

### Geography – Curriculum progression document Year B

Autumn	Marvellous Me Our School Seaside and Coasts Local area study (T2)	Marvellous Me Our School Seaside and Coasts Local area study (T2)	Marvellous Me Our School Seaside and Coasts Local area study (T2)	Marvellous Me Rivers (T1) Fieldwork Study	Marvellous Me Rivers (T1) Fieldwork Study	Marvellous Me European Region (T1)	Marvellous Me European Region (T1)
	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<b>Overarching Key Question</b>	What's happening beside the seaside?	What's happening beside the seaside?	What's happening beside the seaside?	Would you want to live near a river?	Would you want to live near a river?	What is so great about Greece?	What is so great about Greece?
<b>National Curriculum</b>	<p>ELG – Understanding the World</p> <ul style="list-style-type: none"> <li>People, culture, communities</li> <li>The natural world</li> </ul>	<ul style="list-style-type: none"> <li>Use basic geographical vocabulary to refer to key human and physical features (relevant to KSI)</li> <li>Use simple fieldwork and observational skills to study (a coastal environment).</li> <li>Describe the location of features and routes on a map.</li> </ul>	<ul style="list-style-type: none"> <li>Describe and understand key aspects of physical geography, including: rivers and the water cycle.</li> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</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.</li> </ul>	<ul style="list-style-type: none"> <li>Locate Europe and its key human and physical characteristics.</li> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>Identify and locate Europe's major cities.</li> <li>Describe and understand key aspects of physical geography</li> <li>Understand geographical similarities and differences through the study of human and physical geography of a region in a European country.</li> </ul>			
<b>Concept</b>		<b>Place and Space</b>	<b>Place and Space</b>	<b>Place and Space</b>	<b>Place and Space</b>	<b>Place and Space</b>	<b>Place and Space</b>
Place, space and scale concepts overarching all units and further concepts taught (See appendix I)		<b>Scale and Connection</b>	<b>Scale and Connection</b>	<b>Scale and Connection</b>	<b>Scale and Connection</b>	<b>Scale and Connection</b>	<b>Scale and Connection</b>
		<b>Physical and Human Geography</b>	<b>Physical and Human Geography</b>	<b>Physical and Human Geography</b>	<b>Physical and Human Geography</b>	<b>Physical and Human Geography</b>	<b>Physical and Human Geography</b>
		<b>Environment and Sustainability</b>	<b>Environment and Sustainability</b>	<b>Environment and Sustainability</b>	<b>Environment and Sustainability</b>	<b>Environment and Sustainability</b>	<b>Environment and Sustainability</b>
		<b>Culture and Diversity</b>	<b>Culture and Diversity</b>	<b>Culture and Diversity</b>	<b>Culture and Diversity</b>	<b>Culture and Diversity</b>	<b>Culture and Diversity</b>
<b>Endpoint</b>		Use simple fieldwork and observational skills to study (a coastal environment).	Describe and understand key aspects of physical geography, including: rivers	Describe and understand key aspects of human geography, including: types of settlement and land use	Understand geographical similarities and differences through the study of human and physical geography of a region in a European country		
<b>Component Knowledge</b>	<p>What can I see at the seaside?</p> <p>What can I hear at the seaside?</p> <p>What can I smell at the seaside?</p> <p>(EYFS to be explored through a range of ways during the term – art work, stories, photographs)</p>	<p><b>1. What would we see at the seaside?</b></p> <ul style="list-style-type: none"> <li>To know some of the features of places by the seaside</li> </ul> <p><b>2. What can we notice at the seaside? (whole day of fieldwork with lesson previously to prepare and plan)</b></p> <ul style="list-style-type: none"> <li>To use fieldwork to identify features at a seaside locality</li> </ul> <p><b>3. How is the coast changing?</b></p> <ul style="list-style-type: none"> <li>To know how the wind and waves can change the seaside landscapes</li> </ul>	<p><b>1. What is a river and where can I find them?</b></p> <ul style="list-style-type: none"> <li>To know what a river is</li> <li>To locate the world's longest rivers on a map</li> </ul> <p><b>2. How do people use rivers?</b></p> <ul style="list-style-type: none"> <li>To know how rivers are used around the world</li> </ul> <p><b>3. What journeys do rivers make?</b></p> <ul style="list-style-type: none"> <li>To know the stages and features of a river</li> <li>To know the way that land use changes from the source to the mouth</li> </ul> <p><b>4. How do people change rivers?</b></p> <ul style="list-style-type: none"> <li>To know some ways that human activity affects rivers</li> </ul>	<p><b>1. Where is Europe and what are its countries like?</b></p> <ul style="list-style-type: none"> <li>To know and locate where Europe is on a map</li> <li>To know key information about Europe's principal countries</li> </ul> <p><b>2. Why would you visit the Mediterranean?</b></p> <ul style="list-style-type: none"> <li>To know which factors draw tourists to visit the Mediterranean.</li> </ul> <p><b>3. Why are migrants coming to Greece?</b></p> <ul style="list-style-type: none"> <li>To know some of the factors affecting migration into Europe through Greece</li> </ul> <p><b>4. What is the landscape of Greece like today?</b></p>			

