

GEOGRAPHY PROGRESSION OF SKILLS AND KNOWLEDGE

National Curriculum - Purpose:

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time

Geography at Holy Trinity has been structured around the National Curriculum, taking into account the key concepts to ensure that the subject is taught in a spiral manner. The skills and knowledge explored and developed have been carefully planned and mapped out in our history progression of skills map. Our students will make connections between different units and recap key vocabulary and events throughout their school journey.

There are several geographical themes which run, like golden threads, throughout our curriculum and help to create links between year groups. By revisiting these themes, children will be better able to recall key geographical processes and events. They will also understand how the physical world and human world are closely interlinked.

Themes:



- **Exploring the World** - it is important for our pupils to understand that Britain is part of a global community. In the early years, children will begin to learn about the different continents of the world. Children in years 1 and 2 will learn about hot and cold places, the oceans and Australia. Then in KS2, each year group will focus on a different continent. Year 3 will explore Europe, year 4 will immerse themselves in the Americas and years 5 and 6 will investigate Asia and Africa.



- **Physiography** - Physical geography is a common theme throughout our bespoke curriculum. Some of our exciting units focus on volcanoes and mountains, rivers and lakes and weather and climate. These units also link in with the children's history curriculum to further immerse them into their learning.



- **London and the Local Area** - Many of our units are inspired by our location in West London. Notable local activities include participating in the Thames Explorer Programme in Chiswick and studying our local settlement in Richmond town centre.



- **Key people and events** - Our understanding of the world around us has been changed and shaped by inspirational people and events.



- **Human Processes** - Planet earth has been shaped by human activity throughout history. Our units cover a wide spectrum of human processes including migration, globalisation and transport.

EYFS

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. The most relevant area for geography is 'Understanding the World' which can be further split into two Early Learning Goals: personal experiences and a diverse world.

Understanding the World: Personal Experiences

Children at the expected level of development will:

- Personal experiences contribute to children's emerging sense of place, such as where they live and other familiar places, and their sense of time. They begin to understand what happens over a day. They're aware of morning, afternoon, evening and night time.

Understanding the World: A diverse world

Children at the expected level of development will:

- Children need to be able to form positive relationships, especially with other people who do things differently to themselves and their family.
- Over time children become aware of the impact people have on the environment. Examples include understanding that it is important to care for small creatures, not to drop litter, the value of growing your own food, to reuse, recycle, reduce and repurpose.

NURSERY






Begin to make sense of their own life-story and family's history - daily discussions throughout the continuous provision:

- Know how to show respect and care for the natural environment and all living things.
- Know that families in other countries across the world engage in similar activities to their own family. Know some differences in family celebrations across the world.
- Know that the environment where they live can change through the seasons. Describe what they see, hear, and feel outside.
- Know that features of their immediate environment can be represented with objects and on paper e.g., classroom maps, Pete's story map around school, seating maps, nature area map






RECEPTION

- Know that families in other countries across the world engage in similar activities to their own family. Know some differences in family celebrations across the world.
- Know that features of their immediate environment can be represented with objects and on paper e.g., classroom maps, Pete's story map around school, seating maps, nature area map.
- Know that the environment where they live can change through the seasons. Describe what they see, hear, and feel outside.
- Explore the natural world around them by taking part in forest school sessions.
- Know how to show respect and care for the natural environment and all living things.
- Know how to use technology in exploring mapping - a Bee Bot and begin to show spatial awareness. Use positional language i.e., under, beside, on top of etc.
- Program a BeeBot or instruct a friend to move along a track or small world setup in a specific direction using the terms 'up', 'down', 'left', 'right'.
- Recognise some environments that are different to the one in which they live e.g., The Arctic
- Recognise, know, and describe features of different places. Look closely at similarities and differences.
- Know that materials change when affected by temperature.
- Know that some materials are stronger than others and different purposes require different materials.






