

Northgate Primary School: Geography Progression Planning



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
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Autumn Term Overview

<p>KGK Lessons Where do we live? Our Local Area - What is the Geography of where I live?</p> <ul style="list-style-type: none"> ● Weather/ seasons Looking at India, comparing our country. (Diwali) (Aut 2) Looking at Polar Regions (Aut 2) <p>Continuous Autumn (Aut 1), Winter season topics (Aut 2)</p>	<p>KGK Lessons Where do we live? Our Local Area - What is the Geography of where I live?</p> <ul style="list-style-type: none"> ● Aut 2: Explorers 	<p>KGK Lesson Our Local Area - What is the Geography of where I live?</p> <ul style="list-style-type: none"> ● Aut 2: Where do we live? ● Our Local Area - What is the Geography of where I live? 	<p>KGK Lesson Where do we live? Our Local Area - What is the Geography of where I live?</p> <ul style="list-style-type: none"> ● Aut 2: Italy Comparison of Italy to England. 	<p>KGK Lesson Where do we live? Our Local Area - What is the Geography of where I live?</p> <p>Aut 2: 3 weeks on KGK lessons- revisit yr 3's.</p>	<p>KGK Lesson Where do we live? Our Local Area - What is the Geography of where I live?</p> <ul style="list-style-type: none"> ● Aut 1: Plastic Pollution <p>What are the global implications of plastic pollution? Compass and map skills (Aut1)</p>	<p>KGK Lesson Where do we live? Our Local Area - What is the Geography of where I live?</p> <p>Aut 2: 3 weeks on KGK lessons. Revisit yr 5's.</p>
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Spring Term Overview

<p>KGK Lesson</p> <ul style="list-style-type: none"> ● Where do we live? <p>Words linked to the local area</p> <ul style="list-style-type: none"> ● Traditional Tales - Different settings (Spr1) <p>Africa - Handa's Surprise With support/begin to Look at Africa as a continent on a map. Comparing a village in Africa to our home. (Spr2)</p> <p>Continuous Spring season topics (Spr1)</p>	<p>KGK Lesson</p>	<p>KGK Lesson</p> <p>Comparison study of Cancun and Great Yarmouth. Spring 2</p>	<p>KGK Lesson</p> <ul style="list-style-type: none"> ● Rivers and Mountains (link to Italy from Aut 1) 	<p>KGK Lesson</p> <ul style="list-style-type: none"> ● Wonderful World - Climate & Biomes <p>Comparison study of the Amazon.</p>	<p>KGK Lesson</p> <ul style="list-style-type: none"> ● Mountains (UK) (Spr1) 	<p>KGK Lesson</p> <ul style="list-style-type: none"> ● RIVERS
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Summer Term Overview

<p>KGK Lesson</p> <ul style="list-style-type: none"> ● Myself and the outside world. 	<p>KGK Lesson</p> <ul style="list-style-type: none"> ● Canada 		<p>KGK Lesson</p> <ul style="list-style-type: none"> ● Volcanoes and Earthquakes 		<p>KGK Lesson</p> <ul style="list-style-type: none"> ● Energy and the Environment (Sum1) 	
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<p>Exploring the pond habitat (Lifecycles of frogs) (Sum 1)</p> <p>Continuous Summer season topics (each term)</p>	<p>KGK Lesson</p> <ul style="list-style-type: none"> • Seaside- <p>Why do we love being by the seaside so much?</p>	<p>KGK Lesson</p> <ul style="list-style-type: none"> • Weather - How does the weather affect our lives? 	<p>Fieldwork study-Hemsby</p>	<p>KGK Lesson</p> <ul style="list-style-type: none"> • Local Field Study - The Waterways 		<p>KGK Lesson</p> <ul style="list-style-type: none"> • ALASKA Study of Alaska
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Locational Vocabulary