			<ul style="list-style-type: none"> <li>To know the difference between positive and negative affects</li> </ul> <p><b>5. How can flooding affect people?</b></p> <ul style="list-style-type: none"> <li>To know how flooding is caused</li> <li>To know how flooding affects communities</li> </ul> <p><b>6. What can I find out about a local river?</b></p> <ul style="list-style-type: none"> <li>To complete a fieldwork study of the river at Cuckmere Haven focussing on the substantive knowledge that has been acquired over the unit</li> </ul>	<ul style="list-style-type: none"> <li>To investigate the landscape of Greece</li> <li>To know some human and physical features of Greece</li> </ul> <p><b>5. Where would you visit in Athens?</b></p> <ul style="list-style-type: none"> <li>To know what makes a place a city</li> <li>To know some of the main human and physical features of Athens</li> <li>To know some similarities and differences between Athens and my local area.</li> </ul>																																																																																								
<b>Geographically Skills and Fieldwork</b>	Use geographical vocabulary relevant to the topic studied.	<p>Know a rhyme for the four compass directions. i.e. Never Eat Shredded Wheat.</p> <p>Draw a simple map with a key (imaginary location) Small area such as a table or one room.</p>	<p>To know a map of the U.K. in an atlas.</p> <p>To know eight compass points to describe locations of features and routes around a variety of different maps – N, NE, E, SE, S, SW, W, NW</p> <p>To know four figure grid references, symbols and a key</p>	<p>To know and find a map of the world, the UK, Europe</p> <p>To know the eight compass points to describe locations of features and routes around a variety of different maps.</p> <p>To know four and six figure grid references, symbols and a key to describe locations on a map.</p>																																																																																								
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<b>Spring</b>	<b>Continents and Oceans (T4)</b>	<b>Continents and Oceans (T4)</b>	<b>Continents and Oceans (T4)</b>	<b>Under the Canopy (T3)</b>	<b>Under the Canopy (T3)</b>	<b>United Kingdom (T3)</b>	<b>United Kingdom (T3)</b>
	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<b>Overarching Key Question</b>	How is the world organised into continents and oceans?	How is the world organised into continents and oceans?	How is the world organised into continents and oceans?	Why should we protect the rainforest?	Why should we protect the rainforest?	Which human and physical features influence where people settle in the UK?	Which human and physical features influence where people settle in the UK?
<b>National Curriculum</b>	<p>ELG – Understanding the World</p> <ul style="list-style-type: none"> <li>People, culture, communities</li> <li>The natural world</li> </ul>	<ul style="list-style-type: none"> <li>Name and locate the world's seven continents and five oceans.</li> <li>Use world maps, atlases and globes to identify the continents and oceans.</li> <li>Use simple compass directions and locational and directional language to describe the location of features and routes on a map.</li> </ul>	<ul style="list-style-type: none"> <li>Describe and understand key aspects of physical geography</li> <li>Describe and understand key aspects of human geography</li> <li>Identify the position and significance of lines of latitude</li> </ul>	<ul style="list-style-type: none"> <li>Name and locate counties and cities of the United Kingdom, geographical regions</li> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>Describe and understand key aspects of human geography</li> </ul>			

