

## Geography Progression Document

### Geography Curriculum Intent:

At Warnham, we aim to develop the children's greater understanding of the world and their experiences within it. Through our Geography curriculum, we strive to equip every child with the skills and knowledge to make observations about the world around them, as well as develop a deep understanding of the Earth's physical and human processes.

We encourage children to make links and ask questions about the places, people and wonders of our planet as they learn about the different natural and human environments around us. Through teaching and encouraging the children to use a wide range of geographical vocabulary, which can then be transferrable to other areas of the curriculum, we help them strive for excellence in articulating their thoughts and ideas around geographical knowledge and skills.

One of the key Christian values at Warnham is 'Thankfulness' and through our comprehensive geography curriculum, the children are able to grow in gratitude for their home: Planet Earth.

	Y1	Y2	Y3	Y4	Y5	Y6
<p>Autumn Spring Summer Thankfulness Love Courage</p>	<p>Fire and Ice (T) Wild and Wonderful (L) Atlantis (C)</p>	<p>Fire and Ice (T) Wild and Wonderful (L) Splish, Splash, Splosh (C)</p>	<p>Rainforest (T) Remember when (L) Tribal Tales (C) I am Warrior! (C)</p>	<p>The Romans Frozen Kingdom (T) Chopsticks and Lanterns (L) Home and Away (C)</p>	<p>Conflict (T) Eco Heroes (L) Stargazers (L) Traders and Raiders (C)</p>	<p>Toga-Tastic! (T) Fallen Stars (T) Survival of the fittest (L) Dream Big (C)</p>
<p>EYFS/ National Curriculum Links - Coloured according to which term objective is covered  - (if black is covered throughout the year)  • V - Vocabulary</p>	<ul style="list-style-type: none"> <li>identify seasonal and daily weather patterns in the UK (PG)</li> <li>use basic geographical vocabulary (see below) (V)</li> <li>Name and locate the four countries and capital cities of the United Kingdom (LK)</li> <li>identify location of hot and cold areas of world in relation to Equator and</li> </ul>	<ul style="list-style-type: none"> <li>use basic geographical vocabulary (see below) (V)</li> <li>use basic geographical vocabulary (see below and also introduce soil and vegetation) (V)</li> <li>Identify the location of hot and cold areas of the world in relation to the Equator and the</li> </ul>	<ul style="list-style-type: none"> <li>describe and understand key aspects of physical geography: climate zones, biomes and vegetable belts (PG) (Rainforest work)</li> <li>Use fieldwork to observe and present physical features in the local area (Visit a local woodland -sketch and compare to Rainforest)</li> <li>UK &amp; time zones of the world –</li> </ul>	<ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital/computer mapping to locate countries (Link to Roman Empire)</li> <li>Identify the position and significance of latitude. Longitude, Equator, Northern Hemisphere, Southern Hemisphere, The Tropics of Cancer and Capricorn, Arctic and</li> </ul>	<ul style="list-style-type: none"> <li>name and locate counties and cities of UK, geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns (LK)</li> <li>Locate countries of Europe, concentrating on environmental regions, key physical and human characteristics,</li> </ul>	<ul style="list-style-type: none"> <li>4 and 6 figure grid references, symbols and key to build knowledge of UK and wider world (GS) (Orienteering at PGL and in Maths)</li> <li>Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they</li> </ul>

