Manor Park Primary Academy

Geography Progression in Skills and Knowledge Overview

Intent

At Manor Park Academy, our Geography curriculum is designed to develop children's curiosity and fascination about the world and its people, that will remain with them for the rest of their lives. Children investigate a range of places – both in Britain and abroad – to help develop their knowledge and understanding of the Earth's physical and human processes. We are committed to providing children with opportunities to investigate and make enquiries about their local area so that they can develop of real sense of who they are, their heritage and what makes our local area unique and special. The curriculum develops the children's ability to apply geographical skills and enables them to confidently communicate their findings and geographical understanding to a range of audiences.
Through high quality teaching, we develop the following essential characteristics of geographers:

- Knowledge of where places are and what they are like, both in Britain and the wider world;
- An extensive base of geographical knowledge and vocabulary;
- Fluency in geographical enquiry and the ability to apply questioning skills, as well as effective presentation techniques;
- The ability to reach clear conclusions and explain their findings;
- The ability to express well-balanced opinions, rooted in very good knowledge and understanding about current issues in society and the environment;
- A genuine interest in the subject and a real sense of curiosity about the world and the people who live here.

Implementation

Teachers are provided with support to plan their curriculum through our school's CPD offer, inset days and staff meetings. Geography is taught through half termly themes based on the Cornerstones Curriculum Imaginative Learning Projects and Knowledge Based Learning Projects. Geographical skills are taught in detail during projects that are geography based and refreshed in less detail during projects that have a Science or History focus. It is also linked to 11 before 11 (11 specific enrichment activities that all children in REAch2 schools participate in during their journey through primary school). The following 11 before 11 promises link to Geography: seeds to supper, messing about on the water, hiking heroes and crossing a border.

To facilitate this learning process, teachers plan the following:

a. A sequence of learning which builds on prior knowledge, skills and understanding;

b. Opportunities to explore, understand and use technical vocabulary related to geography;

c. A well thought out sequence of lessons for each subject that results in progression and depth;

d. Trips and visiting experts who will enhance the learning experience;

e. A means to display and celebrate the pupils' work in their class and finally a way to share their learning with parents and the local community.

Manor Park Primary Academy

Geography Progression in Skills and Knowledge Overview

Impact

Our Geography Curriculum is high quality, well thought out and is planned to ensure progression. If children are keeping up with the curriculum, they are deemed to be making good progress in line with age related expectations.
In addition, we measure the impact of our curriculum through the following methods:

- A reflection on standards achieved against the planned outcomes;
- A celebration of learning for each term which demonstrates progression across the school;
- Pupil discussions about their learning - which includes discussion of their thoughts, ideas, processing and evaluations of work;
- Termly assessment again the progression document to assess if the child is working at age related expectations for Geography.

Manor Park Primary Academy

Geography Progression in Skills and Knowledge Overview

Year Group	Autumn	Spring	Summer
Year 1	*Me and My World* Weather patterns, seasons and changes	*Play with Me!* Toys from around the world, both past and present	*Let's go! - Transport and Travel* How we travel – different modes of transportation
Year 2	*Fit for a King!* Places and Castles around the UK and Local Area	*There's No Place Like Home!* Homes in the past/present and the Great Fire of London	*Let's go to Jamaica!* The Caribbean Continents and oceans
Year 3	*Tomb Raiders!* Ancient Egyptians	*Glorious Greeks*	*Marvellous Mexico!* Mexico and rainforests
Year 4	*A Land of Stone and Iron.* Stone Age – Iron Age	*River Deep, Mountain High.* The power of nature, River journeys and mountains around the world and natural disasters	*The Age of Empire.* Italy
Year 5	*Raiders of the North!* Scandinavia	*To Infinity and Beyond* Our amazing world and the space beyond	*The Terrible Tudors.* The Tudors
Year 6	*The Triangle of Trade and the Slave Trade.* America	*Children of the Revolution.* Life, industry and invention in Victorian Britain.	*The World at War.* World War Two

Manor Park Primary Academy

Geography Progression in Skills and Knowledge Overview

National Curriculum							
	EYFS	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Pupils should be taught:	***Locational knowledge*** *Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.* ***Place knowledge*** *Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.* *Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.* *Talk about the lives of the people around them*	***Locational knowledge*** • *name and locate the world's seven continents and five oceans* • *name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas* ***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* ***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* ***Geographical skills and fieldwork*** • *use world maps, atlases and globes to identify the United Kingdom and its countries, as well as*		***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)* ***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* ***Human and physical geography*** • *describe and understand key aspects of:*		

	and their roles in society. ***Human and physical geography*** *• Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.* *• Explore the natural world around them, making observations and drawing pictures of animals and plants.*	*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.*	*- 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* ***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.*

Manor Park Primary Academy

Geography Progression in Skills and Knowledge Overview

Progression in Skills and Knowledge

Level Expected at the end of Early Years:

Understanding the World

Past and Present	People, Culture and Communities	The Natural World
Children at the expected level of development will: a Talk about the lives of the people around them and their roles in society b Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class c Understand the past through settings, characters and events encountered in books read in class and storytelling	Children at the expected level of development will: a Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps b Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class c 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	Children at the expected level of development will: a Explore the natural world around them, making observations and drawing pictures of animals and plants b 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 c Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter

