



ST THOMAS AQUINAS
CATHOLIC MULTI-ACADEMY TRUST

English Martyrs Catholic Voluntary Academy

We grow and learn, with the gifts we have been given, following in the footsteps of Jesus.

WHOLE SCHOOL GEOGRAPHY CURRICULUM PROGRESSION

Geography Intent : Following the national curriculum for Geography our intent is that all our children will leave primary school with the character traits, knowledge and skills to have a positive impact on the world through:

Head

- Learning geographical facts and theories.
- Having opportunities to create, through fieldwork, sketching and mapping.
- Having opportunities to observe, explain, record, enquire, test, evaluate and conclude.

Heart

- Fostering curiosity and creativity about what they are learning and about the world around them. to ask questions
- Fostering a love of learning new knowledge and skills, a love of building on existing knowledge and skills and a love of creating, planning and undertaking fieldwork, methodically.
- Having resilience and determination by knowing that hard work will give us the answers and help us to succeed e.g. repeating measurements for fair testing.
- Knowing that it is OK to not get things right all of the time and we learn from mistakes.

Hand

- Beginning to answer their own questions about the world around them.
- Having the geographical knowledge required to understand the uses and implications of geography, today and for the future.
- Understanding that geography is essential to everyday life and the impact it can have on our planet

EYFS – Our Geography curriculum-learning journey begins in the EYFS understanding the World curriculum.

Understanding the World

ELG Explore the natural world around them, making observations.

- 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.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter
- Describe what they see, hear and feel while they are outside. • Recognise some environments that are different to the one in which they live. • Understand the effect of changing seasons on the natural world around them.

Advent Term units			
YEAR	KEY KNOWLEDGE – see medium term plan which shows all knowledge as set out in NC for every topic KEY SKILLS to be used alongside the NC objectives as set out in 'Medium term planning' as stated above and to be used with 'Skills breakdown' document - showing how the skills progress through each year group.		KEY VOCABULARY
Year 1	Topic - School/Oakham/Local area <u>To be able to:</u> Recognise familiar places in their local area. <ul style="list-style-type: none"> • Use maps to gather information about the local area. • Locate places/landmarks on a map. • Use simple compass directions (N, E, S, W). • Use aerial photographs to recognise basic human and physical features. • Recognise basic map symbols. • Use simple fieldwork skills to study the geography of the local area. • Make simple observations Plot a simple route on a map. <ul style="list-style-type: none"> • Recognise housing types. • Explore geographical issues through discussion. • Use basic subject specific vocabulary. • Ask simple geographical questions. • Express own views and opinions about the environment and suggest simple improvements. • Use presentation skill 		location atlas map continent ocean country world locality identify buildings familiar next to nearby near far close to behind in front furthest closest further than closer than

Year 2	<p><u>Topic - UK</u> <u>To be able to :</u> Name, locate and identify characteristics of the 4 countries and capital cities of the UK. Use basic geographical vocabulary to refer to key physical features and key human features. Use world maps, atlases and globes to identify the UK and its countries. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map. Use an assortment of sources to research topic: 'England'. Contribute written information and images to large class collage poster: 'England'. Present their findings to their peers. Learn about symbols of England: St George; flag; the rose; the 3 lions motif. Begin to use physical geographic vocabulary: town, city, countryside, village, moor, peak, lake. Acquire a broad general knowledge of traditions and customs. Consolidate their learning by participating in celebration of customs and traditional activities.</p>	.England, Scotland, Wales, Northern Ireland, Physical, Human, locality, Identify, Buildings, familiar
Year 3	<p><u>Topic - UK Counties and cities</u> <u>To be able to:</u> Name and locate the countries and cities of the UK. Locate the countries that make up the UK on a map. Label the key cities in the UK on a map. Use the eight compass points to describe the location of the countries and cities of the UK. Use the eight compass points to describe a location on the map. Use a compass direction to find a location on a map. Use the eight compass points to describe a location relative to another place. Name and locate some of the counties in the UK. Explain what a county is. Name some counties local to my area. Use a map to locate some of the counties of the UK. Find my county on a map. Identify some counties local to my area on a map.</p>	County, boundary, town, city, village government, local authority, mayor, council, names of English counties
Year 4	<p><u>Topic - Europe</u> <u>To be able to:</u> Locate the world's countries, using maps to focus on Europe (including the location of Russia). Understand which countries comprise Europe and which bodies of water surround it. Investigate the rivers and mountains of Europe Interpret the key and/ or symbols on a range of maps to locate capital cities.</p>	Europe, capital city, North sea, continent, state, mountain, ocean, sea, river