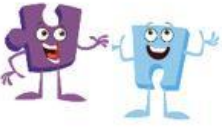





<ul style="list-style-type: none"> <li>• LK – Location Knowledge</li> <li>• PK – Place knowledge</li> <li>• HG – Human geography</li> <li>• PG – Physical geography</li> <li>• GS – geographical skills</li> <li>• F - fieldwork</li> </ul>	<p>North &amp; South poles (PG)</p> <ul style="list-style-type: none"> <li>• use world maps, atlases and globes to identify UK and its countries (GSF)</li> <li>• use simple fieldwork and observational skills to study geography of school and its grounds and key human and physical features of surrounding environment (F) (creating maps of playground)</li> <li>• use locational and direction language to describe features on a map (GS)</li> <li>• use aerial photography to recognise landmarks and basic human and physical features (GS)</li> <li>• name and locate the world's 7 continents and 5 oceans (LK)</li> <li>• use maps etc to identify continents and oceans (GS)</li> <li>• use aerial photography to</li> </ul>	<p>North and South Poles (HPG)</p> <ul style="list-style-type: none"> <li>• use world maps, atlases and globes to identify UK and its countries (GSF)</li> <li>• use simple fieldwork and observational skills to study geography of school and its grounds and key human and physical features of surrounding environment (F) (Simple maps of Warnham and Deer Park)</li> <li>• use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features (GS)</li> <li>• devise a simple map (GS)</li> <li>• use and construct basic symbols in a key (GS)</li> <li>• use simple compass directions (North, South, East and West) and locational and directional language (building on Year 1</li> </ul>	<p>(Compare UK and Amazon Rainforest) (GS)</p> <ul style="list-style-type: none"> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>• Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time. (Land-use stone age to iron age)</li> <li>• Locate countries of Europe, concentrating on environmental regions, key physical and human characteristics, countries and major cities (LK)</li> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features</li> <li>• name and locate counties and cities</li> </ul>	<p>Antarctic circle (Link to Frozen Kingdom, animals and survival)</p> <ul style="list-style-type: none"> <li>• Describe and understand physical geography: rivers, mountains and the water cycle and Slab and powder avalanches. (PG)</li> <li>• Describe and understand climate zones</li> <li>• Key topographical features (including hills, mountains, coasts and mountains)</li> <li>• Describe and understand key aspects of 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 (HG) (Focus on China)</li> <li>• Understand how cities, geographical regions and land use have changed over time (LK) (Rapid modernisation of</li> </ul>	<p>countries and major cities (LK) (Link to work on understanding WW2 allies and enemies)</p> <ul style="list-style-type: none"> <li>• Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.</li> <li>• Locate countries of South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities (LK)</li> <li>• describe and understand key aspects of physical geography: climate zones, biomes and vegetable belts (PG) (Eco-heroes)</li> <li>• Locate countries of North America, concentrating on environmental regions, key</li> </ul>	<p>bring about spatial variation and change over time (Ancient Greek Empire and Greece today)</p> <ul style="list-style-type: none"> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and features of UK &amp; zones of the world (GS) (Link to study of Hitler's rise to power and recap on countries involved from Year 5).</li> <li>• Human and physical geography aspects that can lead to people becoming Refugees. (Jewish refugees)</li> <li>• Describe and understand key aspects of physical geography, including rivers, mountains, volcanoes and earthquakes and the water cycle,</li> <li>• Identify the position and significance of latitude, longitude, Equator, Northern</li> </ul>
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	<p>recognise landmarks and basic human and physical features (GS)</p>	<p>vocabulary) to describe the location of features and routes on a map (GS)</p> <ul style="list-style-type: none"> <li>• use basic geographical vocabulary (see below) (V)</li> <li>• (build on Year 1 vocabulary (beach, cliff, coast, sea, port, harbour) and introduce ocean and river)</li> <li>• understand geographical similarities and differences of a small area of UK and small area of contrasting non-European country (Jamaica) (PK)</li> <li>• Name and locate the five oceans (LK)</li> <li>• Name, locate and identify the surrounding seas of the UK (LK)</li> </ul>	<p>of UK (focus on 9 regions rather than counties of England (North East, North West, Yorkshire and the Humber, West Midlands, East Midlands, South West, South East, East of England, Greater London)), geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns (LK)</p> <ul style="list-style-type: none"> <li>• Use 8 points of the compass (GS)</li> <li>• Describe and understand key aspects of physical geography:</li> </ul>	<p>china and growth of Chinese cities)</p> <ul style="list-style-type: none"> <li>• Develop contextual knowledge of the location of globally significant places (Great wall of china)</li> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and features of UK &amp; zones of the world (GS) (Locating China and neighbours on globe/maps/atlasses and google earth)</li> <li>• 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 (F)</li> <li>• Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a</li> </ul>	<p>physical and human characteristics and major cities (LK) (Earth and Space topic)</p> <ul style="list-style-type: none"> <li>• Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country and a region with in North or South America (PK) (Link to previous study of Germany and Allied Countries in Autumn)</li> <li>• 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</li> <li>• Use maps, atlases, globes and</li> </ul>	<p>Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, The Prime/Greenwich Meridian and time zones</p> <ul style="list-style-type: none"> <li>• 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 (F)</li> <li>• 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 wider world</li> </ul>
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				<p>region in a European country, (Study of Spain)</p> <ul style="list-style-type: none"> <li>Describe and understand key aspects of human geography (advantages of living in a village, town or city)</li> </ul>	<p>digital/computer mapping to locate countries and features of UK &amp; zones of the world (GS)</p> <ul style="list-style-type: none"> <li>Describe and understand key aspects of human geography: types of settlement and land use, economic activity including trade (HG)</li> <li>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 (F)</li> </ul>	
Knowledge	<ul style="list-style-type: none"> <li>I can use geographical vocabulary to locate features e.g. country, continent, ocean, road, town etc.</li> <li>I can use simple locational vocabulary e.g. near, far, beside etc.</li> <li>I can talk about place, people and</li> </ul>	<ul style="list-style-type: none"> <li>I can understand geographical vocabulary when locating features e.g. hill, ocean, road, town, coast, river, etc.</li> <li>I can use compass directions NSEW</li> <li>I can express own views about how people affect the environment, e.g. litter pollution, busy roads.</li> </ul>	<ul style="list-style-type: none"> <li>I can use more complex geographical vocabulary to locate or describe features e.g. valley, vegetation, weather etc.</li> <li>I can use compass directions (NSEW) to describe location of features and routes on a map.</li> <li>I can use symbols and keys to locate topographical</li> </ul>	<ul style="list-style-type: none"> <li>I can use more complex geographical vocabulary to locate or describe features e.g. settlement, region, city, village etc.</li> <li>I can contrast similarities and differences in physical features between UK and a region of North America</li> </ul>	<ul style="list-style-type: none"> <li>I can locate countries in South America using maps, globes, atlases; identifying their environmental regions</li> <li>I can explain the climate zones in South America</li> <li>I can explain concept of latitude</li> <li>I can understand and explain the term longitude and relate to</li> </ul>	<ul style="list-style-type: none"> <li>I can use four and six figure grid references to locate human and physical features on ordnance survey maps</li> <li>I can name and locate the 9 geographical regions of England, identifying the county towns and significant human features within them.</li> </ul>

