Progression through Geographical Knowledge

Intent: Climate, Cultural and Changing

One step greener - the time is now!

Children have opportunities to:

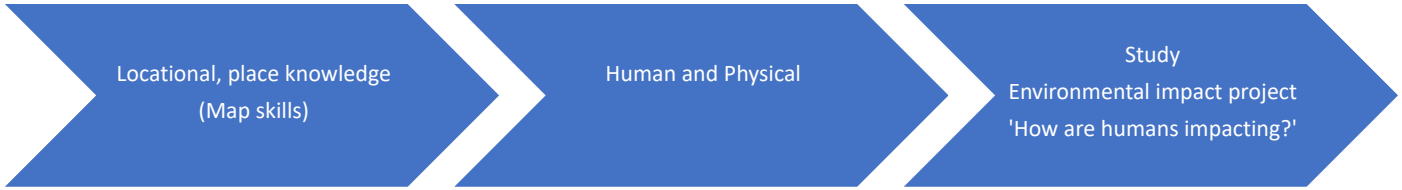
- A greater fluency with world knowledge by drawing on an increasing breadth and depth of content and contexts,
- Extend from the familiar and concrete to the unfamiliar and abstract;
- Make greater sense of the world by organising and connecting information and ideas about people, places, processes and environments;
- Work with more complex information about the world, including the relevance of people's attitudes, values and beliefs
- Increase the range and accuracy of pupils' investigative skills, advancing their ability to select and apply these with increasing independence to geographical enquiry.
- An enquiry 'project' based on human impact on the geography of the world so that children
- Compare British Values with other countries and develop a deeper cultural understanding of countries studied

This will be underpinned and progressive across Key Stage 1 and 2 through a curriculum that plans for:

- A contextual world knowledge of locations, places and geographical features.

GEOGRAPHY CURRICULUM

- An understanding of the conditions, processes and interactions that explain features and distributions, patterns and changes over time and space.
- A competence in geographical enquiry, the application of skills in observing, collecting, analysing, mapping and communicating geographical information.



Concept Long Term Plan

Year group	Locational, place knowledge	Human and physical features	Environmental impact and enquiry project	Core value champion
Reception	Look at maps on a range of scales. Where do we live? What is Bell Green? What is Coventry?	What are our homes like? Compare life in this country to life in others.		
1	Maps of the local area, exploration of Bell Green and Coventry. 4 compass points	Introduction to basic features of Bell Green and Coventry, comparison of human features and local countryside.	Migration of birds from local area to warmer climates and reasons for this linked to weather and seasons.	Dr Amir Khan
2	Maps of the UK, the 4 countries and capital cities.4 compass points	Physical and human features in each UK country. Comparison between cities, countryside and their features.	Recycling and its effects. How do we rethink our choices?	Anita Rani
3	Location of the worlds continents and seas. Focus on Europe and North America. Maps on a range of scales, compass points to compare.	Physical and human features of continents, relate to hemispheres and biomes. Physical and human features of Europe.	Plastic and it's effect of the oceans.	Prince William

4	Location of volcanoes. Focus on Asia and the ring of fire. 8 compass points.	Physical and human features of Asia. Focus on volcanoes, earthquakes and tsunamis.	Effect of a natural disaster.	Barak Obama
5	Location of rainforest, Amazon river. North and South America. 8 compass points.	Climate of North and South America. Features of rainforest. Water cycle and it's effects.	Deforestation and use of palm oil.	David Attenborough Sting
6	World geography Location of Antarctica, Africa, Russia and China and the difference between these. Grid reference, latitude and longitude.	Changes of land use over time Changes in climate in different continents. Uses of fossil fuels.	Effects of climate change on the world.	Vanessa Nakate

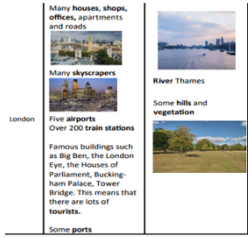
Year 1 Geography

Year group	NC objectives	Location and place knowledge	Human and physical features	Environmental impact Enquiry project	Core value champion

1	**Local study** 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	Compasses are used to help people find their way or to show the position of something. There are four key cardinal points on a compass – North, South, East and West. Alongside simple compass directions, locational and directional language can also be used to describe the location of features and routes on a map. Maps give us information about places. They tell us where places are and help us to identify where things are located. From maps we are able to find roads, schools and other places of interest. A map uses symbols to show where these places are. Places in the world that are far away are Bangladesh	Physical geography looks at the natural processes of the Earth whereas Human geography focuses on the impact of people on the planet. Physical geography features are natural and include; beach, cliff, valley, river, sea, woodland etc. Human geography features show how humans have altered the environment. Such features include towns, cities, factories, houses, roads, schools etc. We live in a city called Coventry. Some of our local places include Bell Green Library, AT7 Centre, Gallagher Retail Park and The War Memorial Park. The War Memorial Park is	Migration of birds **Why do birds fly away in the Winter?** - ***Where do the birds go?*** - ***Which birds fly away?*** - ***Why do they fly away?*** - ***What is migration?***	Dr Amir Khan (has a keen interest in birds and ways we can look after them and protect them).
	Geographical focus and name of theme				Vocabulary

	Local area and its features 'Where are we?'	far away are Bangladesh, America, Australia and Nigeria (contextualise this for year group). We would need to fly on a plane to go there. Maps show us where places are. We have maps on computers, phones and ipads. We use maps to find our way around. For small areas we use a plan. This helps us understand where things are. It's like looking down like a bird flying high and seeing everything. These symbols are explained in a key. We travel in different ways such as walking, cycling, on a scooter, in a car, on a train or on a bus.	The War Memorial Park is a green space. Places can be busy, quiet, loud, fun or boring.		Map Near North, South, East, West: compass points Park Plan Symbol Wild Wood Dunes Forest Key Human Physical near, far, next to, left or right.