	<p>Use a variety of sources to locate and explore Europe's capital cities.</p> <p>Know the effects of Europe's different climates on industry</p> <p>Know the names and location of the major countries in Europe.</p> <p>☑ Know the main cultures - similarities and differences between the nations of Europe.</p> <p>☑ Know the physical and human features of a specific European country.</p>	
Year 5	<p><u>Topic - Antarctica</u></p> <p><u>To be able to :</u></p> <p>Locate Antarctica's place on the Earth and on a map</p> <p>Understand the physical geography: of Antarctica as a polar region, seasonal/geographical variations in time, different forms of land and terrain</p> <p>Identify physical features of the Antarctic landscape</p> <p>Know the climate zones of the world</p> <p>Understand what daily life is like for explorers and others in the Antarctic</p>	<p>Arctic, Antarctic, polar, Shackleton, Endurance, Ice sheet,</p>
Year 6	<p><u>Topic - Rivers</u></p> <p><u>To be able to:</u></p> <p>Use a variety of resources to investigate rivers and streams</p> <p>Know the elements in the water cycle.</p> <p>Have an understanding of river processes and patterns.</p> <p>understand rivers vocabulary</p> <p>Produce labelled annotated diagrams of rivers</p> <p>Recognise that rivers are transport systems – recognise bank full discharge, erosion and deposition.</p> <p>Label features of a river – bed, bank, meander, ox-bow lake, flood plain</p> <p>Understand the processes at work within a river system describe the physical changes that occurs to a river because of the erosion and deposition of materials transported by the river</p>	<p>Mouth, source, meander</p> <p>ox-bow lake</p> <p>tributary, delta</p> <p>erosion</p> <p>deposition</p> <p>landscape</p> <p>transportation</p> <p>confluence</p> <p>waterfall</p> <p>estuary</p> <p>channel</p> <p>lake</p> <p>hill</p> <p>mountain</p> <p>valley</p> <p>physical features</p>
Lent Term Units		
YEAR	<p>KEY KNOWLEDGE</p> <p>KEY SKILLS</p>	KEY VOCABULARY

Year 1	<u>Topic – Seasons</u> <u>To be able to:</u> Know the different types of weather Know the symbols for different types of weather Understand that we wear different clothes in winter than in summer, and why we do this Understand that different things happen in each of the seasons Understand how the weather affects our activities	Spring, summer, autumn, winter, sunny, rain, snow, sleet, cloud, weather, climate
Year 2	<u>Topic – Non – European Country comparison</u> <u>To be able to:</u> Know that Australia is in the continent Australia. Know that Australia is in the southern hemisphere. Know some cities in Australia Name rivers and other geographical features of Australia – Sydney Harbour Bridge, Ayers Rock, Great Barrier reef Compare the UK to Australia Name and locate the Oceans, Equator and Poles	Hemisphere, Oceans, Equator, Poles, Australia, Continent
Year 3	<u>Topic – Extreme Earth</u> <u>To be able to:</u> name the layers that make up the Earth; <ul style="list-style-type: none"> • name the key parts of a volcano; • show where most volcanoes are found; • explain how to keep safe during an earthquake; • describe a tsunami; • describe the damage caused by a tsunami; • explain how tornadoes form; • describe how scientists collect data about storms 	Volcano, earthquake, tectonic plate, tsunami, tornado, extreme, weather, global warming