<p>World, country, UK, United Kingdom, Great Britain, Great Yarmouth, town, sea, land, rivers</p>	<p>United Kingdom; British Isles; Great Britain; England; Scotland; Northern Ireland; Ireland; Wales; North Sea; English Channel; Atlantic Ocean; Irish Sea; continent; Europe; North America; South America; Africa; Asia; Antarctica; Australasia/Oceania; Pacific Ocean; Indian Ocean; Southern Ocean, Arctic Ocean; London; Edinburgh; Cardiff; Belfast; Dublin; atlas; globe; river; mountain range</p>	<p>United Kingdom; British Isles; Great Britain; England; Scotland; Northern Ireland; Ireland; Wales; North Sea; English Channel; Atlantic Ocean; Irish Sea; continent; Europe; North America; South America; Africa; Asia; Antarctica; Australasia/Oceania; Pacific Ocean; Indian Ocean; Southern Ocean, Arctic Ocean; London; Edinburgh; Cardiff; Belfast; Dublin;</p>	<p>United Kingdom; British Isles; Great Britain; land mass; England; Scotland; Northern Ireland; Ireland; Wales; North Sea; English Channel; Atlantic Ocean; Irish Sea; continent; Europe; North America; South America; Africa; Asia; Antarctica; Australasia/Oceania; Pacific Ocean; Indian Ocean; Southern Ocean, Arctic Ocean; London; Edinburgh; Cardiff; Belfast; Dublin; atlas; globe; river; mountain range;</p>	<p>United Kingdom; British Isles; Great Britain; land mass; England; Scotland; Northern Ireland; Ireland; Wales; North Sea; English Channel; Atlantic Ocean; Irish Sea; continent; Europe; North America; South America; Africa; Asia; Antarctica; Australasia/Oceania; Pacific Ocean; Indian Ocean; Southern Ocean, Arctic Ocean; London; Edinburgh; Cardiff; Belfast; Dublin; atlas; globe; river; mountain range; Northern Hemisphere; Southern Hemisphere, Arctic and Antarctic Circle.</p>	<p>United Kingdom; British Isles; Great Britain; land mass; England; Scotland; Northern Ireland; Ireland; Wales; North Sea; English Channel; Atlantic Ocean; Irish Sea; continent; Europe; North America; South America; Africa; Asia; Antarctica; Australasia/Oceania; Pacific Ocean; Indian Ocean; Southern Ocean, Arctic Ocean; London; Edinburgh; Cardiff; Belfast; Dublin; atlas; globe; river; mountain range; Northern Hemisphere; Southern Hemisphere, Arctic and Antarctic Circle. The Tropics of Cancer, Capricorn.</p>	<p>United Kingdom; British Isles; Great Britain; land mass; England; Scotland; Northern Ireland; Ireland; Wales; North Sea; English Channel; Atlantic Ocean; Irish Sea; continent; Europe; North America; South America; Africa; Asia; Antarctica; Australasia/Oceania; Pacific Ocean; Indian Ocean; Southern Ocean, Arctic Ocean; London; Edinburgh; Cardiff; Belfast; Dublin; atlas; globe; river; mountain range; Northern Hemisphere; Southern Hemisphere, Arctic and Antarctic Circle. The Tropics of Cancer, Capricorn. The Prime/Greenwich Meridian and time zones (including day and night)</p>
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Location Knowledge

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Where do we live? (Aut 2)</p> <p>To name the country and town that we live in. (Aut 2)</p> <p>To know what the colours on a map represent - blue lines are rivers, green is land, blue is the seas/oceans/bodies of water. (Aut 2, Sum 2)</p>	<p>KGK Lesson To know that there are 7 continents (shown on map) and which one we live in. (Aut2)</p> <p>To locate and know that there are 5 seas around the UK. (Aut 2)</p> <p>To name, locate and know the UK is made up of 4 countries. (Aut 2)</p> <p>To locate our school on a local map. (Sum2)</p>	<p>KGK Lesson As year 1 and</p> <p>To locate and name correctly the 7 continents. (Aut 2)</p> <p>To locate and name the 5 oceans (Aut 2)</p> <p>To locate and name all seas/oceans around the UK (Aut 2)</p> <p>To locate and name the capital cities of 4 countries within the UK also. (Aut 2)</p> <p>To locate Great Yarmouth on a UK map. (Aut 2)</p> <p>Specific Characteristics year 2 To know the 4 emblems of each country of the UK</p> <p>To compare compare 2 rivers in the UK -relate to R.Yare in GY</p> <p>To understand that different languages are spoken in the countries of the UK.</p>	<p>KGK Lesson As year 2 and</p> <p>To locate the continent of Europe and name some countries within Europe including the location of Russia.</p> <p>To locate and know some counties and capital cities of UK</p> <p>To name and locate different types of UK settlements (hamlets, villages, towns (costal), cities) and mountains</p> <p>To employ the use of the 4 points of a compass,</p> <p>To use maps to locate countries/counties/towns/cities/villages etc</p> <p>To use and know maps symbols and keys.</p>	<p>KGK Lesson As year 3 and</p> <p>To recap and name counties and capital cities of UK (Aut2, Spr1)</p> <p>To name and locate the Equator, northern and southern hemispheres. (, Spr1)</p> <p>To employ the use of the 4 points of a compass. (Sum2)</p>	<p>KGK Lesson As year 4 and</p> <p>To look at the local map of Norfolk on Google Satellite and discuss the use of land in much of the green spaces. (Sum1)</p> <p>To explain that our county is a farming county (compare to another county such as Greater London or West Midlands on the map to see how urban the land use is in comparison). (Sum1)</p> <p>To know what kind of fields we mainly have in Norfolk? arable - which means growing crops. One of the most commonly grown is sugar beet. (Sum1)</p> <p>To find the location of Cantley Sugar Factory on the map. To compare this mileage to GY to some of the foods looked at. (Sum1)</p>	<p>KGK Lesson As year 5 and</p> <p>To 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 (Aut2)</p> <p>To locate North America – centred on Alaska -In context of location within the World, within the continent and within the country. - Including features such as mountains, seas/oceans, major rivers, coasts, cities, transport links, any other relevant feature to the area. (Sum2)</p> <p>To understand and locate time zones (Sum2)</p> <p>To study an area of the UK that contrasts with our local area - being able to name counties/surrounding counties, landscape features e.g. hills, rivers, coast/seas, cities/towns, land use, transport links. e.g Manchester - link to Victorians/Industrial city. (Aut2)</p> <p>To identify the position and significance of the Arctic Circle. (Sum2)</p>