		<ul style="list-style-type: none"> <li>Use basic geographical vocabulary</li> </ul>		<ul style="list-style-type: none"> <li>Describe and understand key aspects of physical geography</li> </ul>
<b>Concept</b>  Place, space and scale concepts overarching all units and further concepts taught (See appendix I)		Place and Space	Place and Space	Place and Space
		Scale and Connection	Scale and Connection	Scale and Connection
		Physical and Human Geography	Physical and Human Geography	Physical and Human Geography
		Environment and Sustainability	Environment and Sustainability	Environment and Sustainability
		Culture and Diversity	Culture and Diversity	Culture and Diversity
<b>Endpoint</b>		Name and locate the world's seven continents and five oceans.	Describe and understand key aspects of physical geography including: climate zones.  Identify the position and significance of the equator, the Tropic of Cancer and the Tropic of Capricorn.	Name and locate geographical regions of the UK and their identifying human and physical characteristics, and land-use patterns; and understand how some of these aspects have changed over time.
<b>Component Knowledge</b>  (EYFS to be explored through a range of ways during the term – art work, stories, photographs)	Draw information from a simple map.  Explore the natural world around them.  Recognise some environments that are different from the one in which they live.  Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.	<ol style="list-style-type: none"> <li><b>Where in the world am I?</b> <ul style="list-style-type: none"> <li>To know which country I live in</li> <li>To locate the United Kingdom on a range of maps</li> </ul> </li> <li><b>Where are the world's continents?</b> <ul style="list-style-type: none"> <li>To know where the world's continents are and to locate them on a map</li> </ul> </li> <li><b>Where are the world's oceans?</b> <ul style="list-style-type: none"> <li>To know the world's oceans that link the continents and locate them on a map</li> </ul> </li> <li><b>How can I show the continents and oceans on a map?</b> <ul style="list-style-type: none"> <li>To know how to use compass points- North, East, South, West</li> <li>To know where continents and oceans are in relation to one another</li> </ul> </li> <li><b>What are the main features of each continent?</b> <ul style="list-style-type: none"> <li>To know what a human feature is</li> <li>To know what a physical feature is</li> <li>To know some physical and human geographical features around the world</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li><b>Where are the world's rainforests?</b> <ul style="list-style-type: none"> <li>To know what a rainforest is</li> <li>To locate the world's rainforests on a map</li> </ul> </li> <li><b>What makes up a rainforest?</b> <ul style="list-style-type: none"> <li>To know how a rainforest is divided into different layers</li> <li>To know some features of each layer of the rainforest</li> </ul> </li> <li><b>What are the main features of a rainforest?</b> <ul style="list-style-type: none"> <li>To know features of a rainforest</li> <li>To know how living in a rainforest is similar and different from living in Firlie</li> </ul> </li> <li><b>Why are the rainforests being cut down?</b> <ul style="list-style-type: none"> <li>To know the impact of deforestation on the rainforests</li> <li>To know ways in which humans can reduce the need for interference with the rainforest</li> </ul> </li> <li><b>Why does the Amazon Rainforest matter so much?</b> <ul style="list-style-type: none"> <li>To know why the Amazon Rainforest is so important to local people</li> <li>To know why the Amazon Rainforest is so important to people around the world</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li><b>What is unique about each of the UK's countries?</b> <ul style="list-style-type: none"> <li>To know the difference between Great Britain and the United Kingdom</li> <li>Know the name and location of the 4 countries of the UK</li> <li>To know what makes each of the 4 countries unique</li> </ul> </li> <li><b>Where do people live in the UK?</b> <ul style="list-style-type: none"> <li>To know the names and locations of regions of the UK</li> <li>To know the names and locations of cities in the UK</li> </ul> </li> <li><b>and 4. What are the main physical features of the UK?</b> <ul style="list-style-type: none"> <li>To locate the UK's mountain ranges and highest peaks</li> <li>To locate ten of the UK's longest rivers on the map</li> <li>To name and locate 4 UK coastlines (Giant's Causeway, Jurassic Coast, Pembrokeshire National Park, Fife Coastline)</li> </ul> </li> <li><b>How do human activities affect the UK's landscape?</b> <ul style="list-style-type: none"> <li>To know how humans have changed the landscape in the UK</li> </ul> </li> <li><b>What work do people in the UK do?</b> <ul style="list-style-type: none"> <li>To know types of economic activity found in the UK along with how this affects the use of the land.</li> <li>To know the sorts of industries in which people in the United Kingdom work.</li> </ul> </li> </ol>

<b>Geographical skills and fieldwork</b>	Use geographical vocabulary relevant to the topic studied.	Know that an atlas contains maps and helps us find out about the world around us.	Know how to identify features on maps with an unfamiliar appearance (e.g. In an atlas, on Google maps, DigiMaps, with different colours, with countries labelled or on relief maps).  Know how to use four figure grid references, symbols and a key.	To know and find a map of the world, the UK, Europe, South America and Africa in an atlas.  To know the eight compass points to describe locations of features and routes around a variety of different maps.  To know four and six figure grid references, symbols and a key to describe locations on a map.			
<b>Vocabulary KS1 KS2</b>		Map Village town city county country continent world	land North East South West Location Physical human	rainforest equator continent Amazon Congo forest floor understory emergent canopy logging tribe	biome okapi nomadic hunter-gatherer Aka people deforestation indigenous fell ecosystem farming	countries physical human landmark region city capital city county physical features mountain range coastline river human features landscape	landmark industry National Park retail farming manufacturing tourism finance energy London Array renewable wind energy solar farm nuclear power

