



Curriculum Progression for Geography

Curriculum Lead: L Kirby Link Governor: W Moran

INTENT

At Frodsham CE Primary School we aim to fulfil the requirements of the National Curriculum for Geography; providing a broad, balanced and differentiated curriculum; ensuring the progressive development of geographical concepts, knowledge and skills and for the children to develop a love for geography. We endeavour to inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. We strive to inspire children to ask how and why the world is the way it is today, and what needs to change to sustain this in the future. We also want children to develop geographical skills: collecting and analysing data; using maps, globes, aerial photographs and digital mapping to name and identify countries, continents and oceans; and communicating information in a variety of ways. We want children to enjoy and love learning about geography by gaining this knowledge and skills, not just through experiences in the classroom, but also with the use of fieldwork and educational visits.

IMPLEMENTATION

In the Early Years geography is taught through Knowledge and Understanding of the World. Our children learn about the world around them and investigate their local environment. Topics are planned through their interests. Throughout KS1 and KS2, children are excited to learn geography through weekly lessons linked to a topic. Lessons are planned following our progressive school curriculum which builds children's locational and place knowledge of the world they live in and the human and physical features of these environments. Wherever possible, links are made to learning across the curriculum and local, national and global events, to utilise every opportunity to develop geographical knowledge and skills in a meaningful context. There is regular opportunity to develop their geographical skills through fieldwork in their locality and geography learning is enriched by school visits. Within lessons children use maps, atlases and globes to identify and name places. They use compasses, grid references, symbols and keys to build their knowledge of the UK and the wider world. Their learning is presented through written observations, sketch maps, graphs and photos. All children receive a broad and balanced curriculum which is adapted to meet the needs of all our learners through quality first teaching. We are a member of the Geographical Association.

NURSERY

Marvellous Me/ Let's Tell a Story	Changes/ Time to Grow	Our Wonderful World/ On the Move
Children can... <ul style="list-style-type: none"> Explore and respond to different experiences in their setting. 	Children can... <ul style="list-style-type: none"> Explore and respond to different experiences in their setting. 	Children can... <ul style="list-style-type: none"> Explore and respond to different experiences in their setting.

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<ul style="list-style-type: none"> • Talk about where they live. • Explore their surroundings inside school and outdoors. • Identify and describe signs of autumn. • Know that there are different countries in the world and talk about the differences between life in this country and life in other countries. • Talk about where India is and what is similar/ different between India and the UK. 	<ul style="list-style-type: none"> • Identify and compare signs of winter and spring. • Begin to understand the need to respect and care for the natural environment. 	<ul style="list-style-type: none"> • Identify a map and look for key features. • Make their own map of the classroom/ outdoor area. • Know that there are different countries in the world and use a world map and globe to find places they have visited or have family.
<p>Key vocabulary: Home, school, Frodsham, inside, outside, autumn, England, India</p>	<p>Key vocabulary: Winter, spring</p>	<p>Key vocabulary: Map, globe, world</p>
RECEPTION		
My School/ Seasons	Chinese New Year/ Maps/ Seasons	Environments/ Seasons
<p>Children can...</p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non fiction texts and maps. • Navigate around our school, the classroom and outdoor area. • Identify features of the school environment. • Identify changes in the weather and seasons. • Explore the school grounds and local area and observe seasonal changes in autumn/ winter. • Explore harvest time in the UK and farming in the local area. 	<p>Children can...</p> <ul style="list-style-type: none"> • Recognise and explain some similarities and differences between life in the UK and China. • Recognise some environments that are different from the one in which they live. • Find the UK and China on a world map/ globe. • Describe features of where they live and what they see on the way to school. • Draw my route to school. • Draw information from a simple map of school and their local area: Frodsham. • Discuss the features found on different maps including digimaps and Google Earth. • Use the BeeBots on simple maps to directional language. Identify changes in the weather and seasons. • Explore the school grounds and local area and observe seasonal changes in spring. 	<p>Children can...</p> <ul style="list-style-type: none"> • Identify and describe the features of the pond and forest area. • Record observations of the pond and forest using sketches and maps. • Name what plants and animals live in our school environment. • Describe the impact of rubbish on our environment. • Describe how we can look after our environment and world especially through recycling our rubbish.

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	<ul style="list-style-type: none"> Compare and contrast our environment and weather with polar regions and other countries. 	
Key vocabulary: School, classroom, outdoors, forest, pond, playground, field, seasons, autumn, winter, summer, spring, weather, rain, sun, wind, snow, ice, clouds, harvest, crops, farm	Key vocabulary: UK, England, Frodsham, Cheshire, London, world, China, Beijing, map, globe, country, town, city, forward, backward, left, right, spring	Key vocabulary: Pond, forest, environment, habitat, soil, plant, tree, flower, grass, recycling, pollution
YEAR 1		
Our School		United Kingdom
Children can... <ul style="list-style-type: none"> Use simple fieldwork and observational skills to study the geography of school and its grounds and the key human and physical features of its surrounding environment. 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 and human features; devise a simple map; and use and construct basic symbols in a key. 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. 		Children can... <ul style="list-style-type: none"> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. 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: Kenya.
Key vocabulary: Frodsham, home, school, house, address, map, local, human features, physical features, aerial photo, field, trees, forest, hedge, vegetation, soil, buildings, fence, playground, compass, direction, north, south, east, west, location, Equator, North Pole, South Pole,	Key vocabulary:	Key vocabulary: Country, United Kingdom, Great Britain, Union Jack, England, Wales, Scotland, Northern Ireland, capital city, London, Cardiff, Edinburgh, Belfast, sea, North Sea, Irish Sea, Atlantic Ocean, English Channel, atlas, Africa, Kenya, Nairobi, Mount Kenya, Tana River

