



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.



Year group and topics	Substantive knowledge	Disciplinary knowledge	Vocabulary
Reception			
<p>Year 1</p> <p>Africa- Kenya (BHM link)</p> <p>United Kingdom</p> <p>Weather and seasons</p>	<p>Africa- Mugurameno village, Zambia (BHM link)</p> <p>L1: To locate Zambia on a map.</p> <p>L2: To identify key human and physical features of Zambia.</p> <p>L3: To learn how people use the river of Mugurameno.</p> <p>L4: To identify different animals and plants that grow in Zambia/ Mugurameno</p> <p>L5: To discover what life was like in Mugurameno i.e., food/ entertainment/ homes.</p> <p>L6: To compare school life in Mugurameno and where we live.</p> <p>The United Kingdom</p> <p>L1: To locate the four countries of the United Kingdom.</p> <p>L2: To identify the four capital cities and surrounding seas of the United Kingdom.</p> <p>L3: To explain the difference between human and physical features.</p> <p>L4: To describe the human and physical features of one of the UK's capital cities.</p>	<p>Locational knowledge</p> <ul style="list-style-type: none"> Using a globe/atlas to locate the 4 countries of the UK. Use a globe/atlas to locate Africa (comparing locality) Using a globe/map to locate capital cities of the UK. Using a globe/map to locate villages/cities in an African country. Using a globe/map to locate surrounding seas/bodies of water around a country. <p>Place knowledge</p> <ul style="list-style-type: none"> Find similarities and differences by studying a small area of the UK and a contrasting non-European country. <p>Human and physical geography</p> <ul style="list-style-type: none"> Use basic geographical language to identify human and physical features. Locate where the equator, north and south pole are. Locate the hot and cold areas of the world in relation to the equator. <p>Geographical skills and knowledge.</p> <ul style="list-style-type: none"> To use a map/globe to locate countries/ cities/ bodies of water. To use simple fieldwork and observational skills to study the geography of their school (human and physical) 	<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>L5: I can describe the characteristics of the four countries of the United Kingdom</p> <p>L6:</p> <p style="text-align: center;">Weather and seasons</p> <p>L1: To order the months of the year and recognise the seasons.</p> <p>L2: To identify the differences between the seasons.</p> <p>L3: To use clues/sources to decide what season we are in.</p> <p>L4: To identify the types of clothing worn in different weather.</p> <p>L5: To identify the types of weather we have in the UK and record the daily weather in our area.</p> <p>L6: To explore how the weather affects different jobs.</p> <p style="text-align: center;">Local Area Study (in history progression map)</p>	<ul style="list-style-type: none"> Use simple fieldwork to ask and answer questions about the school and its locality. 	
<p style="text-align: center;">Year 2 Continents and oceans Hot and cold places Map Makers</p>	<p style="text-align: center;">Continents and oceans</p> <p>L1: To understand where I am in the world.</p> <p>L2: to locate on a map the seven continents.</p> <p>L3: to locate on a map the oceans that link the continents.</p> <p>L4: To describe where the different continents are located.</p> <p>L5: to spot the physical and human features of a continent.</p>	<p>Locational knowledge</p> <ul style="list-style-type: none"> Use a globe, a map and an atlas to identify and locate countries, continents and oceans. Name, locate and identify characteristics of the seven continents. <p>Place knowledge</p> <ul style="list-style-type: none"> Make comparisons use geographical language and concepts between localities. 	<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>L6: To show my understanding of a continents.</p> <p style="text-align: center;">Hot and cold places</p> <p>L1: To identify hot and cold places and locate them on a map.</p> <p>L2: To recognise the features of a hot and cold place.</p> <p>L3: To explore a hot or cold place.</p> <p>L4: To identify the animals that live in hot and cold places and how they adapt.</p> <p>L5: To compare a pack list for a trip to a hot and cold place.</p> <p>L6: To describe what I would see in a hot or cold place.</p> <p style="text-align: center;">Map Makers</p> <p>L1: To identify and describe the purpose of different types of maps.</p> <p>L2: To identify human and physical feature on various types of maps.</p> <p>L3: To be able use simple compass directions to describe location.</p> <p>L4: To use a simple map to locate objects (orienteering)</p>	<p>Human and physical geography</p> <ul style="list-style-type: none">• Identify seasonal and daily weather patterns in the United Kingdom. <p>Geographical skills and knowledge.</p> <ul style="list-style-type: none">• To describe locational features and routes on a map and applying directional language.• Devise a simple map and use basic symbols in a key.• Recognise landmarks and basic human and physical features.• Use simple compass directions (N, E, S, W) To describe the location of features on a map.• Use simple fieldwork and observational skills to study the geography of their school and its grounds.	
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	<p>L5: To create my own areal map of the school/classroom.</p> <p>L6:</p>		
<p>Year 3 Climate zones Local Area Rainforests</p>	<p style="text-align: center;">Climate zones</p> <p>L1: To identify the different lines of latitude and explain how it is linked to climate.</p> <p>L2: To locate different climate zones and explore the differences between the northern and southern hemisphere.</p> <p>L3: To compare temperate and tropical climates.</p> <p>L4: To compare weather patterns within a climate zone.</p> <p>L5: write a weather forecast for a typical day in your choice of climate zone.</p> <p>L6: To identify the characteristics of each climate zone.</p> <p style="text-align: center;">Local Area</p> <p>L1: To locate the local area on a map.</p> <p>L2: To describe the distinctive human and physical features of our local area.</p> <p>L3: To use fieldwork to observe, measure and record a range of data of our local area- Local area walk.</p> <p>L4: To record the features of the local area using a sketch map.</p>	<p>Locational knowledge</p> <ul style="list-style-type: none"> Use a globe/map to locate the worlds rainforests. <p>Place knowledge</p> <ul style="list-style-type: none"> Use a globe/map to locate our local area. Use a globe, a world map in an atlas to locate countries. <p>Human and physical geography</p> <ul style="list-style-type: none"> Identify human and physical features of the local area. Describe the physical features of the rainforest. Understand why there are different climate zones and how they relate to the equator. Read and use four points of a compass (N, S, E, W), letter-number coordinates and pictograms to represent information on a map. <p>Geographical skills and knowledge.</p> <ul style="list-style-type: none"> Draw sketch maps using their own symbols and key Use a globe, a world map in an atlas to locate countries. Read and use four points of a compass (N, S, E, W), letter-number coordinates and pictograms to represent information on a map. Draw sketches to represent observations in the field. Carry out observational tally counted surveys. Draw sketch maps using their own symbols and key 	<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, Arctic and Antarctic Circle</i></p>