<b>Summer</b>	<b>Mugurameno Village, Zambia (T6)</b>	<b>Mugurameno Village, Zambia (T6)</b>	<b>Mugurameno Village, Zambia (T6)</b>	<b>Rio and South-East Brazil (T5)</b>	<b>Rio and South-East Brazil (T5)</b>	<b>South America, The Amazon (T5)</b>	<b>South America, The Amazon (T5)</b>
	EYFS	Y1	Y2	Y3	Y4	Y3	Y4
<b>Overarching Key Question</b>	Are the children of Mugurameno village, just like you and me?	Are the children of Mugurameno village, just like you and me?	Are the children of Mugurameno village, just like you and me?	How are we connected to Rio and South-East Brazil?	How are we connected to Rio and South-East Brazil?	What is so amazing about the Amazon?	What is so amazing about the Amazon?
<b>National Curriculum</b>	<p>ELG – Understanding the World</p> <ul style="list-style-type: none"> <li>People, culture, communities</li> <li>The natural world</li> </ul>	<ul style="list-style-type: none"> <li>A study of the human and physical geography of a small area in a contrasting non-European country</li> </ul>		<ul style="list-style-type: none"> <li>Understand geographical similarities and differences through the study of the human and physical geography of a region of the UK and a region within South America.</li> <li>Locate the world's countries, using maps to focus on South America</li> <li>Identify the position and significance of the Equator.</li> <li>Use maps, atlases, globes and digital/computer mapping to locate countries</li> <li>Identify the position and significance of the Prime/Greenwich Meridian and time zones</li> </ul>		<ul style="list-style-type: none"> <li>Understand geographical similarities and differences through the study of the human and physical geography of a region of the UK and a region within South America.</li> <li>Locate the world's countries, using maps to focus on South America</li> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>Identify the position and significance of latitude, longitude and the Equator.</li> <li>Describe and understand key aspects of human and physical geography</li> </ul>	