	<p>Understand and describe ways in which global warming is changing weather patterns.</p> <p>Understand the causes of global warming and how it can be managed</p>	<p>Magnetic, Force, Contact, Attract, Repel, Friction, Poles, Push, Pull</p>
Year 4	<p><u>Topic – Volcanoes, Mountains and Earthquakes</u></p> <p><u>To be able to:</u></p> <p>Know what the earth is made of, what fold mountains are</p> <p>Understand how volcanoes are formed</p> <p>Understand how an earthquake occurs</p> <p>Know what happens when a volcano erupts?</p> <p>Recognise significant mountains and mountain ranges</p> <p>Describe features of mountains and explain</p> <p>Name and locate key topographical features including hills, mountains in the UK</p> <p>Describe and understand key aspects of human geography, including... types of settlement and land use, economic activity... and the distribution of natural resources including energy, food, minerals...</p>	<p>Volcano, mountain, tree line, scree, peak, arête, slope, valley, mountain range, land use, farming</p>
Year 5	<p><u>Topic – Climate, biome and vegetation belts</u></p> <p><u>To be able to:</u></p> <p>Use a range of maps, atlases, images, globes and digital mapping</p> <p>Locate countries and describe features studied in the KS2. Use compass directions: N, NE, E, SE, S, SW, W, NW to follow and give directions to build knowledge of the UK and the wider world.</p> <p>Accurately use six figure grid references on an OS map.</p> <p>Draw maps, sketches and plans with accurate symbols, keys and scale.</p> <p>Ask geographical questions about places and environments to carry out investigations and can explain opinions from a range of viewpoints</p> <p>Link local observations to wider world to identify patterns</p> <p>Use camera and locate photos on a map</p> <p>Draw sketch map showing human and physical features</p> <p>Devise and answer questions using geographical vocabulary</p>	<p>Atmospheric pressure, biodiversity, biome, boreal forest/Taiga, climate, coniferous forest, continent, continental climate, deciduous forest, desert, distribution, ecosystem, environment, equator, equatorial climate, flora, forest, global, humidity, latitude, location, longitude, maritime</p>

	<p>Measure and record primary data using a range of appropriate images</p> <p>Justify and evaluate data collection methods</p> <p>Recognise biomes and describe their character</p> <p>Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts.</p>	<p>climate, ocean, pattern, precipitation, rainforest, savannah, season, soil, sun, temperate, temperature, tundra, vegetation belt, weather, wind.</p> <p>Antarctic Circle, Arctic Circle, continent, country, equator, Europe, latitude, longitude, North America, Northern hemisphere, ocean, South America, Southern hemisphere, time zones, Tropic of Cancer, Tropic of Capricorn</p>
Year 6	<p><u>Topic – South America - Brazil</u></p> <p><u>To be able to:</u></p> <p>Identify the countries and capitals of South America.</p> <p>Locate the world's countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>Geographical skills and fieldwork:</p> <ul style="list-style-type: none"> -Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. <p>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</p> <p>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.</p> <p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> - 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. <p>Describe and understand key aspects of:</p>	<p>Weather</p> <p>climate</p> <p>climate zone</p> <p>equator</p> <p>North Pole</p> <p>South Pole</p> <p>tropical</p> <p>temperate</p> <p>polar</p> <p>Tropic of Cancer</p> <p>Tropic of Capricorn</p> <p>temperature</p> <p>rainfall</p> <p>Tropical rainforest</p> <p>Caatinga (desert)</p> <p>Pantanal wetlands</p> <p>Cerrado (savannah)</p>

	- Physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.	Pampas Atlantic forest
Pentecost Term Units		
YEAR	KEY KNOWLEDGE KEY SKILLS	KEY VOCABULARY
Year 1	<u>Topic – Fieldwork</u> <u>To be able to:</u> use world maps, atlases and globes to identify the United Kingdom and its countries, as well as 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.	Atlas, map, compass, aerial photograph, direction, field sketch
Year 2	<u>Topic – Fieldwork</u> <u>To be able to:</u> To recognise landmarks and other features from aerial photographs. To devise a simple map of the school grounds To construct basic symbols for a map	Map, features, symbol
Year 3	<u>Topic – Fieldwork</u> <u>To be able to:</u> Use 4 figure grid references to draw accurate maps of the local area around the school including accurate scale and symbols to represent human and physical features.	Grid reference, map, features
Year 4	<u>Topic – Fieldwork</u> <u>To be able to:</u> Use 4 figure grid references Measure human and physical features on a map using the scale bar Draw accurate field sketches and plans	Scale, grid reference, field sketch, plan, aerial view

	Use the 8 points of the compass to compare the locations of physical and human features within Oakham	
Year 5	<p><u>Topic – Fieldwork</u></p> <p>To be able to:</p> <p>Map the local area to an accurate scale, identifying compass directions and using OS map symbols to represent features.</p> <p>Plan a route between 2 points in Oakham using geographical descriptions</p>	Scale, grid reference, field sketch, plan, aerial view
Year 6	<p><u>Topic – Fieldwork - Crich</u></p> <p>To be able to:</p> <p>Identify local area landmarks</p> <p>Discover how land is used in the local area</p> <p>Plan a route in the local area</p> <p>Sketch landmarks and buildings accurately</p> <p>Identify mineral deposits/quarries and industry in the area – comment on how the land is used, compare to land use in Oakham</p>	Route, map, landmark