	KS1	*LKS2*	*UKS2*
Locational Knowledge	Building on EYFS knowledge of their own environment, children start to learn the names of key places in the UK beyond their immediate environment. Children also learn the names of the world's oceans and continents. **KS1 Geography National Curriculum** Pupils develop contextual knowledge of the location of globally significant places. They should develop knowledge about the world, the United Kingdom and their locality. Children can: a name and locate the world's seven continents and five oceans b name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Key vocabulary to demonstrate knowledge and understanding in this strand: United Kingdom, England, Scotland, Wales, Northern Ireland, town, city, village, sea, beach, hill, mountain, London, Belfast, Cardiff, Edinburgh, capital city, world map, continent, ocean, Europe, Africa, Asia, Australasia, North America, South America, Antarctica.	Building on KS1 knowledge of the UK, children begin to explore more of the world, understand how the world has zones and the significance of those zones. Locating places and features accurately on maps also becomes a focus. **KS2 Geography National Curriculum** Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. Children can develop contextual knowledge of the location of globally significant places – both terrestrial and marine. Children develop their understanding, recognising and identifying key physical and human geographical features. Children can: a locate the world's countries, using maps to focus on South America, concentrating on environmental regions and key physical and human characteristics b name and locate counties and cities of the United Kingdom, identifying human and physical characteristics including hills, mountains, rivers and seas, and how a place has changed c 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	Children begin to explore Eastern Europe and South America using maps to find these locations. Children use their knowledge of longitude, latitude, coordinates and indexes to locate places. Compared to Lower KS2, children focus more on finding locations outside of the UK. **KS2 Geography National Curriculum** Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. They will begin to explore the concept of tourism and its impact. Children can develop contextual knowledge of the location of globally significant places – both terrestrial and marine. Children develop their understanding of recognising and identifying key physical and human geographical features of the world; how these are interdependent and how they bring about spatial variation and change over time. Children can: a use maps to locate the world's countries with a focus on Eastern Europe and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities b name and locate counties and cities of the United Kingdom, identifying their physical features, including mountains, and rivers, and land-use patterns; showing change over time c identify the position and significance of latitude, longitude, Equator,

Manor Park Primary Academy

Geography Progression in Skills and Knowledge Overview

		Meridian and time zones Key vocabulary to demonstrate knowledge and understanding in this strand: county, country, town, coast, physical features, human features, mountain, hill, river, sea, climate, tropics, tropical, of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.	Northern Hemisphere, Southern Hemisphere and use longitude and latitude to find locations on a map Key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, coordinates, latitude, longitude, contour, altitude, peaks, slopes, continent, country, city, North America, South America, border, key.
Place Knowledge	Children begin to compare places in the UK with a place outside of the UK. This builds on EYFS knowledge and understanding of the world, people and communities. Children can apply the skills of observing similarities and differences to places as well as people. **KS1 Geography National Curriculum** Pupils develop contextual knowledge of the location of globally significant places. They should develop knowledge about the world, the United Kingdom and their locality. Children begin to understand basic vocabulary relating to human and physical geography. Children can: a compare the UK with a contrasting country in the world; b compare a local city/town in the UK with a contrasting city/town in a different country; Key vocabulary to demonstrate knowledge and understanding in this strand: South America, London, Brasilia, compare, capital city, China, Asia, country, population, weather, similarities, differences, farming, culture, Africa, Kenya, Nairobi, river, desert, volcano	Children develop vocabulary relating to physical and human geographical features from KS1. They begin to develop the skills of comparing regions, by focusing on specific features. Children focus on comparing regions of the UK in depth and start to look at an area outside of the UK. **KS2 Geography National Curriculum** Children can 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. Children can: a understand geographical similarities and differences through the study of human geography of a region of the United Kingdom; b explore similarities and differences, comparing the human geography of a region of the UK and a region of South America; c understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom; d explore similarities and differences comparing the physical geography of a region of the UK and a region of South America; Key vocabulary to demonstrate knowledge and understanding in this strand: Amazon rainforest, Sherwood Forest, Sheffield, city, Yorkshire, physical features, human features, landscape, feature, population, land use, retail, leisure, housing, business, industrial, agricultural	Children develop their analytical skills by comparing areas of the UK with areas outside of the UK. They will have a deeper knowledge of diverse places, people, resources, natural, and human environments. They can make links to places outside of the UK and where they live. Children are encouraged to conduct independent research, asking and answering questions. **KS2 Geography National Curriculum** Children can 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. Children can: a understand geographical similarities and differences through the study of human geography of a region of the United Kingdom, a region of Eastern Europe and South America; b understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom, a region of Eastern Europe and South America; Key vocabulary to demonstrate knowledge and understanding in this strand: latitude, Caribbean, physical features, climate, human geography, land use, settlement, economy, natural resources
Human and Physical Geography	Building on EYFS knowledge of how environments may vary. Children begin to learn about the physical and human features of geography. **KS1 Geography National Curriculum** Children will understand key physical and human geographical features of the world. They identify seasonal and daily weather patterns. Children can: a 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; b 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; Basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.	Children have a stronger understanding of the difference between physical and human geography. They use more precise vocabulary, explaining the processes of physical and human geography and their significance. They learn more about extreme weather, the processes involved in the causes and effects of extreme weather, as well as beginning to understand the impact of humans on the earth. **KS2 Geography National Curriculum** Children locate a range of the world's most significant human and physical features. Explain how physical features have formed, why they are significant and how they can change. Explain the impact of humans on the earth in terms of land use, settlements and their direct connection to physical changes. Children can:	Children deepen their understanding of the difference between physical and human geography. They can explain the terminology of both aspects of geography with a range of examples. They spend time exploring human geography and the impact humans have on the world. They focus on trade links, resources and the distribution of resources around the world. Children also learn about the different types of mountains. **KS2 Geography National Curriculum** Children will locate a range of the world's most significant human and physical features. Explain how physical features have formed, why they are significant and how they can change. Children can understand how these are interdependent and how they bring about spatial variation and change over time. Children will deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Children can:

Manor Park Primary Academy

Geography Progression in Skills and Knowledge Overview

		describe and understand key aspects of: a physical geography, including: climate zones, biomes, volcanoes, tornadoes, tsunamis, earthquakes and the water cycle; b human geography, including: types of settlement and land use; Key vocabulary to demonstrate knowledge and understanding in this strand: mantle, outer core, inner core, magma, volcano, active, dormant, extinct, earthquake, epicentre, shock wave, magnitude, tsunami, tornado, climate, tropics, deforestation, evaporation, water cycle, evaporation, condensation, precipitation, cooling, filter, pollution, settlement, settler, site, need, shelter, food.	**describe and understand key aspects of:** a physical geography, including: climate zones, biomes and vegetation belts, mountains and the water cycle; b 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; Key vocabulary to demonstrate knowledge and understanding in this strand: environmental disaster, settlement, resources, services, goods, electricity, supply, generation, renewable, non-renewable, solar power, wind power, biomass, origin, import, export, trade, efficiency, conservation, carbon footprint, peak, plateau, fold mountain, fault-block mountain, dome mountain, volcanic mountain, plateau mountain, tourism, positive, negative, economic, social, environmental.
Geographical Skills and Fieldwork	Building on EYFS knowledge of their own environment, children begin to use maps to locate places and name features using keys and symbols. Children also begin to look at how the environment has changed over time. **KS1 Geography National Curriculum** Children can interpret geographical information from a range of sources. They can communicate geographical information in a variety of ways. Children can: a use world maps, atlases and globes to identify the countries, continents and oceans studied at this keystage b use simple compass directions and locational and directional to describe the location of features and routes on a map c devise a simple map; and use and construct basic symbols in a key d use simple fieldwork and observational skills to study the geography of the surrounding area, including key human and physical features, using a range of methods Key vocabulary to demonstrate knowledge and understanding in this strand: compass, 4-point, direction, North, East, South, West, plan, record, observe, aerial view, key, map, symbols, direction, position, route, journey, the UK, changes, tally chart, pictogram, world map, country, continent, human, physical.	Children begin to develop their map skills. They will be able to identify features on a map through the use of symbols and keys. Children begin to use fieldwork skills to monitor and explain patterns in human and physical features. **KS2 Geography National Curriculum** Children collect, analyse and communicate a range of data gathered through fieldwork that deepens their understanding of geographical processes. They interpret a range of sources of geographical information including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS). Children can: a use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied b use symbols and keys (including the use of Ordnance Survey maps), to build their knowledge of the United Kingdom and the wider world c use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and digital technologies Key vocabulary to demonstrate knowledge and understanding in this strand: sketch map, map, aerial view, feature, annotation, landmark, distance, key, symbol, land use, urban, rural, population, coordinates.	Children build on their map skills by communicating locations through grid references and coordinates. They also explain what makes a good map symbol and why. Children focus on observing and recording the changes of human features over time, for example trade patterns. **KS2 Geography National Curriculum** Children will become confident in collecting, analysing, and communicating a range of data. Children can explain how the Earth's features at different scales are shaped, interconnected and change over time. Children can: a use maps, atlases, globes and digital/computer mapping to locate countries and describe features b 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 c use fieldwork to observe, measure, record and present human features using a range of methods, including sketch maps, plans and graphs, and digitaltechnologies Key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, coordinates, latitude, longitude, key, symbol, Ordnance Survey, Silva compass, legend, borders, fieldwork, measure, observe, record, map, sketch, graph.

