



## Curriculum Progression Map

### Subject: Geography

*At Avanti House Primary School, the History and Geography curriculum teaches pupils about the world in which they live and how it has changed over time by building on prior knowledge, introducing new vocabulary and developing historical and geographical skills following the National Curriculum. Opportunities for moral growth and spiritual insight are underpinned throughout this curriculum thus making the world a better place.*

#### **Geography Intent**

Our aim is to inspire all pupils with a sense of curiosity, awe and wonder about the world and its people that will remain with them for the rest of their lives. Our Geography curriculum enables children to explore and investigate the manmade and natural processes that impact on our planet. We aim to equip them with knowledge about diverse places, people and resources, together with a deeper understanding of the Earth's key physical and human processes and how this interaction affects the formation and use of landscapes and environments. In addition, we aim to provide children with key geographical skills with an all-inclusive, stimulating and enriching curriculum through real-life experiences such as local fieldwork, reading maps, atlases and compasses, residential trips and exploring the school environment through nature trails etc. The geographical skills include reading maps, atlases, globes and digital/computer mapping, using compasses, grid references, symbols and keys as well as observing, collecting and analysing data from fieldwork.



Key areas	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Topics</b>	<p>All About Me</p> <p>Celebrations and Festivals</p> <p>Let's Pretend</p> <p>Animals</p> <p>People who help us</p> <p>Changes</p>	<p>Africa</p> <p>British Wildlife</p> <p>Let's go on a safari</p>	<p>Around the World</p> <p>My World and Me</p> <p>Map makers</p>	<p>Investigating our local area</p> <p>Exploring Madagascar</p> <p>Invaders and Settlers – The Romans</p>	<p>Africa</p> <p>Scandinavia</p> <p>Our European neighbours</p>	<p>Natural Resources and the environment</p> <p>USA Road trip</p>	<p>Extreme Earth</p> <p>Our Mountain environment</p>
<p><b>Key knowledge</b></p> <p><b>Human Geography</b></p>	<p>Use senses to describe different places and plants.</p> <p>Make observations and talk about changes in plants and places.</p>	<p><b>UK/Great Britain</b></p> <p>To name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas.</p>	<p><b>Continents</b></p> <p>To compare life in different continents (UK and another continent).</p>	<p><b>Biomes</b></p> <p>To compare different settlements and ways of living within different biomes.</p>	<p><b>Climate</b></p> <p>To understand why people settle in the places they do.</p>	<p><b>Sustainability</b></p> <p>To understand how humans choose and make their settlements and the impact we have on the environment.</p>	<p><b>Extreme Earth</b></p> <p>To identify extreme weather patterns and their impact on humans.</p>



<b>Physical Geography</b>	<p>Make observations and talk about natural and found objects.</p> <p>To show care and concern for living things and the environment.</p>	<p><b>UK/Great Britain</b></p> <p>To know the main physical features of the UK and to identify seasonal and daily weather patterns in the United Kingdom.</p>	<p><b>Continents</b></p> <p>To name and locate the seven continents and five oceans.</p> <p>To identify seasonal and daily weather patterns in hot and cold areas of the world in relation to the Equator and the North and South Poles.</p>	<p><b>Biomes</b></p> <p>To be able to describe different biomes and why they exist based on climate zones etc.</p> <p>To understand geographical similarities and differences through the study of human and physical geography of a region of the UK.</p>	<p><b>Climate</b></p> <p>To understand why there are different climate zones and how they link to the Equator.</p> <p>To understand geographical similarities and differences through the study of human and physical geography of a region in a European country.</p>	<p><b>Sustainability</b></p> <p>To understand where natural resources come from.</p> <p>To understand geographical similarities and differences through the study of human and physical geography of a region in North or South America.</p>	<p><b>Extreme Earth</b></p> <p>To understand that the Earth's crust is made up of tectonic plates; the movement this causes and the phenomena this leads to.</p> <p><b>Water and climate</b></p> <p>To understand the water cycle and how it links to longitude and latitude.</p>
	<p>Make comparisons between different environments.</p>						
	<p>Make observations and explore our current/ immediate environment.</p>						



<p><b>Key Skills</b></p> <p><b>Understanding and making maps</b></p> <p><b>Following and giving directions</b></p>		<p>Use world maps, atlases and globes to identify the United Kingdom and its countries.</p> <p>Use and make simple maps of own area (e.g. classroom, school...), using pictures and 3D objects to represent features.</p>	<p>Use world maps, atlases and globes to identify the 7 continents and 5 oceans.</p> <p>Use simple compass directions (north, south, east and west) and directional language to describe the location of features and routes on a map.</p> <p>Devise a simple map; and use and construct basic symbols in a key.</p>	<p>Name and locate counties and cities of the UK, 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.</p> <p>Use and make globes and maps with simple scales. Use symbols to represent human and physical features.</p>	<p>Locate the world's countries, using maps to focus on Europe (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Use eight points of the compass and four figure grid references to give and follow directions.</p>	<p>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.</p> <p>Use and make maps and plans with different scales. Use standard Ordnance Survey symbols to represent human and physical features.</p>	<p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>Use eight points of the compass and six figure grid references to give and follow directions.</p>
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<p><b>Analytical skills</b></p>		<p>Simple observational skills to study the key features of the school grounds.</p>	<p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p>	<p>Simple fieldwork and observational skills to study the geography of the school grounds (key human and physical features) and the surrounding environment.</p>	<p>Use a range of methods (sketch maps, plans, graphs, digital technologies) to observe, measure, record and present key features in local area.</p>	<p>Local fieldwork/ investigative work to collect, analyse and communicate data.</p> <p>Use a variety of graphs to find trends and anomalies.</p>	<p>Use aerial photographs and plan perspectives to recognise landmarks and their physical features.</p> <p>Use different numerical and quantitative skills to interpret these maps and plans.</p>
	<p><b>Key Vocabulary</b></p>		<p><i>Country, land, city, sea, ocean, island, capital city, town, village, factory, farm, house, office, port, harbour, shop, beach, cliff, coast, forest, mountain, hill, sea, river, soil, season, weather</i></p>	<p><i>Continent, city, town, village, factory, farm, house, beach, cliff, coast, forest, mountain, hill, sea, river, soil, season, weather, ocean, valley, vegetation, Equator, North and South Poles</i></p>	<p><i>Types of settlement, land-use, biomes, climate zones, vegetation belts, rivers, coasts, hills, mountains, Equator, Northern and Southern Hemisphere, Tropics of Cancer and Capricorn,</i></p>	<p><i>Types of settlement, land-use, economic activity, trade links, biomes, climate zones, vegetation belts, rivers, coasts, hills, mountains, Equator, Northern and Southern Hemisphere, Tropics of Cancer</i></p>	<p><i>Natural resources, energy, food, minerals, water, sustainability, environment, biomes, climate zones, vegetation belts, rivers, coasts, hills, mountains, Equator, Northern and Southern Hemisphere,</i></p>



				<i>Arctic and Antarctic Circle</i>	<i>and Capricorn, Arctic and Antarctic Circle, Prime/Greenwich Meridian time zones</i>	<i>Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, Prime/Greenwich Meridian time zones, trends, anomalies</i>	<i>and Capricorn, Arctic and Antarctic Circle, Prime/Greenwich Meridian time zones, trends, anomalies</i>
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