	<p>L5: To describe how the local area has changed over time.</p> <p>L6:</p> <p style="text-align: center;">Rainforests</p> <p>L1: To recognise what a rainforest is and locate them on a map.</p> <p>L2: To identify how rainforests are structured.</p> <p>L3: to recognise the geographical features of a rainforest.</p> <p>L4: To describe and explain the impact of deforestation on the rainforest.</p> <p>L5: To explain the importance of the Amazon rainforest.</p>		
<p style="text-align: center;">Year 4 Africa Rivers European neighbours</p>	<p style="text-align: center;">Africa</p> <p>L1: To identify Africa on a map and locate some of its countries.</p> <p>L2: To understand why there are different biomes in Africa.</p> <p>L3: To identify significant geographical features of Africa.</p> <p>L4: To identify key exports of African countries.</p> <p>L5: To compare the daily life of an African child with a British child.</p> <p>L6:</p>	<p>Locational knowledge</p> <ul style="list-style-type: none"> . <p>Place knowledge <i>Use regional maps in an atlas to locate and the index in an atlas to locate places and features studied</i></p> <p>Human and physical geography</p> <ul style="list-style-type: none"> <i>Read and use eight points of a compass, numerical coordinates and simple keys.</i> <p>Geographical skills and knowledge.</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 and Capricorn, Arctic and Antarctic Circle, Prime/Greenwich Meridian time zones</i></p>



