

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 inspiring spiritually compassionate changemakers.

Geography Intent

Our intent is to deliver the content outlined in the Geography programmes of study within the national curriculum, augmented with powerful knowledge carefully selected to build upon our pupils' starting points of cultural capital.

To this end, we use the CUSP model curriculum. This is a knowledge-engaged progress model which clearly outlines the key knowledge and vocabulary for each stage of learning in sequence. It has been deliberately adapted in order for pupils to see themselves in the curriculum and prepare them for life in modern Britain.

Our Geography curriculum aims 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; to promote the children's interest and understanding of diverse places, people, resources and natural and human environments; together with a deep understanding of the Earth's key physical and human processes. The curriculum is designed to develop knowledge and skills that are progressive, as well as transferable, throughout their time at Avanti House Primary and also to their further education and beyond.



Substantive knowledge in each year level	Autumn Topics	Spring Topics	Summer Topics
	SUBSTANTIVE CONCEPTS Key vocabulary	SUBSTANTIVE CONCEPTS Key vocabulary	SUBSTANTIVE CONCEPTS Key vocabulary
EYFS	1. All about me 2. Festivals and celebrations; different faiths and beliefs	1. Traditional tales 2. Animals	1. People who help us 2. Changes
Year 1	Continents, oceans, countries and capital cities of UK and seas LOCATIONAL KNOWLEDGE vast azure rotated expanse ocean continent polar atlas	Hot and cold locations HUMAN AND PHYSICAL GEOGRAPHY location moist misty scorched freezing tropical continent ocean polar equator temperature compass	Local area fieldwork and mapping GEOGRAPHICAL SKILLS AND FIELDWORK built human imaginary natural place space aerial connected environment feature fieldwork location
Year 2	Local area study; human and physical features HUMAN AND PHYSICAL GEOGRAPHY increase decrease align symbol observe sketch aerial scale cardinal point valley port vegetation	Comparison of a non-European location with small area of UK (London and Nairobi) PLACE KNOWLEDGE urban sprawling contrast horizon inspiring breath-taking striking cityscape majestic spectacular colossal scenic landmark country capital climate feature savanna	Local area map work skills and introduction to scale GEOGRAPHICAL SKILLS AND FIELDWORK increase decrease align symbol observe sketch aerial scale cardinal point valley port vegetation Compare an alternative non-European locality (Yanomami people of the rainforest) PLACE KNOWLEDGE remote isolated thrive magnificent Stone Age indigenous sustainable eco-system



<p>Year 3</p>	<p>Map and fieldwork skills; Human and Physical Features</p> <p>HUMAN AND PHYSICAL GEOGRAPHY</p> <p>compass direction north east south west north-east south-east north-west south-west cardinal intercardinal</p>	<p>United Kingdom Study</p> <p>LOCATIONAL KNOWLEDGE</p> <p>extensive sophisticated settlement terrain wilderness barren topography landmarks region country scale contour line</p>	<p>OS maps and scale</p> <p>GEOGRAPHICAL SKILLS AND FIELDWORK</p> <p>area cardinal historical landscape measuring solar geographical key ordnance scale survey sustainable</p>
<p>Year 4</p>	<p>Rivers</p> <p>HUMAN AND PHYSICAL GEOGRAPHY PLACE KNOWLEDGE</p> <p>raging tumble cascading precipice iconic turbulent rivulet estuary flood plain tributary confluence channel</p> <p>Water cycle</p> <p>HUMAN AND PHYSICAL GEOGRAPHY</p> <p>infiltrate sequence reoccurring (recurring) pollution consequence permeate ground water precipitation condensation transpiration percolation evaporation</p>	<p>Latitude and longitude</p> <p>LOCATIONAL KNOWLEDGE</p> <p>co-ordinate parallel determine circumnavigate constitutes straddle latitude longitude horizontal vertical meridian equator</p>	<p>Map skills Environmental regions of Europe, Russia, North and South America</p> <p>GEOGRAPHICAL SKILLS AND FIELDWORK</p> <p>arid bountiful locality major rapid vibrant biome climate environmental equatorial Mediterranean tropic</p>
<p>Year 5</p>	<p>4 and 6 figure grid references</p> <p>GEOGRAPHICAL SKILLS AND FIELDWORK</p> <p>horizontal vertical parallel arctic Antarctic equator Tropic of Cancer Tropic of Capricorn poles meridian line</p>	<p>World countries – biomes and vegetation belts</p> <p>HUMAN AND PHYSICAL GEOGRAPHY</p>	<p>OS maps and fieldwork</p> <p>GEOGRAPHICAL SKILLS AND FIELDWORK</p> <p>contrast intersect slope solar farm turbine undulating coordinates contour line eastings northings plateau terrain</p>



		arid fertile densely exceptional craggy scenery continent latitudes longitude equator hemisphere biome	
Year 6	Physical processes: earthquakes, mountains and volcanoes HUMAN AND PHYSICAL GEOGRAPHY viscous churning buckle disaster devastation magnitude epicentre fissure dormant magma molten mantle	Settlements and relationships HUMAN AND PHYSICAL GEOGRAPHY PLACE KNOWLEDGE location resource distribute employ production consumption trade economy navigable lowland migrant refugee	Maps and orienteering GEOGRAPHICAL SKILLS AND FIELDWORK aerial appreciate coniferous distinctive participant randomised checkpoint control legend navigate orientate orienteering Comparison study of North America, Europe and UK PLACE KNOWLEDGE equivalent contrast erosion inhospitable moderately prosper orogeny glaciation temperate tectonic summit altitude



