

St Mary's Catholic Primary School – Geography Curriculum Progression

Geography Intent

Geography is an essential part of the curriculum, it provides a means of exploring, appreciating and understanding the world in which we live and how it has evolved. Geography explores the relationship between the Earth and its people through the study of place, space and environment. It contributes to the cultural, social, spiritual and moral life of children as they acquire knowledge of a range of different cultures and traditions. We want our children to learn to appreciate, value, care for and understand other people and environments. Geography develops pupils' understanding of the world in which they live through the study of place, space and environment. Whilst geography provides a basis for pupils to understand their role within the world, by exploring locality and how people fit into a global structure, the subject also encourages children to learn through experience, particularly through practical and fieldwork activities.



EYFS –see Development Matters 2023 for detailed examples of how to support learning in EYFS



Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.







0-3 YEARS











3-4 YEARS




















RECEPTION






























-  Make connections between the features of their family and other families.
-  Notice differences between people.








-  Begin to make sense of their own life-story and family's history.
-  Show interest in different occupations.

-  Comment on images of familiar situations in the past.
-  Compare and contrast characters from stories, including figures from the past.
-  **ELG: People, Culture and Communities** Children at the expected level of development will:
-  Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
-  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, non-fiction texts and – when appropriate – maps.

Area of Study	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Knowledge and understanding of locations and places.	National Curriculum. Pupils should be taught to: <ul style="list-style-type: none"> - Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas - Name and locate the world's seven continents and five oceans. - 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 		National Curriculum. Pupils should be taught to: <ul style="list-style-type: none"> - Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North & South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities - Name and locate counties & 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, the tropics of Cancer & Capricorn, Arctic and Antarctic Circle, The Prime/Greenwich Meridian & time zones (including day and night) - 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 				
	 Use maps and globes to identify the continents and oceans and understand that both a map and a globe show the same thing.	 Locate the continents on a paper map.	 Use simple compass directions (North, South, East and West) to describe the location of features on a map.	 Study pictures/videos of a locality and ask geographical	 locate the world's countries, using maps, concentrating on environmental regions and key physical and human characteristics	 Name and locate a wider range of places in their locality, the UK and wider world including some globally significant features	 name and locate a range of counties and cities of the
					 use maps to locate the world's countries, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities	 Name and locate an extensive range of places in the world including globally and topically significant features and events	
						 name and locate a wider range counties and cities of the	

	<p>questions e.g. What is it like to live in this place? How is this place different to where I live?</p> <ul style="list-style-type: none">  Express own views about a place, people and environment.  Compare the UK with a contrasting country in the world  understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom and a region in another country  Give detailed reasons to support own likes, dislikes and preferences. 	<p>United Kingdom, identifying human and physical characteristics</p> <ul style="list-style-type: none">  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  explore similarities and differences, comparing the human geography of a region of the UK and a region in another country  explore similarities and differences, comparing the physical geography of a region of the UK and a region in another country 	<p>United Kingdom, identifying human and physical characteristics including hills, mountains, rivers and seas, and how a place has changed</p> <ul style="list-style-type: none">  identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere and use longitude and latitude to find locations on a map  understand geographical similarities and differences through the study of human geography of a region of the United Kingdom and a region in another country  understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom and a region in another country
<p>Knowledge and understanding of patterns and processes Human and Physical Geography</p>	<p>National Curriculum. Pupils should be taught to: Use basic geographical vocabulary to refer to: key physical features and human features Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North/South Poles</p> <ul style="list-style-type: none">  Use basic geographical vocabulary to refer to key physical features including: beach, coast, forest, mountain, sea, river, season: weather.  Use basic geographical vocab to refer to key human features, including: city, town, village, factory, farm, house and shop.  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; 	<p>National Curriculum. Pupils should be taught to: Describe and understand key aspects of: 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> <ul style="list-style-type: none">  Describe and understand types of settlement and land use; economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water  Use geographical language to identify and explain some aspects of human and physical features and patterns  Make observations about places and features that change over time and begin to describe the links between people and environments. 	<ul style="list-style-type: none">  Describe and explain types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water  Recognise patterns in human and physical features and use geographical language to demonstrate understanding of some of the conditions, processes or changes which influence these patterns.  Demonstrate understanding of how and why some features or places are similar or different and how and why they change; explaining some links and interactions between people, places and environments.

Geographical Enquiry, Skills and Fieldwork	National Curriculum. Pupils should be taught to: <ul style="list-style-type: none"> - Use world maps, atlases and globes to identify the UK 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 directional language 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 – physical and human features. 	National Curriculum. Pupils should be taught to: <ul style="list-style-type: none"> - 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 to build their knowledge of the UK 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. 	
	<ul style="list-style-type: none">  Can use a simple atlas.  Can use the four-point compass: North South, East and West, directions to describe location of features and routes on a map.  Can make detailed observations.  Can use photo, video or audio to gather evidence of what they can see.  Can use aerial photos to recognize landmarks and basic human and physical features.  Know that symbols mean something on maps.  Draw, speak or write about simple geographical concepts such as what they can see where.  Can ask adult's questions about the school, its grounds and surrounding environment. 	<ul style="list-style-type: none">  Can confidently use globes, atlases, images, aerial photos and begin to use computer mapping.  Can identify the four-point compass directions: N, <ul style="list-style-type: none"> o E, S and W to follow and give directions to build o knowledge of the UK  Can use four-figure grid references to locate features on a map.  Can devise and ask questions using geographical vocabulary  Ask and respond to more searching geographical questions including 'how?' and 'why?'  Observe, record, and explain physical and human features of the environment.  Communicate geographical information through a range of methods including digital maps, plans, graphs and presentations.  Can make clear links between different observations in the local area  Can draw a sketch map with relatively sized features and annotations showing human and physical features of the local area  Can measure using simple instruments, digital technologies and can measure more than one aspect at once  Can describe the benefits and limitations of data collection methods 	<ul style="list-style-type: none">  Can confidently use a range of maps, atlases, images, globes and digital mapping.  Can confidently and accurately use the eight-point compass directions: N, NE, E, SE, SW, W and NW to follow and give directions to build knowledge of the UK and wider world.  Can accurately use six- figure grid references on an OS map  Ask and respond to questions that are more causal e.g. What happened in the past to cause that? How is it likely to change in the future?  Can devise and ask questions using geographical vocabulary and make notes to express own opinions and recognise why others may have different points of view  Observe, measure, and record human and physical features using a range of methods e.g. sketch maps, plans, graphs, and digital technologies.  Communicate geographical information using a wide range of methods including writing at increasing length.  Can make clearly explained links between observations in the local area and the wider world to identify patterns  Can accurately measure human and physical features in the local area using a range of appropriate instruments  Can confidently justify and evaluate data collection methods

Knowledge and understanding of environmental change and sustainable development	Pupils at St Mary's should be taught to:	Pupils at St Mary's should be taught to:	
	<ul style="list-style-type: none">  Understand some of the present changes that are happening in the local environment or at school and can suggest ideas for improving the school environment. 	<ul style="list-style-type: none">  Recognise that different people hold different views about an issue and begin understand some of the reasons why.  Understand the effect of landscape features on the development of a locality and can describe how people have been affected by changes in the environment.  Recognise that people have differing quality of life living in different locations and environments and can explain about key natural resources e.g. water in the locality. 	<ul style="list-style-type: none">  Know about changes in the world environment and understand why people seek to manage and sustain their environment.  Understand the impact of key aspects of human geography, including: the distribution of natural resources including energy, food, minerals and water on societies.  Use maps, charts etc. to support decision making about the location of places (new bypass).