Place Knowledge

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Where do we live? (Aut 1, Aut2)</p> <p>To name the country and town that we live in. (Aut 2)</p> <p>To use maps and atlases. (Aut 2, Sum 2)</p>	<p>To compare Canada to GY-</p> <p>To locate Canada- which continent is in it?using maps, digital technology etc. (Sum1)</p> <p>To compare 2/3 human and physical features of both (Sum1)</p>	<p>To compare Cancun in Mexico to GY</p> <p>To locate Mexico- which continent is in it? using maps, digital technology etc.</p> <p>To compare 4/5 human and physical features of both, weather, population, types of jobs - recap year 1's H&P and add to.</p>	<p>To compare Naples to GY</p>	<p>To compare UK to a region in South America (Amazon)</p>	<p>To locate and identify the mountain ranges of the UK/ comparison to others -formation. (Spr1)</p> <p>To locate which continents/countries various mountain ranges are in. (Spr1)</p>	<p>To Study an area of North America (Alaska) (Sum2)</p>

Human and Physical Geography

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Our weather (Each term)</p> <p>To discuss different types of weather using basic language. (Each term)</p>	<p>To talk about the day-to-day basic weather and some of the features of the seasons in the UK (name 4 seasons).(Aut2)</p> <p>To show awareness that the weather may vary in different parts of the UK and in different parts of the world. Briefly discuss equator, north/south poles. Covered more in yr2. (Aut 2)</p> <p>To use a basic weather chart to record patterns/changes over a week.(Aut2)</p>	<p>To identify seasonal(why we have seasons) and daily weather patterns in the UK (name 4 seasons and months within). Refer to Yr1 learning.</p> <p>To recognise and describe which continents have significant hot or cold areas (and why)and relate these to the poles and equator.</p> <p>To use a daily weather chart to record patterns/changes over a month - use weather measuring equipment.</p>	<p>To understand what human geography is and how it has shaped GY.</p> <p>To understand the types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water- link to Italy comparison. rivers (River Po) , mountains (Alps), vegetation belt volcanoes (three active volcanoes are Mount Etna, Stromboli and Mount Vesuvius) earthquakes, and the water cycle - link to rivers-</p> <p>To be able to research the climate of Italy and relate to UK climate.</p> <p>To describe and understand key aspects of <u>physical geography</u> ,</p> <p>To know and draw the structure of the Earth - crust, mantle, outer core and inner core</p> <p>To know that the crust is a layer of rock on the surface of the Earth</p> <p>To know that the crust and upper mantle of the earth are divided into large tectonic plates that 'float' on the liquid rock beneath;</p> <p>To know that a fault is a crack in the surface of the Earth</p>	<p>To observe, describe and explain in basic terms the pattern of climate in the UK (Spr1)</p> <p>To identify, describe and begin to offer reasons for the distribution of different types of climate around the world. (Spr1)</p> <p>To compare and contrast the temperature and rainfall data in different climate graphs to reach conclusions about the climate in different locations in the world. (Spr 1)</p> <p>To understand how climate affects both the landscape of different biomes and the plants and animals that can live there. (Spr 1)</p> <p>To observe, describe and explain why areas of tropical rainforest such as the Amazon Basin have so much convectional rainfall. (Spr1)</p> <p>To describe the natural environment of the Atacama Desert and explain why the city of Arica is the driest inhabited place in the world. (spr1)</p> <p>To understand and explain what a vegetation belt is? (Spr1)</p>	<p>To identify human geography, including: types of settlement and land use, economic activity including trade links. (Sum1)</p> <p>To locate different cities within the UK and label. Comparison plastic pollution % in different regions/counties/countries of the UK. (Aut1)</p> <p>To use atlases to locate the power stations around the UK. (Aut1)</p> <p>To understand what happens after you drop a piece of rubbish in the bin? Emphasise how this is different for every country, depending how developed it is. (Aut1)</p> <p>To compare Great Yarmouth recycling rates to other towns in the UK. (Aut1)</p> <p>To research and understand the percentage of waste in GY and compare it to other towns? (Aut1)</p> <p>To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes, earthquakes, and the water cycle (Spr1)</p> <p>To explain how the movement of plates of the Earth's crust can form ranges of fold mountains; (Spr1)</p> <p>To explore the different ways in which mountains are formed. (Spr1)</p> <p>To describe how tourism affects mountain regions (Spr1)</p>	<p>To describe and understand key aspects of <i>physical geography in relation to the climate of Alaska-across North America.</i> (Sum2)</p> <p>To explore and investigate the country's resources and uses e.g minerals, energy use and the fishing industry.</p> <p>To know the 5 main vegetation belts and what is the dominant vegetation in Alaska. (Sum2)</p>