Manor Park Primary Academy

Geography Progression in Skills and Knowledge Overview

Skills Progression

Skill	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Location Knowledge	To talk about similarities and differences in relation to places, objects, materials and living things	Name and locate local town on a map of the United Kingdom Understand that they live in England which is a country within the United Kingdom Understand that the United Kingdom is made up of four different countries each with its own flag and capital city Name, locate and identify the four countries and capital cities of the United Kingdom and	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Understand that the United Kingdom is within Europe Understand that the world is made up of seven different continents Understand that continents are made up of multiples countries Be able to name and locate the world's seven	Name and locate countries and cities of the UK and within Europe identifying human and physical characteristics Name and locate countries within Europe and their capital Identify famous landmarks within Europe Understand that different countries within Europe have varied populations and speak different languages Understand the difference between Europe and the European Union	Locate the worlds countries, using maps to focus on Europe (inc the location of Russia) and North and South America Name and locate countries within North and South America Identify their environmental regions, key physical and human characteristics, major cities. Identify famous landmarks within North and South America Understand the differences in land use within a particular country	Locate and name principal cities of countries within Europe and North or South America Understand the eight points of a compass and how they are used to describe the locations of countries Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time zones, night and day Compare climate zones and discuss how they are dependent on their location on Earth Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn.	On a world map locate the main countries in Africa, Asia and Australasia/Oceania. Identify their main environmental regions, key physical and human characteristics, and major cities. Locate and name the main counties and cities in England. Compare populations of the main cities within the United Kingdom Understand how population has changed over time within regions of the United Kingdom and the reasons behind this (Link to Industrial revolution work done previously) Compare the land use in contrasting areas of the

Manor Park Primary Academy

Geography Progression in Skills and Knowledge Overview

		its surrounding seas Be able to identify the flags of each country Know that the Republic of Ireland is not a country of the United Kingdom	continents and five oceans. Understand that Oceans have multiple seas within them (linking to work done on seas surrounding UK)	Name and locate geographical regions and their identifying human and physical characteristics Identify key topographical features within parts of Europe (in hills, mountains, coasts and rivers) and name and locate main mountain ranges, rivers and seas	Understand the population density is different in particular parts of the country (urban and rural) Understand why particular areas of land are more suited to building cities or for agricultural use and why people settled in particular areas – link to rivers, coastline etc) Identify their environmental regions, key physical and human characteristics, countries and other major cities.	Identify differences within average temperature and rainfall at different lines of latitude	U.K and it has changed other time Locate and name main landmarks and physical features of the UK (Stonehenge, Edinburgh Caste, River Severn, Ben Nevis etc) Name and locate the key topographical features within the geographical regions of the U.K including coast, features of erosion, hills, mountain ranges and rivers. Understand how these features have changed over time.
Skill	**EYFS**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Place Knowledge	Notice detailed features of objects in their environment. Can talk about some of the things	Observe and describe the human and physical geography of a small area of the United Kingdom.	Understand geographical similarities and differences through studying the human and physical geography of a	Understand geographical similarities and differences through studying the human and physical geography of a	Understand geographical similarities and differences through studying the human and physical geography of a	Compare a region in UK with a region in N. or S. America with significant differences and similarities. Eg. Link to Fairtrade of bananas in St Lucia	Compare a region in UK with a region in N. or S. America with significant differences and similarities. Eg. Link to Fairtrade of bananas in St Lucia

Manor Park Primary Academy

Geography Progression in Skills and Knowledge Overview

	they have observed such as plants, animals, natural and found objects. To talk about the features of their own immediate environment and how environments might vary from one another.	Identify human and physical geographical features outlined in section below – including Identify famous buildings within a place in the U.K Identify different types of buildings Identify why people might visit the place Identify famous landmarks and areas of interest	place within the United Kingdom, and of a place in a non-European country. Compare the climate and temperature of the contrasting places Identify the similarities and differences between the buildings in both places Identify why people might like to visit both these places and begin to identify similarities and differences Identify the similarities and differences in the types of transport used in both places Compare societies of both places in terms of language and food they eat	region of the UK, and a region of Europe Compare the specific types of tourism in both regions and why people visit them Compare the climate zones of both regions or places and how they can vary (example North America has varied climates, it is colder in the North of England etc) Identify reasons for differences in buildings and types of transport within regions (population, land use etc) Identify famous landmarks and locations within the region. Compare the societies of both places in terms of language, the food	region of the UK, and a region of Europe Understand that tourism effects particular places and that it may be seasonal Compare the climate zones of both regions or places and how they can vary (example North America has varied climates, it is colder in the North of England etc Identify reasons why one region may generate more tourism than another (Weather, transport links, physical features etc) Examine infrastructure of places and why things such as transport systems vary	Understand some of the reasons for physical and human similarities and differences within particular regions and how it has changed over time Understand the links between climate and tourism and how and why this influences peoples decision to visit a place Identify areas within a particular region or place that generate the most tourism and explain reasons why (London in the U.K or the Greek Islands for instance) Identify how trade within the regions has changed over time and whether it is more or less prevalent that in the past Identify how physical features affect human activity within a region or place	Understand some of the reasons for physical and human similarities and differences within particular regions and how it has changed over time Identify the impacts of fair trade within regions and how changes around the world such as Brexit, famine, war etc can effect trade links Understand the impact of events within a region on their tourism (example – war, weather, global issues etc) Identify how physical features affect human activity within a region or place and ways in which this has changed over time (technology allowing better access, transport links etc) Identify the countries and regions that surround the place of study Compare the societies of both places in terms of language, the food they eat and the

