarities and differences of pattern and change. They should be able to ask about why things happen and how they happen.	In Key stage 1, children will learn the names of key places in the UK and beyond, and the names of the world's oceans and continents. They should be aware of globally significant places as well as the UK, and be able to compare world-wide locations to their own surroundings in terms of land-use and climate. <ul style="list-style-type: none"> • Map Skills • European Country - France • Non-European Country - Australia • Weather • Holidays 	In key stage 2 children begin to explore more of the world, understand how the world has zones and the significance of those zones. Locating places and features on maps also becomes a focus. Children should identify human and physical features of different environments including ordnance survey symbols. <ul style="list-style-type: none"> • Map Skills • Europe Country - Spain/Sweden (Italy 2022) • Non-European Country - Canada / Argentina

Progression of Skills

	EYFS	Year 1	Year 2	Year 3	Year 4
Locational/Place Knowledge	Talk about features of the immediate environment and how environments may differ from one another.	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its	Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as	Identify the equator, Northern and Southern hemispheres, the arctic and antarctic circle and the Tropics of Cancer	Explain own views about locations, giving reasons. Name and locate countries and cities of

	<p>Know about similarities in relation to places, objects, materials and living things.</p> <p>Make observations about animals and plants and explain why some things occur.</p> <p>Talk about changes in environments.</p>	<p>surrounding seas.</p> <p>Identify seasonal and daily weather patterns in the United Kingdom.</p> <p>Identify land use around the school.</p>	<p>the countries, continents and oceans studied.</p> <p>Name and locate the world's continents and oceans.</p> <p>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>To identify Northumberland as the county children live in.</p>	<p>and Capricorn.</p> <p>To know the River Tyne, the River Thames and the River Coquet.</p> <p>Ask and answer geographical questions about the physical and human characteristics of a location.</p>	<p>the United Kingdom and geographical regions.</p> <p>Name and locate the UK, other European countries, a number of non-European countries and the locations studied in more depth (Spain, Sweden, Argentina, Canada).</p> <p>Describe geographical similarities and differences between countries.</p> <p>Name and locate the countries of Europe and identify their main physical and human characteristics.</p>
Human and Physical Geography		<p>Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.</p> <p>Use aerial images and plan perspectives to recognise landmarks and basic physical features.</p>	<p>Identify the key features of a location in order to say whether it is a town, city, village, coastal or rural area.</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 contrasting nonEuropean country.</p> <p>Use basic geographical vocabulary to refer to key physical and human features.</p>	<p>Describe how the locality of the school has changed over time.</p> <p>Demonstrate knowledge and understanding of physical and human characteristics in the context of contrasting locations.</p> <p>Understand how some aspects of the human and physical characteristics of the United Kingdom have changed over time.</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</p> <p>Name and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics including hills, mountains, key topographical features.</p> <p>Name and locate the countries of Europe and identify their main physical and human</p>

					characteristics.
Geographical Skills and Fieldwork		Ask and answer geographical questions. Devise a simple map; and use and construct basic symbols in a key.	Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. Use compass directions and locational language to describe the location of features and routes on a map. Use simple grid references. To locate on a map Rothbury and compare to surrounding countries and nearby cities (Scottish Border and Newcastle)	Describe the key aspects of human geography, including settlements and land use. Use maps and aerial photos to ask and answer geographical questions about the physical and human characteristics of a location. Use a range of resources to identify the key physical and human features of a location.	Describe key aspects of physical geography including river, mountains. Use the eight points of a compass, four figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.

Vocabulary

EYFS	Year 1	Year 2	Year 3	Year 4
Home, garden, local streets, shops, city, country, village, town, holiday, season, grow, change, world, taps, light, paper, recycling, weather,	Country, United Kingdom, England, Scotland, Wales, Northern Ireland, town, city, village, sea, beach, hill, mountain, London, Belfast, Cardiff,	Country, county, United Kingdom, England, Scotland, Wales, Northern Ireland, town, city, village, sea, beach, hill, mountain, London, Belfast, Cardiff,	Country, county, climate, tropical, Equator, Northern Hemisphere, Southern Hemisphere, continent, ocean, Europe, Australasia, North	County, coast, physical features, human features, climate, tropical, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and

road map, environment, farms, airport, direction, journey	Edinburgh, capital city, Europe, weather, farm, shop, house.	Edinburgh, capital city, world map, continent, ocean, Europe, Africa, Asia, Australasia, North America, South America, Antarctica, compare, weather, similarities, differences, farming, river, factory, office, shop, harbour, North, South, East, West.	America, South America, Asia, Africa, Arctic Circle, Antarctica, desert, volcano, landscape, housing, business, farming, recreation, population, coastal, evaporation, water cycle, condensation, precipitation, pollution, settlement. North, North East, North West, East, West, South, South West, South East.	Capricorn, Arctic and Antarctic Circle, desert, volcano, culture, landscape, retail, leisure, housing, business, industrial, agricultural, population, port, mantle, outer core, inner core, magma, volcano, active/dormant/extinct, earthquake, epicentre, shock wave, magnitude, tsunami, tornado, climate, deforestation, evaporation, water cycle, condensation, precipitation, pollution, settlement, North, North East, North West, East, West, South, South West, South East.
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