



Hook with Warsash C of E Academy Geography Curriculum Progression

		Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Topics Studied	Topics are fluid designed around the children's needs year on year.	• My School • Antarctica- Hot and Cold • My Local Area	• The UK- Weather and Seasons • Brilliant Beaches • Ghana-Non-European place study	• Ivory Coast- Economic • Our Local Area • La Plagne European place study	• Brazil- Biomes and Climate • Nepal – Mountains and Earthquakes • Southampton – Settlement	• Las Vegas- North American Place Study • Australia- Natural Resources • River Tees- Rivers	• The UK • Indonesia- Volcanoes • Copacabana-South American place study
	Locational Knowledge	• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.	• Name, locate and identify the four UK countries. • Name the capital cities of the UK and the surrounding seas.	• Name, locate and identify the four UK countries. • Name the capital cities of the UK and the surrounding seas. • Name and locate the world's seven continents and 5 oceans.	• Locate some counties and cities of the UK. • Locate and name the continents on a world map. • Locate the main countries of Europe including Russia. • Identify some capital cities of Europe. • Use their key physical and human characteristics to describe them. • Locate Africa on a world map and name some of its countries including Ghana.	• Locate and name the main counties around our local area. • Name the cities close to our local area. • Locate North and South America and Asia on a map World map and identify some of the countries within South America and Asia. • Locate Brazil and Nepal on a map. • On a world map locate areas of similar environmental regions, desert, rainforest or temperate.	• Locate Oceania/ Australasia on a world map and identify some cities. • Locate Las Vegas on a map. • Identify the position and significance of Equator, Southern/Northern Hemisphere, time zones. • Compare 2 different regions of the UK through a river study, key topographical features including hills, mountains, coasts and rivers, and land-use patterns and understand how some of these have changed over time.	• Locate the world's countries, using maps to focus on Europe including the location of Russia, North and South America concentrating on their environmental regions, key physical and human characteristics, countries and major cities. • Identify the position and significance of latitude, longitude, Equator, Northern and Southern Hemisphere, the tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones including day and night.



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	Place Knowledge	• 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.	• Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK (Warsash)	• Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK (Warsash) and other small areas of the 4 countries of the UK. • Understand geographical similarities and differences through studying the human and physical geography of a small area in a non-European country (Busua Ghana)	• Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK our local area. • Understand geographical similarities and differences through studying the human and physical geography of a region in a European Country (La Plagne France)	• Understand geographical similarities and differences through studying the human and physical geography of a region in the UK (Local Study Southampton) • Understand geographical similarities and differences through studying the human and physical geography of a region within South America.(Brazil)	• Understand geographical similarities and differences through studying the human and physical geography of a region in the UK (Local Study Rivers and The Tees) • Understand geographical similarities and differences through studying the human and physical geography of a region within North America (Las Vegas). • Understand geographical similarities and differences through studying the human and physical geography of a region within Australasia (Natural Resources)	• Understand geographical similarities and differences through studying the human and physical geography of a region within South America (Copacabana)
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	Human and Physical Geography	• They make observations of animals and plants and explain why some things occur, and talk about changes- tree study, tadpoles	Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.	• Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. (Copacabana, Busua Ghana) • Identify seasonal and daily weather patterns in the UK.	• Physical Geography: • Climate zones- <i>La Plagne</i> • Biomes and Vegetation Belts- <i>Ivory Coast</i> • Mountains- <i>La Plagne</i> • Human Geography: • Types of settlement and land use- <i>Our Local Area and La Plagne</i> • Economic activity including trade links- <i>Ivory Coast</i> • The distribution of natural resources including energy, food, minerals and water- <i>Ivory Coast</i>	• Physical Geography: • Climate zones – <i>Brazil</i> • Biomes and Vegetation Belts- <i>Brazil</i> • Mountains- <i>Nepal</i> • Volcanoes and Earthquakes- <i>Nepal</i> • The water cycle –<i>Brazil</i> • Human Geography: • Types of settlement and land use- <i>Southampton</i> • Economic activity including trade links- <i>Southampton</i>	• Physical Geography: • Climate zones- <i>Las Vegas</i> • Biomes and Vegetation Belts-<i>Las Vegas</i> • Rivers- <i>River Tees</i> • The water cycle –<i>River Tees</i> • Human Geography: • Types of settlement and land use- <i>Las Vegas</i> • Economic activity including trade links- <i>Las Vegas</i> • The distribution of natural resources including energy, food, minerals and water- <i>Australia</i>	• Physical Geography: • Climate zones- <i>Copacabana</i> • Biomes and Vegetation Belts-<i>Copacabana</i> • Volcanoes and Earthquakes- <i>Indonesia</i> • Human Geography: • Types of settlement and land use- <i>Copacabana</i> • Economic activity including trade links- <i>Copacabana</i>
	Vocabulary	• Talk about the features of their own immediate environment using language they have heard in conversation or in books.	• Use basic geographical vocabulary from the KS1 list to refer to: key physical features and human features.	• Use basic geographical vocabulary from the KS1 list to refer to: key physical features and human features.	• Use basic geographical vocabulary from the KS2 list to refer to: key physical features and human features of an area.	• Use basic geographical vocabulary from the KS2 list to refer to: key physical features and human features including climate zones, biomes earthquakes and tectonics and the water cycle.	• Use basic geographical vocabulary from the KS2 list to refer to: key physical features and human features of distribution of natural resources and rivers.	• Use basic geographical vocabulary from the KS2 list to refer to: key physical features and human features such as Volcanoes and the ring of fire.