Manor Park Primary Academy

Geography Progression in Skills and Knowledge Overview

				they eat and the leisure activities they do **Also refer to human and physical statements**	Identify the key trade within both regions and how it is similar/different Compare the societies of both places in terms of language, the food they eat and the leisure activities they do **Also refer to human and physical statements**	Identify the countries and regions that surround the place of study Compare the societies of both places in terms of language, the food they eat , the leisure activities they do, wealth distribution, economic prosperity, access to health care, schooling etc **Also refer to human and physical statements**	leisure activities they do, wealth distribution, economic prosperity, access to health care, schooling etc **Also refer to human and physical statements**
Skill	**EYFS**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Human and Physical Geography **(knowledge)**	Looks closely at similarities and differences, patterns and change To make observations of the environment and explain why some things occur and talk about changes.	Identify seasonal/daily weather patterns in the UK *Weather changes with the 4 seasons and from one day to the next* *Names and months of seasons* *Types of weather associated with*	Identify the characteristics of seasonal/daily weather patterns in the UK *Characteristics of seasonal and daily weather patterns/different weather types): hot, sunny, raining, cloudy, snow, fog, sleet, warm, mild, cloudy, windy,*	Describe and understand key aspects of: Physical geography including key topographical features (inc hills, mountains, coasts, rivers) and land patterns; coasts, rivers and the water cycle including transpiration	Describe and understand key aspects of: climate zones, biomes and vegetation belts. *<u>Biomes</u>: Areas of the planet with similar climates, landscapes, animals and plants. What lives in each biome depends on: how warm or cold it is;*	Human geography including trade between UK and Europe and ROW Fair/unfair distribution of resources (Fairtrade). *UK is an island nation so reliant on trade links with the rest of the world..* *Trade is the way people around the world buy and sell goods or services.* *Today, we have things in our homes that have been grown or made all over*	Describe and understand key aspects of : Physical geography including volcanoes, earthquakes and looking at plate tectonics and the ring of fire. *<u>Volcanoes</u>* *Word volcano comes from the island Vulcano, which is a volcanic island in Italy – which gets its name from the Roman god of fire – Vulcan.*

Manor Park Primary Academy

Geography Progression in Skills and Knowledge Overview

		seasons e.g. cold winters have frost and snow, April tends to have more rain hence 'April Showers', Autumn has more wind to blow the leaves off the trees. Seasonal weather patterns Daily weather patterns: sunny, raining, cloudy, windy Locate hot and cold areas of the world Hot areas of the world: Australasia, South America, Middle East Cold areas of the world Northern Europe, North Pole and South Pole Most really hot and cold countries have roughly the same	*gales, storms, blizzards, hallstones, rain, showers, drizzle, spitting, down poor, thunder storms, lightening, thunder What causes a rainbow? Temperature ranges from hot to cold depending on* the season *Wind direction and strength are weather dependent How does weather effect us throughout the year and on a daily basis? Recognise weather symbols Weather forecasts predict the weather – study of meteorology Explain some of the dangers that weather can cause* Locate hot and cold areas of the world in relation to the equator and the	*<u>Topography</u> – surface feature s of the earth can be natural formations e.g. mountains, rivers, lakes, streams and valleys or man made e.g. roads, dams and cities. Topography looks at how landforms physically impact the area? Landforms such as mountains are studied in relation so their elevation/height in relation to sea level Elevation is shown on maps by contour lines. Each contour line represents a given elevation e.g. 100m. On some maps, numbers on the lines tell you what the elevation for the contour is. The closer the contour lines, the steeper the slope of the land.* *<u>Mountains</u> – dictionary definition*	*how dry or wet it is; how fertile the soil is. Animals in a Biome depend upon plants for food. Plants in a Biome often also depend on animals for pollination and seed dispersal. Biomes are: tropical rainforests, deserts, savannah, temperate forest (woodlands), grasslands tundra and taiga forest. Aquatic biomes: marine, freshwater and coral reef. Features of each biome e.g. vegetation or plant life as a whole within a certain area – vegetation belts, wildlife and climate, Indigenous people* Types of settlements in modern Britain: villages, towns, cities.	*the world. Ships, planes and trains are examples of how goods get from one place to another. Export: a product we sell to other countries who can't or do't make enough of the product that is needed Import: a product we buy form other countries because we can't or don't make enough of the product that we need. Hoe are have certain products travelled and where from? Goods exported from the UK and imported to the UK e.g. top product exported by the UK is cars. Top product imported by the UK is crude petroleum (used to make petrol) Japan is a country with limited resources but is still one of the richest countries in Asia – Nintendo, Sony, Toyota, Honda etc. European/ROW countries the UK imports good from European/ROW countries the UK exports good to Maps to show trade links*	*What is the earth made of: crust, mantle, outer core, inner core Where are most volcanoes located? On the Ring of Fire an area of the Pacific Ocean that is shaped like a horseshoe. 90% of the worlds earthquakes and 75% of the world's volcanoes are found here. It has 452 volcanoes. Name and locate famous volcanoes e.g. Mount St Helens in Washington USA, Mount Vesuvius, Naples, Italy, Mount Fuji, Japan, Popocatepetl, Mexico. Currently, the largest active volcano is Mauna Loa in Hawaii at 13,677 feet above sea level. Volcanoes are formed by the mantle moving and creating pressure underneath the earth's crust. When it leaks through the crust it is called a volcano. Over time, as the mantle leaks out, the volcano gets bigger. Three stages of a volcano: active, dormant and extinct. There are more than 1500 active volcanoes on earth and 80 volcanoes under the sea. Volcanoes erupt because the earth's crust is made up of*