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spring, summer, autumn, winter, sun, rain, wind, snow, hail, fog, cloudy		
YEAR 2		
	What a Wonderful World	Fantastic Frodsham
Children can...	Children can... <ul style="list-style-type: none"> Name and locate the world's seven continents and five oceans. Use world maps, atlases and globes to identify countries, continents and oceans studied. Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and a small area in a contrasting non-European country. 	<ul style="list-style-type: none"> Use basic geographical vocabulary to refer to: key physical features including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather and key human features including: city, town, village, factory, farm, house, office, port, harbour and shop. 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 and human 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 school and its grounds and the key human and physical features of its surrounding environment.
Key vocabulary:	Key vocabulary: World, globe, continent, Asia, Africa, North America, South America, Europe, Antarctica, Oceania, ocean, Atlantic Ocean, Pacific Ocean, Indian Ocean, Southern Ocean, Arctic Ocean, climate, rural, village, town	Key vocabulary: <ul style="list-style-type: none"> Physical features, human features, similar, different, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather, city, town, village, factory, farm, house, office, port, harbour, shop
YEAR 3		
Stone Age to Iron Age	How has Frodsham changed and have other towns changed with it?	Ancient Egypt/ Light and Shadow

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<p>Children can...</p> <ul style="list-style-type: none"> 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. Use maps, atlases, globes and digital/ computing mapping to locate countries and describe features studied. 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>Children can...</p> <ul style="list-style-type: none"> 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. Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom: Liverpool. 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 including energy, food, minerals and water. Use maps, atlases, globes and digital/ computing mapping to locate countries and describe features studied. 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>Children can...</p> <ul style="list-style-type: none"> Use world maps, atlases and globes to identify countries, continents and oceans studied. Identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere, Tropic of Cancer. Tropic of Capricorn.
<p>Key vocabulary:</p>	<p>Key vocabulary: Liverpool, docks, River Mersey, Manchester Ship Canal, coast, transport, economy, land use, sketch map</p>	<p>Key vocabulary: Egypt, Africa, Mediterranean Sea, Dead Sea, Tropic of Cancer, Tropic of Capricorn</p>
<p>YEAR 4</p>		
	<p>Chester and the Romans</p>	<p>Earthquakes and Volcanoes</p>
	<ul style="list-style-type: none"> Children can... 	<p>Children can...</p>

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	<ul style="list-style-type: none"> • Locate the world's countries, using maps to focus on Europe (including the location of Russia). • 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. • 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 including energy, food, minerals and water. • Use maps, atlases, globes and digital / computer mapping to locate countries and describe features studied. • 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. 	<ul style="list-style-type: none"> • Locate the world's countries, using maps to focus on Europe. • Describe and understand key aspects of physical geography including volcanoes, earthquakes and the water cycle. • Use maps, atlases, globes and digital / computer mapping to locate countries and describe features studied.
<p>Key vocabulary:</p>	<p>Key vocabulary: Europe, Russia, Italy, Rome, Chester, River Dee,</p>	<p>Key vocabulary: Earthquake, volcano, natural disaster, tectonic plates, crust, mantle, outer core, inner core, eruption, lava, magma chamber, main vent, active, dormant, extinct, Richter scale, Stromboli, Mount Fuji, Ojos de Salado, Mauna Loa, Mount Vesuvius, Mount Pinatubo, Mount St Helens, Mount Tambora, Mount Etna, Taal Volcano, Katla, Kilauea, Mount Merapi, Mount Rainier, Santa Maria, Krakato, Iceland, water cycle, upper course, middle course, lower course, waterfall, source, tributary, stream, meander, confluence, channel,</p>

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		floodplain, mouth, estuary, evaporation, ground run off
YEAR 5		
What makes the Americas so amazing?		Climate Change
<p>Children can...</p> <ul style="list-style-type: none"> • Locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. • Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Greenwich Meridian and time zones (including day and night). • Understand geographical similarities and differences through the study of human and physical geography of a region within South America. • Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers and mountains and 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. • Use maps, atlases, globes and digital / computer mapping to locate countries and describe features studied. • Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, 		<ul style="list-style-type: none"> • 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. • 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 including energy, food, minerals and water. • 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.

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<p>including sketch maps, plans and graphs, and digital technologies.</p>		
<p>Key vocabulary: Latitude, longitude, Greenwich Meridian, time zones, British summer time, Greenwich mean time, ecosystem, biome, desert, rainforest, Taiga, deciduous, grassland, Savannah, arctic/ alpine tundra, freshwater/ saltwater aquatic, terrain,</p>	<p>Key vocabulary:</p>	<p>Key vocabulary: Climate change, atmosphere, carbon, fossil fuels, deforestation, greenhouse gases, carbon footprint, global warming, climate zone, sustainable, Solomon Islands, wind farm</p>
YEAR 6		
World War Two	Frodsham	UNIT TITLE
<ul style="list-style-type: none"> • Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, countries and major cities. • Name and locate counties and cities of the United Kingdom, geographical • Use maps, atlases, globes and digital/ computing mapping to locate countries and describe features studied. 	<p>Children can...</p> <ul style="list-style-type: none"> • 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. • Describe and understand key aspects of physical geography, including rivers and 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. • Use maps, atlases, globes and digital/ computing mapping to locate countries and describe features studied. • Use the eight points of a compass and six-figure grid references, symbols and key (including Ordnance Survey map) to build their knowledge of the United Kingdom and the wider world. 	

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	<ul style="list-style-type: none">• 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.	
Key vocabulary:	Key vocabulary: Ordnance survey, grid reference, scale, contour line, relief, spot height, triangulation pillar, compass points: cardinal, ordinal, north east, north west, south east south west, six figure grid references, easting, northing, River Weaver,	Key vocabulary:

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