Year 1





National Curriculum	LOCATIONAL KNOWLEDGE			HUMAN GEOGRAPHY		FIELDWORK		
	PLACE KNOWLEDGE			PHYSICAL GEOGRAPHY				
	<i>Name and locate the world's seven continents and five oceans</i>	<i>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</i>	<i>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</i>	<i>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</i>	<i>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 key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</i>	<i>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the continents and oceans studied at this key stage</i>	<i>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</i>	<i>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</i>
Year 1 units of study	Hot and Cold places. Children explore what countries, continents and oceans are.	We are Britain - four nations. Locate and name four countries of the UK and their capital cities on a map.		Hot and Cold places. Pupils investigate weather patterns from around the UK and rest of the world.	Hot and Cold places. Children learn vocabulary such as environment, weather, seasonal, Equator, North Pole, South Pole	We are Britain - four nations. Children use atlases and maps to locate the four nations of the UK.	What's it like to live in Richmond? Children use simple directions on a compass.	What's it like to live in Richmond? Children draw maps of the school grounds and look at aerial maps of the local area.
Autumn 	What's it like to live in Richmond? This unit links in perfectly with the children's history topic - My Local Area. Pupils will be introduced to lots of new directional vocabulary including the directions on a compass. This is a fruitful topic that gives the pupils the opportunity to draw their own maps of the school grounds and locate Holy Trinity on aerial maps. As the unit progresses, pupils will be introduced to the physical and human features of the local area including the River Thames, Richmond Park, train stations and local amenities such as restaurants and shops. The pupils will use Ipads to take photographs of the local area before writing short recounts of their experiences. Finally, pupils will be given the opportunity to use a compass to follow simple directions within the school grounds.							
Spring  	We are Britain - four nations. Introducing the children to the concept of a four nation country, they will begin by learning what it is like visiting the four nations of the United Kingdom by looking at photographs, videos and maps. They will investigate the four capital cities, flags and locate the surrounding seas on a map. Pupils will then research famous London landmarks and describe the human and physical features of the city.							
Summer  	Hot and Cold places Children will begin to learn about continents, countries and oceans before exploring the five key climate zones. They will build knowledge of seasonal and daily weather patterns in the UK and begin to understand the hot and cold areas of the world as well as developing locational knowledge and early geographical skills. Pupils will compare the UK climate to that of tropical and polar regions of the earth.							

Year 2







National Curriculum	LOCATIONAL KNOWLEDGE		HUMAN GEOGRAPHY		FIELDWORK			
	PLACE KNOWLEDGE		PHYSICAL GEOGRAPHY					
	<i>Name and locate the world's seven continents and five oceans</i>	<i>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</i>	<i>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</i>	<i>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</i>	<i>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 key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</i>	<i>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the continents, oceans studied at this key stage</i>	<i>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</i>	<i>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</i>
Year 2 units of study	<u>Around the world</u> Name and locations of the seven continents.		<u>What's it like to live in Richmond, Australia.</u> Comparison between Richmond, London to Richmond, Australia.	<u>Weather and seasons</u> Investigating weather patterns found in each season of the UK.	<u>Around the world</u> Key geographical vocabulary taught throughout unit.	<u>Around the world</u> Children use maps and atlases to locate major countries from around the world.		<u>What's it like to live in Richmond, Australia.</u> Aerial photographs and maps of Richmond, Victoria.
Autumn 	<u>Weather and seasons</u> This unit will focus on the seasonal and daily weather patterns found within the British isles. Pupils will build upon their previous knowledge of the months of the year and link the seasons to the correct months. Throughout the unit, the pupils will undergo nature walks in and around the school grounds to assess how the seasons change using thermometers to record seasonal temperature variations. Key geographic vocabulary will be utilized throughout the unit if work.							
Spring 	<u>Around the world</u> The children will explore the seven continents of the world using atlases, aerial maps and photographs. Each of the continents will be taught in detail giving the children the opportunity to locate countries from all corners of the globe. The names and location of the world's oceans will also be covered. When the children investigate the different continents, they will research the countries, biomes and fauna found within each. By the end of the unit, the pupil's locational knowledge would have improved dramatically.							
Summer   	<u>What's it like to live in Richmond, Australia?</u> Pupils will have the opportunity to carry out a comparative study between opposite ends of the world. They will use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. Australia's landscape, culture and wildlife will be studied in detail along with its weather and climate. The unit will be concluded by comparing the physical and human geography of Richmond in Melbourne to that of Richmond, London.							