	<p style="text-align: center;">Rivers</p> <p>L1: To describe the water cycle, explain what a river is and locate the world's longest rivers on a map.</p> <p>L2: To describe how rivers are used around the world.</p> <p>L3: To identify the stages and features of a river, and the way that land use changes from the source to the mouth.</p> <p>L4: To recognise and explain how human activity affects rivers.</p> <p>L5: To recognise and explain how flooding affects communities.</p> <p>L6: To identify the key characteristics of one of the world's longest rivers.</p> <p style="text-align: center;">European neighbours</p> <p>L1: To locate Europe and investigate key information about its principal countries.</p> <p>L2: To identify significant physical features of Europe.</p> <p>L3: To describe the human features of a European country (focus on trade/government/population etc)</p> <p>L4: To compare the climate of various European countries (focus on reading graphs)</p>	<ul style="list-style-type: none">• Carry out surveys and questionnaires to explore a geographical question and graph the result using bar charts, etc.• <p>Locational knowledge</p> <p>Place knowledge</p> <p>Human and physical geography</p> <p>Geographical skills and knowledge.</p>	
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	<p>L5: To identify similarities and differences between a European country and England.</p> <p>L6: To use a range of methods to present key features of an area.</p>		
<p>Year 5 American road trip Natural resources World trade</p>	<p style="text-align: center;">American road trip</p> <p>L1: To locate North America on a world map, including through using latitude and longitude.</p> <p>L2: To identify the locations of different Native American tribal groups.</p> <p>L3: To understand the human and physical features of the Rockies.</p> <p>L4: To describe the volcanic eruptions at Mount St Helens and the impact it had on surrounding areas.</p> <p>L5: To investigate and evaluate the key features of a US state.</p> <p>L6: To compare (a state) with England/Stanmore</p> <p style="text-align: center;">Climate change (Hamilton Trust)</p> <p>L1: To understand what the greenhouse effect and climate change are.</p> <p>L2: To Identify natural and human causes of climate change.</p>	<p>Locational knowledge</p> <p>Place knowledge</p> <ul style="list-style-type: none"> Use a globe/atlas to locate countries/cities on a map <p>Human and physical geography</p> <ul style="list-style-type: none"> Use different types of thematic maps in atlases and on the computer to locate places, features and explore issues relating to the locality studied. <p>Geographical skills and knowledge.</p> <ul style="list-style-type: none"> Read and use compass points and bearings to 10 degrees, four and six figure grid references, keys and colour coding to represent information on a map. Relate digital images to maps and plan representations of location. Developing some maps and plans using technology (computer graphics programs). 	<p><i>Natural resources, energy, food, minerals, water, sustainability, environment, biomes, climate zones, vegetation belts, rivers, coasts, hills, mountains, Equator, Northern and Southern Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, Prime/Greenwich Meridian time zones, trends, anomalies</i></p>



	<p>L3: To describe in detail how a plant or animal species is being impacted by climate change.</p> <p>L4: To identify ways in which children’s rights are being affected by climate change.</p> <p>L5: To explain some different ways in which people are taking climate action.</p> <p>L6: To identify and compare ways in which schools can take climate action.</p> <p style="text-align: center;">World trade (small unit/project)</p> <p>L1: To explore some of the reasons for trade in different parts of the world.</p> <p>L2: To understand how world trade works (practical lesson)</p> <p>L3: To explore some of the reasons for trade in different parts of the world.</p> <p>L4: To investigate global trade processes and trade routes.</p> <p>L5: To plan a simple supply chain for a product.</p>		
<p style="text-align: center;">Year 6 Extreme weather Mountain ranges Food and farming</p>	<p style="text-align: center;">Extreme weather</p> <p>L1: To identify and define natural disasters.</p>	<p>Locational knowledge</p> <ul style="list-style-type: none"> • <i>Select the appropriate map/resource to locate places, features and information in support to answer their geo-graphical questions.</i> 	<p><i>Mountains, volcanoes, earthquakes, water cycle, biomes, climate zones, vegetation belts, rivers,</i></p>



	<p>L2: To understand how volcanoes are formed and where they are on a map.</p> <p>L3: To describe how and why earthquakes form.</p> <p>L4: To compare our weather to weather around the world i.e., USA hurricanes.</p> <p>L5: To locate where tsunamis occur and the safety precautions taken i.e., Japan.</p> <p>L6: Report on an impact of a natural disaster or Debate on which natural disaster is the worst.</p> <p style="text-align: center;">Mountain ranges</p> <p>L1: To describe what a mountain is and locate the words seven summits on a map.</p> <p>L2: To describe the key features of mountains and how they are formed.</p> <p>L3: To describe the climate of mountains and explore mountain life.</p> <p>L4: To explore and locate the UK’s highest mountains.</p> <p>L5: To recognise the importance of the Himalayas for the people living in that region.</p> <p>L6: To describe how to survive on a mountain.</p> <p style="text-align: center;">Food and farming- project</p>	<p>Place knowledge</p> <ul style="list-style-type: none"> • Can identify where natural disasters naturally occur on an atlas/ globe <p>Human and physical geography</p> <p>Geographical skills and knowledge.</p> <ul style="list-style-type: none"> • Use their field work skills to investigate an issue and communicate the outcome of their research • Generate maps and plans of larger areas using computer graphics program. • Draw sketch maps and plans using collective measurements to work to simple scale. • Read and use bearing for compass points, six figure grid references, longitude and latitude references, and a range of topological and symbol-based keys (including ordnance survey maps). 	<p><i>coasts, hills, mountains, Equator, Northern and Southern Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, Prime/Greenwich Meridian time zones, trends, anomalies</i></p>
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	<p>L1: To generate questions about how some common food products are produced.</p> <p>L2: To investigate food producers and the process involved.</p> <p>L3: To describe how farming has changed through history.</p> <p>L4: To create an advertisement for the perfect lunchbox.</p>		
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