Manor Park Primary Academy

Geography Progression in Skills and Knowledge Overview

		temperature all year round and may not have 4 seasons. Use basic Geographical vocabulary to refer to key physical features (inc – beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather) and human features of their school and local area (inc city, town, village, factory, farm, house, office, port, harbour, shop)	North and South poles. *World is divided in a number of ways: northern hemisphere, southern hemisphere, equator, North and South Poles.* *Equator - imaginary line that divides the earth in half, an equal distance between the North and South Poles, weather on the equator is hot all year round (because it is the nearest part of the earth to the sun)* *North Pole – northernmost point on earth, no land – only ice, It is freezing cold all year round, in summer the sun never sets.* *South Pole – southernmost place on earth, the land here is covered in*	*is higher than a hill: it rises high above surrounding terrain, made from rocks and earth; sloping sides, sharp or rounded ridges and peaks, can be rocky or barren or have trees going on their sides, can have snow on their peaks; can be found on land and under the sea, formed by gigantic movements of the earth's crust; different types of mountains: folded, block, dome, volcanic and plateau. Mountain ranges are long chains or groups of mountains, half the world's fresh water originates in mountains, valley summit, foot slope, formed a very long time ago, weather on a mountain* <u>Climate Zones:</u> *There are different climate*	<u>Land use</u>*: term used to describe the function of the land. Land use varies from place to place. Rural areas used for forestry or farming vs urban areas used for industry or housing. Land can also be used for the following: agriculture, forestry, housing, conservation or reservoirs.* *Types of farming e.g. dairy or arable (crops)* *Transport links in rural vs urban areas* <u>Rivers:</u> *rivers start at the highest point in an area usually mountains or hills where rainwater or melting snow collects and forms tiny streams, flow downstream, gains more water from other streams, rivers, springs, added rainfall and other water sources;*	*Trade with the EU/ROW before and after Brexit* *The meaning of fair trade – not all trade is fair as not everyone benefits equally from trading.* *Many people believe that international rules on trading are fairer for the richer countries and make poor people even poorer.* *Story of the banana. Which job would you want? Banana worker, plantation owner, shipper, importer/ripener, shop or supermarket owner. (See attached PP)* *Knowledge and understanding of why fair trade is important - fair trade helps the producer receive a guaranteed fair price for what they are selling so their quality of life should improve. Fairtrade logo on supermarket products e.g. bananas. These products cost a little more but many believe that it is a small price to pay to help people around the world live a better life. Fairtrade also sets minimum standards for*	*tectonic plates which fit together like a jigsaw puzzle and move about. When the plates move in different directions and speeds they collide or brush past each other which can cause earthquakes or volcanic eruptions. This is called the theory of plate tectonics.* *Parts of a volcano: magma chamber or reservoir, throat, conduit, layers of lava and ash, vent, crater, ash cloud* *Types of volcano: composite volcanoes, Cinder Cones, Shield Volcanoes* *Difference between magma and lava – magma is liquid rock inside a volcano. Lava is the name for liquid rock that has flowed out of a volcano.* *Pyroclastic flow – a liquidised mixture of sold and part-solid fragments and hot, expanding gases. They look like a snow avalanche but are extremely hot and contain poisonous gases. They move at the speed of a hurricane and are the most deadly of volcano activities.* *There are volcanoes on other planets e.g. Mercury, Mars, and the moons of Jupiter (Io) and Neptune (Triton).*

Manor Park Primary Academy

Geography Progression in Skills and Knowledge Overview

			ice, it is much colder than the North Pole Countries near the equator are *usually hot all year round and do not have seasons. Hot and cold countries usually remain hot or cold all year round.* Use basic Geographical vocabulary to refer to key physical features (inc – beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather) and human features (inc city, town, village, factory, farm, house, office, port, harbour, shop) within the U.K and a non-European country <u>Coasts:</u> *Where land and sea meet; features and*	*zones: temperate, cold, wet, warm, tropical, arid and polar.* *Climate is what weather conditions are like over time. Weather is the condition that is occurring at present e.g. it's raining.* *Higher places are colder as are places closer to the North and South Poles.* *Most tropical climates are near the equator.* *Longitude, latitude and rainfall are factors that determine the climate of an area.* *Arid places (deserts) can reach 40 degrees centigrade during the day and 0 degrees at night.* *Temperate climates usually have deciduous trees* <u>Settlements</u> *are places where people live and work and*	*when one water stream meets another and they merge, the smaller stream m is called the tributary; rivers become larger as it collects water from multiple tributaries; rivers are freshwater (not saltwater), usually flow to a large lake or the sea; end of the river is called the mouth; rivers flow in channels, bottom of the channel is called the bed, side is the bank; confluence, delta, estuary, floodplain, levee, meander, mouth, oxbow lake, waterfall. most settlements are built along rivers. Rivers provide food, energy recreation, transportation routes and irrigation for drinking.* <u>Water Cycle:</u> *water covers nearly 75% of*	*pay and work conditions.* *Products that are fairly traded –tea, coffee, chocolate and sugar.* *The fair trade process for some products* *Global supply chains* *Goods can be the product of more than one country* *Understand the term globalisation* *Positive and negative effects of multinational companies on local trade* *How has trading changed over time and grown in the last century?* Understand the distribution of natural resources focussing on energy *Resource definitions:* *Abiotic - non-living e.g. minerals such as iron used to make steel* *Biotic – previously living e.g. biofuel such as palm oil or timber* *Renewable – resources that can be replenished e.g. water, wind and solar power* *Non-renewable – can only be used once and will*	<u>Plate Tectonics</u> *100 million years ago all the continents were joined as one. This was called the Pangea.* *They kept moving gradually, a few centimetres a year to where they are now.* *The earth's crust is broken up into 12 large tectonic plates and a number of smaller ones. They float on the outer mantle. When the plates move, the continents shift along with them – this is called continental drift. When the tectonic plates rub up together causing friction, mountains can be formed, earthquakes happen, trenches can appear or volcanoes erupt.* *There are different types of tectonic plate movements:* *Divergent – plates move apart and new crust is created by liquid rock pushing up from the mantle.* *Convergent – where two plates move towards each other and one is submerged or sinks beneath the other one.* *Transformed boundaries - Plates move past each other and cause friction.*