Year 3








National Curriculum	LOCATIONAL KNOWLEDGE			HUMAN GEOGRAPHY		FIELDWORK		
	PLACE KNOWLEDGE			PHYSICAL GEOGRAPHY				
	<i>Locate the world's countries, using maps to focus on their environmental regions.</i>	<i>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics.</i>	<i>Identify the position and significance of latitude, longitude, Equator, and other geographical vocabulary.</i>	<i>Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</i>	<i>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</i>	<i>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</i>	<i>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</i>	<i>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.</i>
Year 3 units of study	<u>Let's visit Europe</u> Location of major European countries.	<u>Where does our food come from?</u> How is food produced in the UK.		<u>Let's visit Europe</u> Geographical features of the Alps. <u>Water, weather and Climate</u> The different stages of the water cycle. <u>Where does our food come from?</u> Temperature and tropical climate zones.	<u>Let's visit Europe</u> Why is tourism an important industry within Europe and the Mediterranean? <u>Where does our food come from?</u> Trade links that enable food to be sold in the UK.	<u>Water, weather and Climate</u> Aerial maps of locations that have suffered severe weather.		<u>Water, weather and Climate</u> Handling data and measurements - temperature in different areas around the school.
Autumn  Spring   Summer  	<p><u>Water, weather and climate</u> This unit will build on the children's learning on weather from year 2. Year 3 will introduce the children to the differences between weather and climate and why different regions of the world experience varied climate and weather patterns. The unit then progresses onto the water cycle which offers another cross curricular link with science. The children will describe the different stages using scientific vocabulary and produce annotated sketches. Thermometers will then be used by the children to investigate the temperatures of contrasting areas of the school grounds. The children will then interpret their data using bar charts.</p> <p><u>Let's visit Europe</u> This exciting unit gives the children the opportunity to investigate their home continent in great detail. After establishing the location of Europe in the world and some of its major countries and cities, pupils will investigate why many of Europe's capital cities are located next to major river networks. The unit will then progress on to the world-famous Alps and its geographical features and the major tourist hot spots within the continent. Pupils will also conduct a comparative study between the UK and Italy.</p> <p><u>Where does our food come from?</u> The children will investigate the link between climate zones and the type of food that can be grown there. The focus will be on temperate, tropical and mediterranean climate regions and offer an explanation into how food is produced in each. After investigating different ways food is produced around the world, the focus will be brought back to the UK and the ways in which the land is used to produce food in our local area. Finally, the children will be introduced to the term 'trade links' and how they enable the UK to import food from all corners of the globe.</p>							

