

## Northgate Primary School: Geography Progression Planning



*"Geography is the study of earth as the home of people." Yu-Fo Tuan*

**Intent:** We will help children to appreciate and recognise the unique geographical richness of the local area and compare this to global environments and landscapes.

- **A sense of belonging:** To study the unique environments in Norfolk, and broaden horizons through knowledge of the wider world by undertaking a diverse range of case studies. Understand the impact of human activity including their own with regards to relevant and current global issues
- **Confidence in communicating:** Develop confidence in communicating; question, understand, evaluate geographical features and processes both locally and worldwide, using appropriate geographical vocabulary and building on geographical skills through the use of maps, fieldwork and data collection and analysis.
- **A resilient attitude:** To be aware and take an interest in factors that influence environmental change (climate change, plastic pollution, deforestation and coastal erosion, locally and globally) Make conscious decisions and be a voice for positive action and change for a more sustainable future.

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Autumn Overview</b>						
Traditional Tales - Different settings	Where do we live? Geography of school and local area.	(Nelson topic has some geography elements - continents and oceans and links to Norfolk)		(Romans topic has some links to geography - the reach of the Roman Empire and looking at maps, place names, etc.)		
Weather/ seasons	Explorers -Map skills -Comparison of Antarctica to UK -manmade/natural features	(Great Fire of London has some geography elements - countries of England and weather)	Italy Alps		Mountains	
<b>Spring Term</b>						
Where do we live?		Islands		Wonderful World -		Fair Trade and

				Why are jungles wet and deserts dry?  Weather and Climate (inc. UK)  Biomes  Human activity (Deforestation) and impact		Economics
Africa - Handa's Surprise	Animals -Where do different animals live? -comparison with a non-European location -oceans and seas.	Holidays - home and away	Seas & Oceans		How can we live more sustainably?	
<b>Summer Term</b>						
		(Children in World War II has some geography elements - countries around the world)	Extreme Earth			Climate Change
Seaside/under the sea	Seaside- Human/physical features Seas surrounding British Isles 5 Oceans. Local Geography- Yarmouth  Seasons/weather will be looked at each term.	Countries around the world		Local Field Study - The Waterways  Map reading/ referencing and sketch mapping  Field Sketches  Surveys/Questions - data handling	Plastic Pollution	
<b>Vocabulary</b>						

**Location and Place Knowledge**

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>-Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p>	<p>-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 - 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</p>	<p>-Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles -Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. - Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather - Name and locate the world's seven continents and five oceans</p>	<p>-locate the world's countries, using maps to focus on Europe (including the location of Russia) - name and locate cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers) - identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere</p>	<p>-name and locate counties and cities of the United Kingdom, geographical regions - use maps, atlases, globes and digital to locate countries and describe features studied</p>	<p>-name and locate counties and cities of the United Kingdom, geographical regions - use maps, atlases, globes and digital to locate countries and describe features studied -use maps, atlases, globes and digital to locate countries and describe features studied -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 (including day and night)</p>	<p>-locate the world's countries, using maps to focus on Europe (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries, and major cities -name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and landuse patterns; and understand how some of these aspects have changed over time -identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and</p>

						Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)
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Human and Physical Geography						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Explain some similarities and differences between life in this country and life in other countries drawing on knowledge from stories, non-fiction texts and maps. Know some similarities and differences between the natural world around them and contrasting environments drawing on their own experiences and what has been read in class. Understand some important processes and changes in the natural world around them including the seasons.	-identify seasonal and daily weather patterns in the United Kingdom - use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop -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	-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	-describe and understand key aspects of physical geography, including: mountains, earthquakes and volcanoes - Understand geographical similarities and differences through the study of human and physical geography of a region of the UK	-describe and understand key aspects of: physical geography, including: rivers and the water cycle -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 - understand geographical similarities and differences through the study of human and physical geography of a region of South America	-understand geographical similarities and differences through the study of human and physical geography of a region of North America (Alaska) -physical geography, including: climate zones, biomes - human geography, including: types of settlement and land use, economic activity including trade links.	-understand geographical similarities and differences through the study of human and physical geography of a region in a European country. -describe and understand key aspects of physical geography, including: biomes and vegetation belts

## Fieldwork

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Explore the natural world around them making observations and drawing pictures of animals and plants.	-directional language [for example, near and far; left and right], to describe the location of features and routes on a map - devise a simple map; 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	-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 -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 maps, atlases, globes and digital/computer mapping to locate countries and describe features studied -use the eight points of a compass, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world	-use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom - use fieldwork to observe, measure, record and present the human and physical features in the local area -use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	-use the eight points of a compass, four and sixfigure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom 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.