EYFS Geography

	ELG People, Culture and Communities	Key Vocabulary to be developed in EYFS	Examples of how this is achieved in Nursery	Examples of how this is achieved in EYFS	Geography KS1 National Curriculum
Specific Area of Learning Understanding the World	ELG: <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps. Explain some similarities, differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. 	<ul style="list-style-type: none"> Geographer World Ocean Country City Town Village Place Map Season Weather Forest Beach Mountain Planet Space Earth 	<ul style="list-style-type: none"> Become familiar with the local environment Explore school grounds – wildlife and spinney Know about extended family EAL – knowing about family members in other places Explore traditions and Christmas Know about farms and animals Exploring world through texts such 'We're going on a bear hunt' 	<ul style="list-style-type: none"> Looking at where we live and talking about features we see on the way to school, (Shops, roads, parks, etc...). Exploring the school grounds to look at features of the environment. Discussing where extended family members live on a map, including our EAL families' place of birth. Exploring Christmas traditions from around the world. Features of cities, man-made vs natural (Naughty Bus link). Learning London is the capital city. Learning about Amelia Earhart – Oceans she flew across. Locating land and sea on maps. Black History. Naming features of the world around us (farms, beach, woodland etc). 	Locational knowledge <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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 of maps, atlases, and globes. Use directional language to describe locations.
	ELG The Natural World				
	<ul style="list-style-type: none"> Exploring the Natural World around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them, and contrasting environments, drawing on their experiences and what has been read to them in class. 	<p>Linked to communication and language pupils will: Ask questions to find out more and to check they understand what has been said to them. Describe events in some detail. Use new vocabulary in different contexts. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>			



KS1 DISCIPLINARY KNOWLEDGE – THINKING AS A GEOGRAPHER

	LOCATION	PLACE	HUMAN AND PHYSICAL	GEOGRAPHICAL SKILLS AND FIELDWORK
Year 1 Continents, oceans, countries and capital cities of UK and seas	Pupils develop an understanding of the concept of LOCATION through: 	Pupils develop an understanding of the concept of PLACE through: 	Pupils develop an understanding of the concept of human and physical geography through: 	Pupils develop an understanding of the concept of Geographical skills and fieldwork through:
Hot and cold locations	<ul style="list-style-type: none"> • naming and locating the world's seven continents and five oceans (Y1) 	<ul style="list-style-type: none"> • knowing where England and London are located (Y2) 	<ul style="list-style-type: none"> • knowing and explaining seasonal and daily weather patterns (Y1) 	<ul style="list-style-type: none"> • using world maps, atlases and globes to identify the United Kingdom and its countries, as well as countries, continents and oceans (Y1/2)
Local area map work skills	<ul style="list-style-type: none"> • naming, locating and identifying the four countries and capital cities of the United Kingdom (Y1) 	<ul style="list-style-type: none"> • knowing and explaining the main human and physical features of London (Y2) 	<ul style="list-style-type: none"> • locating the Equator, North and South Poles (Y1) • locating and name hot and cold places in the world (Y1) 	<ul style="list-style-type: none"> • knowing and using 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 (Y1/2)
Year 2 Local area study – Human and Physical Geography	<ul style="list-style-type: none"> • identifying the characteristics of the four countries and capital cities of the United Kingdom (Y1) 	<ul style="list-style-type: none"> • knowing and explaining where Kenya and Nairobi are located (Y2) 	<ul style="list-style-type: none"> • using geographical vocabulary to refer to physical features: (Y1/2) <ul style="list-style-type: none"> ◦ <i>beach, cliff, coast, forest, hill, landmark, mountain, ocean, river, sea, soil, savanna, valley, vegetation, season, weather, urban, rural and coastal</i> 	<ul style="list-style-type: none"> • using aerial photographs and plan perspectives to recognise landmarks as well as basic human and physical features (Y2)
Comparison of a non-European location with small area of UK (London and Nairobi)	<ul style="list-style-type: none"> • knowing and naming the oceans and seas surrounding the United Kingdom (Y1) 	<ul style="list-style-type: none"> • knowing and explaining the similarities and differences of these two places (Y2) 	<ul style="list-style-type: none"> • using geographical vocabulary to refer to human features: (Y1/2) <ul style="list-style-type: none"> ◦ <i>city, town, village, landmark, factory, farm, house, office, port, harbour, shop, slum</i> 	<ul style="list-style-type: none"> • making a simple map using basic symbols in a key (Y1/2)
Local area map work skills and introduction to scale	<ul style="list-style-type: none"> • identifying and locating the location of a non-European countries (Y2) 			<ul style="list-style-type: none"> • knowing and explaining larger and smaller scale maps, including OS maps (Y2)
Compare an alternative non-European locality (Village in a rainforest)	<ul style="list-style-type: none"> • identifying and locating their school and locality (Y2) 			<ul style="list-style-type: none"> • using 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 (Y1/2)