	<p>environment.</p> <ul style="list-style-type: none"> <li>• I can make simple maps and plans.</li> <li>• I can locate UK on a world map or globe.</li> <li>• I can locate Horsham on a UK map.</li> <li>• I can identify seasonal weather patterns in the UK</li> </ul>	<ul style="list-style-type: none"> <li>• I can observe and record human and physical features of the school</li> <li>• I can make simple maps using a key</li> <li>• I can use equipment to collect information</li> <li>• I can locate the four countries of the UK, their capital cities and surrounding seas on a world map or globe.</li> <li>• I can identify daily weather patterns in the UK e.g. rain, sun, snow; comparing one day to another or one place in UK to another on a map</li> </ul>	<p>features on ordinance survey maps</p> <ul style="list-style-type: none"> <li>• I can use fieldwork to observe features in the local area</li> <li>• I can name and locate the 9 geographical regions of England, indicating important physical characteristics e.g. hills, mountains, rivers.</li> <li>• I can use 8 compass directions N NE NW S SE SW E W</li> <li>• I can identify earthquake zones within Europe on a map: name countries or indicate regions on a map e.g. Turkey, Greece, Italy etc.</li> </ul>	<ul style="list-style-type: none"> <li>• I can contrast similarities and differences in human features between UK and a region of North America</li> <li>• I can use symbols and keys to locate topographical features on ordinance survey maps</li> <li>• I can use fieldwork to observe and record features in the local area including sketch maps and graphs,</li> <li>• I can name and locate the 9 geographical regions of England, indicating key human characteristics e.g. cities, settlements, land use.</li> <li>• I can locate countries in North America using maps, globes, atlases; identifying their important human and physical characteristics e.g. rivers, mountains, cities</li> <li>• I can locate major cities in North America</li> </ul>	<p>understanding of time zones</p> <ul style="list-style-type: none"> <li>• I can name and locate the tropics of Cancer and Capricorn and show awareness of their significance.</li> <li>• I can contrast similarities and differences in physical features between UK and a region of a European Country</li> <li>• I can use fieldwork to observe and record and measure features in the local area including sketch maps, plans, graphs and digital technologies</li> <li>• I can name and locate the 9 geographical regions of England, identifying the counties within them.</li> <li>• I can locate countries in Europe using maps, globes, atlases; identifying significant physical features e.g. mountains and volcanoes</li> <li>• I can locate Europe on maps, globes and atlases.</li> </ul>	<ul style="list-style-type: none"> <li>• I can locate countries in Europe using maps, globes, atlases; identifying significant human features e.g. cities</li> <li>• I can explain some aspects of distribution of natural resources e.g. energy, food, water supply.</li> <li>• I can explain some aspects of economic activity and trade links.</li> </ul>
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Area of subject e.g. fieldwork	Buildings survey	Simple maps of local area Traffic Survey	Visit local wood or forest make comparisons to rainforest.	Study of Warnham, mapping local area	Forest School	PGL and Forest School
Key Vocabulary	Hill, sea, river, valley, season, weather, town, village, farm, house Beach, cliff, coast, forest, hill, mountain, sea, ocean, river, vegetation, season, weather, town, city, village Hill, river, soil, valley, town, village, farm, house, office, shop	Season, weather, city, Soil, vegetation, city, town, village, farm, factory, hill Beach, cliff, coast, sea, ocean, river, city, town, village, house, port, harbour, shop	Biomes, vegetation belts, climate, weather, tropical, temperate, polar, savannah, tropical rainforest, temperate forest, desert, marine, freshwater, location Counties, cities, mountains, coast, river, land-use, terrain, Thames, Arun, compass, North/South/East/West/ North-East/North-West/South-East/South-West Volcano, earthquake, tectonic plates, eruption, lava, magma	Settlement, industry, commerce, travel, transport Condensation, evaporation, river, estuary, tributary, stream, erosion, harbour, mouth, meander, floodplain, water cycle, contour, height, valley, deposition North America, Canada, Mexico, Greenland, Guatemala, Cuba, Caribbean, region	South America, continents, Europe, environment, human geography, physical geography, region Latitude, longitude, Greenwich Meridian, time zones, tropics, Cancer, Capricorn, hemisphere, Equator, Arctic, Antarctic	Grid reference, Ordinance Survey map, key, symbol, mapping, features Distribution, environment, global, minerals, topography, significance, resources Settlement, economic activity, trade
Value Links						
Metacognition Links						

 <p><b>Co-operation</b></p>	 <p><b>Perseverance</b></p>	 <p><b>Independence</b></p>	 <p><b>Motivation</b></p>	 <p><b>Curiosity</b></p>	 <p><b>Creativity</b></p>
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