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Geographical skills and Fieldwork	Direction and Location	Space shape and Measure Children use everyday language to talk about...position...to compare quantities and objects to solve problems.	Use locational and directional language to describe the location of features on a map. Up/down, left/right, forwards/backwards, near/far.	Use simple compass directions NSEW to describe the location of features on a map.	- Learn and use the 8 points of a compass. - Use the 4 points of a compass to give directions. - Can use letter and number coordinates to locate features on a map.	- Use 8 point compass directions to follow and give directions. - Accurately use 4 figure grid references on an OS map. Click for link.	Confidently use 8 point compass directions to follow and give directions. Accurately use 4 figure grid references and begin to use 6 figure grid references on an OS map. Click for link.	- Confidently use 8 point compass directions to follow and give directions. - Accurately use 6 figure grid references on an OS map. Click for link.
	Using Maps	- Children will draw simple map from their imagination, real-life or based on a journey in a book. - Use large maps, globes and map play mats to explore countries and features of the world.	Use maps, atlases, globes and digital/computer mapping (Google Earth and Digi maps for schools) to locate countries and describe the features studied. Use fieldwork to observe, measure and record the human and physical features in an area using a range of methods, including: sketch maps, plan and graphs and digital technologies.					
	Geographical Enquiry	- Teachers will ask questions of the children after reading books. - Children may ask their own questions which they would like to find the answers to.	- Teacher led enquiries, to ask and respond to simple closed questions. - Investigate their surroundings. - Measure using simple words and frequency recording. - Draw a simple conclusion to the fieldwork or prediction.	- Children encouraged to ask simple geographical questions: Where is it? What's it like? - Measure using a guided tally and standard units such as minutes and metres. - Present findings in a map or a graph. - Reach a conclusion to the fieldwork carried out. - Use IT to gather information such as pictures or videos.	- Confidently ask questions of a range of people. - Measure accurately using a tally and standard units. - Describe the pros and cons of how they have collected data- fair test. - Present data to show clear route from teacher led question to child conclusion. - Thorough conclusion.	- Devise own question which shows that others may think differently. - Measure using simple instruments, and digital technology and measure more than one thing at once. - Describe the pros and cons of how they have collected data- fair test. - Present data to show clear route from teacher led question to child conclusion. - Thorough conclusion.	Devise own question which shows that others may think differently make notes during the interview to express own opinions. Measure human and physical features in the local area using a range of instruments. Confidently justify data collection methods Present data to show clear route from child led question to child	- Devise own question which shows that others may think differently make notes during the interview to express own opinions. - Measure human and physical features in the local area using a range of instruments. - Confidently justify data collection methods - Present data to show clear route from child led question to child



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							conclusion - independently • Thorough conclusion which is backed up with evidence.	conclusion - independently • Thorough conclusion which is backed up with evidence and data
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