Year 4								
National Curriculum	LOCATIONAL KNOWLEDGE			HUMAN GEOGRAPHY		FIELDWORK		
	PLACE KNOWLEDGE			PHYSICAL GEOGRAPHY				
	<i>Locate the world's countries, using maps to focus on their environmental regions.</i>	<i>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics.</i>	<i>Identify the position and significance of latitude, longitude, Equator, and other geographical vocabulary.</i>	<i>Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</i>	<i>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</i>	<i>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</i>	<i>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</i>	<i>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.</i>
Year 4 units of study	<u>Let's visit Asia</u> Countries located next to the Andes Mountain range.	<u>Rivers and lakes</u> Five longest rivers of the UK.	<u>Let's visit Asia</u> Tropics of cancer and capricorn.	<u>Let's visit Asia</u> Features of a tropical rainforest. <u>Rivers and lakes</u> The formation of rivers and lakes.	<u>Let's visit Asia</u> Natural resources found in the Amazon rainforest. <u>Villages , towns and settlements</u> <u>Rivers and lakes</u> River flooding and prevention strategies.		<u>Villages , towns and settlements</u> Use grid references to investigate different settlements.	<u>Villages , towns and settlements</u> Carry out an investigation into the reasons why people visit Richmond town centre.
Autumn 	<u>Let's Visit the Americas</u> The study of the Americas opens up the possibility for many unique and exciting learning opportunities. Pupils will be introduced to the tropical rainforest biome and explore the biodiversity within the Amazon rainforest and investigate its natural resources. A comparative study of Brazil and the United Kingdom will be taught enabling the pupils to conduct a detailed examination of cultural, geographical, and economic similarities and differences. By the end of the topic, pupils will have obtained detailed knowledge of the physical and human geography of the continent and be able to compare it to other regions of the world.							
Spring  	<u>Towns and Settlements</u> In history the children are introduced to the idea that people from other societies have been coming to Britain for a long time. They learn about some of the tensions involved in the settlement as well as ways of life and matters that still impact on us. This informative geography topic will teach pupils about the early needs of settlers and the origins of place names and how the needs of settlers have changed over time. Pupils will also be given the opportunity to plan their own settlement and use grid references to identify different features of settlements. An exciting fieldwork activity will bring the topic to a conclusion giving the pupils the chance to carry out questionnaires in Richmond town centre.							
Summer 	<u>Rivers and Lakes</u> The River Thames is the longest river entirely in England and best known for flowing through London, passing through Richmond where the children live. This unit looks at the five longest rivers in the UK, the factors that cause rivers to flood and how the River Thames shapes the surrounding landscape. The pupils will visit the River Thames as part of a fieldwork activity facilitated by the Thames Explorer Trust. Pupils will use the local environment to gain experience in identifying and naming birds and recognising how they have adapted to their environment. On the foreshore, pupils will collect historical artifacts, allowing them to gain an understanding and awareness of the past and compare it with the present.							

Year 5

Year 5								
National Curriculum	LOCATIONAL KNOWLEDGE			HUMAN GEOGRAPHY		FIELDWORK		
	PLACE KNOWLEDGE			PHYSICAL GEOGRAPHY				
	<i>Locate the world's countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions.</i>	<i>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics.</i>	<i>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, and other geographical vocabulary.</i>	<i>Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</i>	<i>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</i>	<i>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</i>	<i>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</i>	<i>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.</i>
Year 5 units of study	<p>Antarctica Study the location and the environmental features of Antarctica. Compare to other regions in the world.</p>		<p>Antarctica Let's Visit Asia Geographical vocabulary such as hemisphere, longitude and latitude is studied. Time zones taught as part of the Let's Visit Asia topic.</p>	<p>Let's visit Asia A study of the different biomes of Asia including the Yangxu River and the Himalayas.</p>	<p>Global trade The distribution of natural resources and fairtrade is studied in-depth. Let's Visit Asia A study into the impact of the Three Gorges Dam. Antarctica: The effects of tourism on the continent.</p>	<p>Let's visit Asia Pupils use maps of Asia and CHina to investigate different features. Aerial photographs of Three Gorges Dam.</p>		<p>Global trade and sustainability Pupils devise an online survey to investigate the amount of recycling undertaken by parents at the school.</p>
<p>Autumn</p>   <p>Spring</p>    <p>Summer</p> 	<p>Discovering Antarctica As children learn about famous polar explorers in history, such as Captain Falcon Scott and Roald Amundsen, they learn about the geography of Antarctica in detail. Pupils will learn how the continent has changed position over millions of years due to tectonic activity, investigate how tourism is affecting the landscape and research the important scientific work currently taking place there. They will also build on their knowledge from science and explain how the ecosystem in Antarctica is extremely fragile and the importance of protecting food webs through the restrictions on fishing and whaling. Pupils</p> <p>Let's Visit Asia With a large proportion of our school community with Chinese heritage, this provides an opportunity for children to learn about the human and physical geography of the region. Pupils will investigate the different time zones within the continent and conduct a comparative study between the time zones in Russia and China. Human geography will be studied during their work on the Three Gorges Dam. Pupils will conduct research to determine the positive and negative impacts the dam has had on the local population and environment. The Himalayan mountain range will be covered towards the end of the topic and will introduce the children to mountain range formation which will be investigated further in year 6.</p> <p>Global trade and sustainability Children use a range of resources to investigate the world's natural resources and the important role they play in global trade. They will learn the meaning of fairtrade and understand the issue of sustainability in everyday life. The concept of globalisation will be introduced and the effects it has on the natural world. Pupils will carry out fieldwork in the form of an online recycling survey across the school and present their work using quantitative data representing the school profile.</p>							