Concept	Place, space and scale concepts overarching all units and further concepts taught (See appendix I)	Place and Space	Place and Space	Place and Space
		Scale and Connection	Scale and Connection	Scale and Connection
		Physical and Human Geography	Physical and Human Geography	Physical and Human Geography
		Environment and Sustainability	Environment and Sustainability	Environment and Sustainability
		Culture and Diversity	Culture and Diversity	Culture and Diversity
<b>Endpoint</b>		<b>Identify human and physical geography of a small area in a contrasting non-European country</b>	<b>Understand geographical similarities and differences through the study of the human and physical geography of a region of the UK and a region within South America.</b>	<b>Understand geographical similarities and differences through the study of the human and physical geography of a region of the UK and a region within South America.</b>
<b>Component Knowledge</b>	<p>What country do I live in?</p> <p>What town/village do I live in?</p> <p>What places have I visited in the UK?</p> <p><i>(EYFS to be explored through a range of ways during the term – art work, stories, photographs)</i></p>	<p><b>1. Where is Mugurameno?</b></p> <ul style="list-style-type: none"> <li>To know the location of the village of Mugurameno.</li> </ul> <p><b>2. How do local people use the river in Mugurameno?</b></p> <ul style="list-style-type: none"> <li>To know how people use the river in Mugurameno</li> <li>To compare the different ways that people use a river near you.</li> </ul> <p><b>3. What animals do people live with in Mugurameno?</b></p> <ul style="list-style-type: none"> <li>To know animals that people choose to live with in Mugurameno and others they don't.</li> </ul> <p><b>4. What is the food like in Mugurameno?</b></p> <ul style="list-style-type: none"> <li>To compare food in Mugurameno to the food we eat.</li> </ul> <p><b>5. What is life like for children in Mugurameno?</b></p> <ul style="list-style-type: none"> <li>To compare the lives of children in Mugurameno with our own; our daily chores, school life and how we spend our free time</li> </ul>	<p><b>1. Where is South America and what is it like?</b></p> <ul style="list-style-type: none"> <li>To know where South America is and describe its adjoining and nearest continents.</li> <li>To know some human and physical features of South America.</li> </ul> <p><b>2. What time is it in different parts of South America?</b></p> <ul style="list-style-type: none"> <li>With support, name and locate the 12 countries of South America</li> <li>To know why there are different time zones and compare activities occurring at the same time across time zones</li> </ul> <p><b>3. How does Brazil compare with my country?</b></p> <ul style="list-style-type: none"> <li>To know similarities and differences between Brazil and our local area (climate, population, land use)</li> </ul> <p><b>4. What's special about Rio de Janeiro?</b></p> <ul style="list-style-type: none"> <li>To locate Rio de Janeiro on a map</li> <li>To know key facts about Rio de Janeiro and why these attract people to visit the City</li> </ul> <p><b>5. How is my life linked to south-east Brazil?</b></p> <ul style="list-style-type: none"> <li>To know why the UK has trade links with southeast Brazil.</li> <li>To understand interdependence of people and countries across the world</li> </ul> <p><b>6. Were the 2016 Olympic Games good for Brazil?</b></p> <ul style="list-style-type: none"> <li>To know and evaluate the advantages and disadvantages for Brazil of the 2016 Olympic Games.</li> </ul>	<p><b>1. Where is the Amazon?</b></p> <ul style="list-style-type: none"> <li>(Revisit learning on rainforests from LKS2)</li> <li>To know the location of The Amazon river on a map and consider the significance of its location.</li> </ul> <p><b>2. Why does the Amazon matter?</b></p> <ul style="list-style-type: none"> <li>To know why the Amazon Basin and Rainforest is so important</li> </ul> <p><b>3. Why does the Amazon need to be protected?</b> LO: To understand some of the threats to the Amazon and why they matter.</p> <ul style="list-style-type: none"> <li>To know ways in which the Amazon is under threat</li> <li>To know how humans can have an impact on reducing the threats to the Amazon</li> </ul> <p><b>4. What is it like in a rainforest city?</b></p> <ul style="list-style-type: none"> <li>(Revisit learning on climate zones and climate of Brazil from LKS2)</li> <li>To know some of the main human and physical features of Manaus.</li> </ul> <p><b>5. How does the Amazon Basin compare with other places we have studied?</b></p> <ul style="list-style-type: none"> <li>To know similarities and differences between the Amazon Basin, South-East Brazil and our local area.</li> </ul>
<b>Geographical skills and fieldwork</b>	<p>Visit different parts of the local community, including areas where some children may be very knowledgeable, e.g. library, local</p>	<p>Know that an atlas contains maps and helps us find out about the world around us.</p> <p>Know a rhyme for the four compass directions (check retention and expand knowledge-which way is north from their classroom? Show on a</p>	<p>To know the world's countries, using maps to concentrate on their environmental regions, key physical and human characteristics, countries, and major cities.</p>	<p>To know and find a map of the world, the UK, Europe, South America and Africa in an atlas.</p> <p>To know the eight compass points to describe locations of features and routes around a variety of different maps.</p>

	church, nature reserve, high street	map and understand that north is facing the north pole etc from wherever they are).  Draw a simple map with a key (imaginary location) Larger area such as the playground/field.	To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	To know four and six figure grid references, symbols and a key to describe locations on a map.		
<b>Vocabulary</b> <b>KS1</b> <b>KS2</b>		Africa Lusaka River Zambezi Southern Africa Victoria Falls Zambia crop farm flood market waterfall wildlife eastern northern southern western	Cerro Aconcagua Lake Titicaca São Paulo Southern Hemisphere La Paz Ushuaia Brasilia latitude longitude time zone tropical population culture	favela religion trade recreation export manufacturing port mining tourism development culture Olympic games	Amazon Basin Bolivia Peru Ecuador equatorial Tropic of Capricorn Venezuela Brazil Tributary access biodiverse biome food chain humidity ecosystem	river basin biodiversity charity deforestation photosynthesis poverty capital settlement state trade urban volume agriculture manufacturing

**Appendix 1** Taken from Geographical Association: Primary geography curriculum content (<https://www.geography.org.uk/Primary-geography--curriculum-content>)

*'Geography knowledge is rarely static. The subject is dynamic because the world, and our understanding of it, is continually changing. Yet some key geographical concepts are enduring and will be relevant in any geography curriculum past, present or future:*

- *'Space' - the location of points, features or regions in absolute and /or relative terms and the relationships, flows and patterns that connect and / or define them.*
- *'Place' - a construct that is defined in terms of what it is like, what happens there and how and why it is changing.*
- *'Scale' - the 'zoom lens' that enables us to view places from global to local levels.'*