LKS2 DISCIPLINARY KNOWLEDGE – THINKING AS A GEOGRAPHER

	LOCATION	PLACE	HUMAN AND PHYSICAL	GEOGRAPHICAL SKILLS AND FIELDWORK
Year 3 Local area study – human and physical geography	Pupils develop an understanding of the concept of LOCATION through: 	Pupils develop an understanding of the concept of PLACE through: 	Pupils develop an understanding of the concept of human and physical geography through: 	Pupils develop an understanding of the concept of Geographical skills and fieldwork through:
UK Study	<ul style="list-style-type: none"> locating and knowing about the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America (Y4) 	<ul style="list-style-type: none"> explaining what regions, counties and cities are like in the United Kingdom (Y3) 	<ul style="list-style-type: none"> knowing and describing key physical geography features <ul style="list-style-type: none"> <i>topography, climate zones, vegetation belts, mountains, rivers, and the water cycle (Y3/4)</i> 	<ul style="list-style-type: none"> making choices when using maps, atlases, globes and digital/computer mapping through Digimap for Schools to locate countries and describe features studied (Y3/4)
Revisit Human and physical geography	<ul style="list-style-type: none"> knowing and locating environmental regions, key physical and human characteristics, countries and major cities (Y4) 	<ul style="list-style-type: none"> explaining the similarities and differences between places across the world (Y3/4) 	<ul style="list-style-type: none"> knowing and describing key human geography features 	<ul style="list-style-type: none"> skilfully using 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 (Y3/4)
OS maps and scale	<ul style="list-style-type: none"> naming and locating counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (Y3) 	<ul style="list-style-type: none"> knowing and explaining about places that are built around rivers (Y4) 	<ul style="list-style-type: none"> knowing and describing key human geography features <ul style="list-style-type: none"> <i>region, county, capital city, city, settlement, recreation, harbour, (Y3/4)</i> 	
Year 4 Rivers		<ul style="list-style-type: none"> knowing and explaining the similarities and differences between places that are located in different environmental regions, such as Mediterranean or Polar (Y4). 	<ul style="list-style-type: none"> knowing and explaining how places are shaped by human and physical features 	<ul style="list-style-type: none"> using 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, such as Digimap for Schools. (Y3/4)
Latitude and Longitude	<ul style="list-style-type: none"> identifying land-use patterns and know how some of these aspects have changed over time (Y3) 		<ul style="list-style-type: none"> knowing and explaining how physical features shape a place and the reason that human features are there 	
Water Cycle	<ul style="list-style-type: none"> identify and explain 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) (Y4) 			
Revisit Rivers				
Map skills – environmental regions	<ul style="list-style-type: none"> knowing about significant individuals, such as Wladimir Köppen who first identified major climate types (Y4) 			



UKS2 DISCIPLINARY KNOWLEDGE – THINKING AS A GEOGRAPHER

	LOCATION	PLACE	HUMAN AND PHYSICAL	GEOGRAPHICAL SKILLS AND FIELDWORK
	Pupils develop an understanding of the concept of LOCATION through: 	Pupils develop an understanding of the concept of PLACE through: 	Pupils develop an understanding of the concept of human and physical geography through: 	Pupils develop an understanding of the concept of Geographical skills and fieldwork through:
Year 5 World cities, biomes and environmental regions	<ul style="list-style-type: none"> knowing and locating countries and cities of the world (Y5/6) identifying and explaining world biomes by building on prior knowledge of environmental regions (Y5) knowing and locating the world's countries, using maps to explain how the key physical and human characteristics define countries and major cities (Y5/6) 	<ul style="list-style-type: none"> knowing, explaining and understanding geographical similarities and differences through studying the human and physical geography of a region of the United Kingdom (Lake District), a region in a European country (Tatra Mountains in Poland), and a region within North (Jamaica) or South America (Y6) knowing and explaining that places are shaped by their location, physical and human features (Y5/6) knowing and explaining why the features of places are defined by their human and physical features, such as trade or tourism (Y5/6) 	<ul style="list-style-type: none"> knowing and describing key physical geography features and processes <ul style="list-style-type: none"> <i>climate zones, vegetation belts, earthquakes, mountains and volcanoes (Y5/6)</i> knowing and describing key human geography features <ul style="list-style-type: none"> types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water (Y5/6) 	<ul style="list-style-type: none"> using maps, atlases, globes and digital/computer mapping through Digimap for Schools to locate countries and describe features studied (Y5/6) using the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps and orienteering) to build their knowledge of the local area as well as the United Kingdom and the wider world (Y5/6) using 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, such as Digimap for Schools. (Y5/6)
4 and 6 figure grid references				
Revisit World cities, biomes and environmental regions				
OS maps and fieldwork				
Year 6 Physical processes – earthquakes, mountains and volcanoes				
Settlements and relationships				
Comparison study of North America, Europe and UK				
Maps and orienteering				



AVANTI HOUSE
PRIMARY SCHOOL