		<p>To know that volcanoes form at the edges of tectonic plates where there are faults;</p> <p>To know that volcanic eruptions can be deadly for people living near to active volcanoes, but that the soil around volcanoes is very fertile meaning that people live there to ensure that crops grow successfully on farms</p> <p>To know that Mount Vesuvius is an example of a volcano and that the eruption at Pompeii in the times of ancient Rome (79 AD) is a famous historical example;</p> <p>To understand why some earthquakes cause more damage than others?</p> <p>To investigate why New Zealand has so many earthquakes?</p> <p>To understand why most volcanoes happen in the same places as earthquakes?</p> <p>To describe and understand key aspects of <i>human geography</i>, including: types of settlement and land use (There are many different types of farm, including those that grow crops, as well as meat and dairy farms. Italy is Europe's largest producer of rice)</p>	<p>To understand what deforestation is and the impact it has. (Spr1)</p> <p>To know what the 5 major biomes are- rainforest-link to topic. Antarctica circle - ice cap dessert etc. (Spr1)</p> <p>*Water cycle refer to year 3's water cycle</p>	<p>To understand that even 'green' and 'renewable' energy schemes will have environmental costs, evaluate both sides of an argument and make a judgement about the most appropriate way forward; (Sum1)</p> <p>To describe some renewable and non-renewable energy sources. (Sum1) Identify an important environmental issue. (Aut1/Sum1)</p> <p>To understand that our food is grown in many different countries because of their climate. (Sum1)</p> <p>To know where some of our main natural resources come from. (Sum1)</p> <p>To describe different types of industry currently in the local area. (Sum1)</p> <p>To know the journey of how one product gets into their home in detail. (Sum1)</p> <p>To calculate food miles using digital maps. (Sum1)</p> <p>To investigate local Norfolk produce: children research sugar beet, the journey it takes from our Norfolk fields to get to us. (Sum1)</p> <p>To describe and understand key aspects of the distribution of natural resources. (Sum1)</p>	
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Geographical Skills and Fieldwork