			formation of; beaches, sand dunes, cliffs, bays, arches, stumps, spits, stacks, headlands; wave action erodes coastal rocks; pebbles wear away coastal cliffs by abrasion; groynes are used to stop sand being swept away from a beach; places where people go for holidays, sunbathe on beaches and explore rock pools and caves	*they have facilities e.g. schools, parks or shops.* *Settlements can be permanent or temporary. Some may start as temporary then become permanent over time.* *A settlement is built on a settlement site. The situation of this site is very important* *Factors influencing where to build a site are:* *Dry point sites – areas with no flooding risk.* *Aspect – south facing (gets the most sun during the day)* *Trading centres – often settlements grow near ports, main roads, motorways and railways for easy travel access.* *Possible differences between settlements: hamlet (very small group of*	*earth's surface; most of the earth's surface water is permanently frozen or salty; over 90% of the world's fresh water is found in the Antarctica; the water on earth today has always been here* *Evaporation - sun heats up water, water vapour or steam evaporates into the air* *Transpiration – people perspire, plants transpire; the process by which plants lose water out of their leaves.* *Condensation – water vapour in the air gets cold and changes back into liquid, forming clouds.* *Precipitation – when so much water has condensed that the air cannot hold it anymore. Clouds get heavy and water falls back to earth in*	*eventually run out e.g. oil, gas and coal* *Global distribution of fuel resources:* *Oil - is unevenly distributed around the world with the majority of reserves found in the Middle East (Saudi Arabia, Iraq and Iran. Other Key countries that have oil are Venezuela, Russia and Nigeria.* *Gas – Distribution is similar to that of oil. However, Russia has the largest reserve of gas.* *Coal – Nearly 75% of coal reserves are found in 5 countries: USA, Russia, Australia and India. These countries use a lot of coal and export it around the world. As it has a damaging effect on the environment, a lot of countries are using it less and moving towards cleaner energies.* *Bioethanol – can be used for fuel for a wide range of things and can power cars. It is made from growing crops such as maize, which is converted to bioethanol. It is made*	*What will the earth look like in a couple of million years from now.* *<u>Earthquakes</u>* *Most earthquakes happen in the ring of fire.* *When two tectonic plates push against each other for prolonged periods of time, friction causes pressure to build up. When it beomes so great, it is suddenly released as a powerful shock wave – an earthquake.* *Most earthquakes are so small they can only be detected by specialist equipment called Seismographs. They measure the power of an earthquake at its origin (epicentre) on a scale called a Richter Scale.* *Another measure is the Mercalli Scale based on people's observations during an earthquake.* *Some can be so powerful, they can destroy whole towns and cities in minutes.* *Earthquakes in the UK are rare. In Japan, they are relatively common so the Japanese take earthquake resistant precautions such as designing buildings that are*