Year 6

National Curriculum	LOCATIONAL KNOWLEDGE			HUMAN GEOGRAPHY		FIELDWORK		
	PLACE KNOWLEDGE			PHYSICAL GEOGRAPHY				
	<i>Locate the world's countries, using maps to focus on their environmental regions.</i>	<i>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics.</i>	<i>Identify the position and significance of latitude, longitude, Equator, and other geographical vocabulary.</i>	<i>Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</i>	<i>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</i>	<i>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</i>	<i>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</i>	<i>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.</i>
Year 6 units of study	<p><u>Let's Visit Africa</u> The location of African countries and cities.</p>	<p><u>The UK - A Changing Country</u> The location of the counties of the UK.</p>	<p><u>Let's Visit Africa</u> The time zones of Africa will be investigated.</p>	<p><u>Mountains, Earthquakes and Volcanoes</u> The formation of mountains and volcanoes. The causes of the consequences of earthquakes.</p>	<p><u>Let's Visit Africa</u> The natural resources available to central African country Ghana. <u>Mountains, Earthquakes and Volcanoes</u> The human impact of living next to a volcano. Case study: Mount Vesuvius. <u>The UK - A Changing Country</u> City comparison study: Blackpool and Birmingham.</p>		<p><u>Mountains, Earthquakes and Volcanoes</u> Pupils use Ordnance Survey maps to create a topographical map for the Three Peaks challenge.</p>	
<p>Autumn</p>   <p>Spring</p>    <p>Summer</p>  	<p><u>Let's Visit Africa</u> In history the pupils will be learning all about the ancient civilisation of Benin; this topic links in perfectly with their learning in geography. Pupils will learn about the physical and human geography of the continent including the savannah and desert biomes and the different time zones for each region of Africa. The country of Ghana will give the pupils an opportunity to investigate a western African country in detail and research how it has become a successful nation. Pupils will gain a deep understanding of the country's natural resources and how they have contributed towards its economy and GDP. Towards the end of the unit, pupils will learn how tourism has affected the continent in both positive and negative ways and gain an understanding of the current misconceptions held about Africa in the western world.</p> <p><u>Mountains, volcanoes and Earthquakes.</u> In History, the children will be learning about Pompeii and the famous eruption at Mount Vesuvius in 79AD; this is another cross-curricular link between the two humanity subjects. In geography the topic is titled mountains, volcanoes and earthquakes. Pupils will build on their knowledge gained in Year 5 when learning about The Himalayas and acquire more in-depth learning on the topics of mountain and volcano formation. The human angle will be taught through Mount Vesuvius in the present day and the reasons why millions of people choose to live within the danger zone of the volcano. Pupils will also learn about UK mountains and investigate the highest peaks such as Mt Snowden and Ben Nevis.</p> <p><u>The UK - a changing country.</u> This topic will allow for many comparative studies between different regions of the United Kingdom. Locational knowledge will include the location of major towns and cities and the names of the different counties. The human geography angle will give the pupils the opportunity to research the distribution of farming types and traditional food products and define the terms migration, multiculturalism and ethnicity. Children will create and send out a survey to find out about the migratory heritage of our local area and use statistics to present their findings.</p>							