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied (Aut 1, Sum2)</p> <p>Make maps / routes (Aut 2, Spr 1, Sum 2)</p> <p>Our school grounds (each term)</p> <p>To name features of our school grounds. (each term)</p> <p>To draw around objects to make a plan. (Sum 2)</p>	<p>To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied (Aut2, Sum1)</p> <p>To locate Canada and UK on maps. (Sum1)</p> <p>To follow directions (near, far, up, down, left/right, forwards/backwards) use this language to describe features on a map. (Sum2)</p> <p>To draw picture maps of imaginary places and from stories. Add 2 or 3 of each human and physical features - relate to above. (Sum2)</p> <p>To draw a map of classroom. (Sum2)</p> <p>To use your own symbols on an imaginary map. (Sum2)</p> <p>To use a simple picture map to move around the school; Recognise that it is about a place. Name some human and physical features. Draw around objects to make a plan. (Sum2)</p>	<p>To use maps, atlases, globes and digital/computer mapping to locate places and describe features studied (Aut 2)</p> <p>To locate Cancun and UK on maps.</p> <p>To follow directions (as yr 1 and inc'. NSEW) use this language to describe features on a map.</p> <p>To draw a map of a real place (our school/Great Yarmouth). (e.g. add detail to a sketch map from aerial photograph) Add 4 or 5 of each human and physical features.</p> <p>To begin to understand the need for a key. Use class agreed symbols to make a simple key.</p> <p>To follow a route on a map of the school grounds. Name many human and physical features. Use an infant atlas to locate places.</p> <p>To look down on objects to make a plan view map.</p>	<p>To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>To locate Italy using maps, atlases, class map, technology etc.</p> <p>To know the continent Italy is in.</p> <p>To be able to locate Italy on a world map and the main cities within it.</p> <p>To begin to have an understanding of what fieldwork entails.</p> <p>To research Hemsby Beach/Winterton on Sea through primary and secondary data sources.</p> <p>To think about what we want to find out about Hemsby Beach/Winterton on Sea..</p> <p>To compare maps of Hemsby Beach/Winterton on Sea and how it has changed over time (erosion).</p> <p>To use a 4 point compass.</p> <p>To use fieldwork to observe, measure, record and present the human/physical features in the local area</p> <p>To use a range of methods, including annotated sketch maps, plans and graphs, and digital technologies to present the recordings of findings</p>	<p>To use maps, atlases, globes and digital/computer mapping to locate countries and describe and compare features studied. (Spr1 Sum2)</p> <p>To understand what fieldwork is. (Sum 2)</p> <p>To investigate what we want to find out about the Waterways. (Sum2)</p> <p>To compare local maps of the area over time and record findings. Using written media, including interviews with locals, population data, use of land in the school locality (e.g. classification of buildings into residential, commercial, industry, leisure, public buildings etc), and comparisons with old maps and photographs. (Sum2)</p> <p>To read a map accurately. (Sum 2 Spr1)</p> <p>To research and plan a fieldwork investigation about The Waterways. (Sum2)</p> <p>To use a 4/8 point compass. (Sum2)</p> <p>To use letter and number coordinates. (Sum2)</p> <p>To carry out a fieldwork investigation on The Waterways. (Sum2)</p>	<p>To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied in the context of hills and mountain ranges. (Aut1/Spr1)</p> <p>To 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 and the wider world. (Aut1)</p> <p>To use a map to find and describe key features of the mountains (Spr1)</p> <p>To describe a mountainous climate. (Spr1)</p> <p>To discuss similarities and differences of findings. (Aut1/Spr1/Sum1)</p> <p>To infer data results and understand which town recycles the most / the least waste? (Aut1)</p> <p>To use data to compile a persuasive leaflet to GYBC (cross-curricular) (Aut1)</p> <p>To answer questions about countries using bar chart and geographical information. (Aut1/Spr1)</p> <p>To look at the map of an early settlement and discuss the pros and cons of why people settled there. (Sum1)</p>	<p>To use maps, atlases, globes and digital to locate countries and describe features studied (Aut 2/Sum2)</p> <p>To 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. (Aut 2)</p> <p>To plan a route to it using appropriate geographical terms for direction and distance and also identify key landmarks, buildings or green spaces they pass on their way to the river. (Spr1)</p> <p>To create a map for the route (Spr1)</p> <p>To take photographs to record some data elements for use in their class work. (Spr1)</p> <p>To identify the characteristics of a river from first hand experiences. (Spr1)</p> <p>To use own drawn sketches to focus on the key features of the river and to label using appropriate geographical terms e.g. bank, channel, meander, erosion or deposition. (Spr1)</p> <p>To use observational skills and research to conclude if the river banks have been reinforced or raised, are there bridges, weirs or fords, has the channel been culverted or diverted and are there signs of any flood defences or actions to prevent erosion? (Spr1)</p>

			<p>above .</p> <p>To add a range of annotation labels and text to help me explain features and places.</p> <p>To make a map of small area with features in correct places.</p>	<p>To analyse, present and evaluate findings in different ways. (Sum2)</p> <p>To construct a climate graph from temperature and rainfall data for their home location and compare and contrast this with climate graphs of other locations to reach conclusions and make judgements (Spr1)</p>	<p>To produce a table of findings and use this to answer relevant questions. (Aut1/Spr1/Sum1)</p> <p>To enhance atlas skills through guided input. (Aut1)</p>	<p>To research/observe how the land around the river is used and possibly why. (Spr1)</p> <p>To explore types of vegetation that are present there. e.g. reeds or willow trees. (refer back to Bure Park) (Spr1)</p> <p>To look at historical maps and photographs of the local river and explore how the course of the river has changed and how people have altered the banks/vegetation/land-use. (Spr1)</p> <p>To research how people have used the river in different ways throughout time. link to read signs. (Spr1)</p> <p>To record and calculate how quickly the water in your river is flowing. (Spr1)</p>
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