Geography Progression in Skills and Knowledge Overview

				homes,) village (few shops, post office, village hall, primary school and doctors surgery) town (more buildings, railway station, secondary school and shopping centres) city lots of bulldogs and people, cathedral, sports stadium, universities and hospitals) *Functional settlements: ports where ships bring goods to and from the UK; market towns where local market traders/farmers buy and sell produce, resorts for people to go on holiday, industrial towns with factories and businesses.*	*the form of rain, hail, sleet or snow.* *Collection: when water falls back to earth as precipitation, it may fall into oceans, rivers or on land.* *When it ends up on land, it will either soak into the earth and become part of the ground water that plants and animals use to drink or it may run over the soil and collect in the oceans, lakes rivers and seas where the cycle starts again.*	*in countries that want to reduce the import of oil e.g. USA and Canada or are rapidly industrialising and require a domestic source of fuel e.g. India and China.* *Solar – used in places where there are clear skies and little cloud cover.* *Wind power – wind turbines* *Natural resources of the world are unevenly distributed with some regions having far more resources than others. This is because minerals, water, soil, vegetation, animals, air and sunlight are all needed to create resources such as fuel, food, clothing and shelter – but some places have more than others e.g. places close to the equator receive more sunlight and rain; temperate forests have more moderate climates along with fertile soil, timber and wild life; minerals such as iron and tin are common in areas*	*earthquake resistant that sway with the shock waves. Or, by providing earthquake shelters and practice (earthquake drills) what to do when an earthquake strikes* *When an earthquake happens, take cover under a table, or doorway, stay calm, stay in until told its safe to go outside.* *Stay safe in an earthquake by always having a safety kit – water, torch, radio, batteries, first aid kit, extra clothes and shoes and tinned or dried food.* *<u>Tsunamis</u>* *Giant waves triggered by volcanic eruptions or earthquakes under the sea. Waves can spread out for thousands of miles from the epicentre and travel at speeds of up to 600mph.As it reaches the shore line, the raised bed of the ocean floor slows it down and raises its height. By the time it reaches the shore it can be as tall as 100ft.* *Unlike other waves, it doesn't crest and break. It moves as a solid wall of water that crashes over the coastline destroying everything in its path. Once its momentum*

						with strong tectonic activity *Renewable and non-renewable resources of the UK are also unevenly distributed.* *Water distribution – there is a lock of reliable sources of adequate quality water to meet the demands of everyone = water scarcity.* *To have a reliable source of adequate quality water to meet the demands of everyone (to maintain health, food and the economy) = water security.* Types of settlements in historical Britain and how they've changed over time E.g. cities *City Zones: oldest parts usually in the centre: central business district – shops, entertainment offices, traditionally needed to be in central positions to attract customers and workers. Now can be found outside*	*stops, it then starts to recede, dragging everything back into the sea.* *They are usually in multiple waves which can continue to hit the shore for several hours.* *The word Tsunami originates from Japan. In 2011, it was struck by a Tsunami that claimed nearly 16,000 lives.* *Most deadly Tsunami in history was in Sri Lanka in 2004. According to a US geological survey, it released the energy equivalent t0 23,000 Hiroshima type atomic bombs and a 600 mile rupture (trench) on the ocean floor. It hit 11 countries, travelling faster than an air liner and killed 220,000 people.* *Tsunami warning centres around the globe are on constant alert monitoring under water earthquakes that are large enough to trigger Tsunamis. Their goal is to alert vulnerable coastlines and give residents time to evacuate*

						of cities such as Cheshire Oaks outlets. *inner city - in past tightly packed houses and factories. Had to be central as most people had to walk to work. Today, this area usually has a cities' oldest buildings with many having their use change or have been redeveloped. Also, terraced housing and high rise flats have been built in their place as they take up less space. inner suburbs – over time cities spread out and suburbs were created as transport improved. Land was cheaper here so houses were bigger, often semi detached with gardens* *outer suburbs – nearer edge of city. Contains larger, modern, usually detached houses and housing estates. Over time, retail parks have been built in this area and contain large supermarkets and chain stores. Businesses have also moved into this zone.*	

Manor Park Primary Academy

Geography Progression in Skills and Knowledge Overview

						e.g. urban change and regeneration: inner city areas that have become run down; as a result people and businesses move out; called urban sprawl and puts pressure on greenfield sites. Greenbelts have been set up to protect the countryside from becoming part of the urban sprawl. Or, inner city areas that have become run down are being regenerated e.g shops, restaurants, schools etc, this is called re-urbanisation *Re-urbanisation case study* *How has land use changed in your local area?*	
Skill	**EYFS**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Geographical Skills and Fieldwork	Enjoys playing with small world models such as farm, a garage or a train track Uses positional language	Use world maps, atlases and globes to identify the United Kingdom and its countries. Use simple compass directions (North, East,	Use maps, atlases and globes to identify the continents and oceans studied at this key stage. Use aerial photographs and plan perspectives to recognise	Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. Learn the eight points of a compass,	Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied Use the eight points of a compass, four-	Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps	Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. Extend to 6 figure grid references with teaching of latitude and longitude in depth.

Manor Park Primary Academy

Geography Progression in Skills and Knowledge Overview

	Can describe their relative position such as behind or next to Children use everyday language to talk about positions and distance to solve problems	South and West), to describe the location of features and routes on a map. Use locational and directional language (eg, near and far, left and right), Describe the location of features and routes on maps. Use photographs to recognise landmarks and basic human and physical features Devise simple picture maps. Use simple fieldwork and observational skills to study the geography of their school and the local area	landmarks and basic human and physical features Use compass points to describe the continents in relation to each other Devise a simple map; and use and construct basic symbols in a key. Use fieldwork and observational skills to study the key human and physical features of the schools surrounding areas.	and four-figure grid references. Use fieldwork to observe, measure 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.	figure grid references, symbols and key (to build their knowledge of the United Kingdom and the wider world.) Use fieldwork to observe, measure 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.	and lines of longitude and latitude) to build their knowledge of the United Kingdom in the past and present. Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including creating maps, plans and graphs, and digital technologies.	Expand map skills to include non-UK countries. Use fieldwork to observe, measure 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.