Year 2 Geography

Year group	NC objectives	Location and place knowledge	Human and physical features	Environmental impact Enquiry project	Core value champion
2	**Wider UK study** Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding se  as	Coventry is a city in England. England is a country. There are four countries in the United Kingdom (UK): (England, Scotland, Wales, Northern Ireland). Each of these countries has a capital city, flag and national flower: The UK, is officially known as the United Kingdom of Great Britain and Northern Ireland. The UK includes the island of Great Britain, Northern Ireland and many smaller islands. Great Britain is an island—it is surrounded by seas: Irish Sea, North Sea, English Channel. The Republic of Ireland is not a country of the United Kingdom. Know where the four	Compare similarities and differences across the UK by comparing the human and physical geographical features of the four countries.	Recycling and its impact on the local area and the UK e.g. plastics. **What is recycling?** ➢ ***What is recycling?*** ➢ ***How does recycling help Coventry?*** ➢ ***How does recycling help the UK?*** ➢ ***How can we promote people to recycle in our local area?***	Anita Rani (cbbc and newsround champion for recycling)
	Geographical focus and name of theme				Vocabulary

	Countries of the UK and their features 'Where in the UK are we?'	Know where the four countries of the United Kingdom are using map skills. Know how to use Google Earth to start at school and zoom out and comment on observations. Use aerial view photographs to observe and know what they show. Know how to use the compass points to describe the countries of the United Kingdom in relation to each other. Know about London: (and compare to Coventry)			Aerial view Capital city City Coast Compass point Country Flag Human geography Great Britain London Physical geography United Kingdom Vegetation Village

Year 3 Geography

Year group	NC objectives	Location and place knowledge	Human and physical features	Environmental impact Enquiry project	Core value champion

3	**Geography Continents and world oceans** Locational knowledge: locate the world's countries, using maps to focus on Europe (including the location of Russia) and North 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 Hemisphere, Southern	Find countries above using a map, an atlas and a globe. Observe aerial view photographs to compare countries and climate zones. Use the compass points to describe the countries in relation to each other.	Compare the human and physical geographical features of the countries saying how they are similar and different and present this information in different ways (e.g. Carroll and Venn diagrams). Know the different climate zones in each country and research the average temperature for each of the countries and create a chart to show this.	**What can we do to help?** ➢ ***How does recycling help the world (How does plastic affect our seas/oceans?)*** ➢ ***Earthshot prize***	Prince William

	Geographical focus and name of theme				Vocabulary
	Continents, oceans, equator and tropics, comparing locations, Europe and North America. Flooding 'Around the world'				Climate zone Coasts continent Europe desert equator globe ocean population temperate tropical Tropic of Cancer Tropic of Capricorn tundra Hemisphere

Year 4 Geography

Year grou	NC objectives	Location and place knowledge	Human and physical features	Environmental impact Enquiry	Core value champion

GEOGRAPHY CURRICULUM

4	**Earthquakes and Volcanoes Specific focus on continent of Asia and surrounding countries – Ring of Fire** Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and	Where are the world's earthquakes and volcanoes? Why are they, where they are? Why don't some places get them? Where are some of the world's most famous volcanoes? • Mount Vesuvius, near Naples, Italy • Krakatoa, Indonesia • Mount St. Helens, Washington, USA • Mount Tambora, Indonesia • Mauna Loa, Hawaii • Eyjafjallajökull, Iceland • Mount Pelée, Martinique, Caribbean	How are volcanoes formed? Magma rises through cracks or weaknesses in the Earth's crust. Pressure builds up inside the Earth. When this pressure is released, e.g. as a result of plate movement, magma explodes to the surface causing a volcanic eruption. The lava from the eruption cools to form new crust. Over time, after several eruptions, the rock builds up and a volcano forms. Volcanic eruptions can send ash high into the air, over	Scientists use the different speeds of seismic waves to locate the epicentre (the point on the surface directly above where the earthquake originated) of earthquakes. The most powerful earthquake ever recorded on Earth was in Valdivia, Chile. Occurring in 1960, it had a magnitude of 9.5. Effect of a natural disaster on a community (diet, health) and how to minimise this. **What's the**	Barak Obama (A champion for protecting the world from global warming and mans effect on the world).	
	Geographical focus and name of				Vocabulary	

	Volcanoes and earthquakes around the world Tsunamis The continent of Asia 'Out of the ashes!'		30km (17 miles) above the Earth's surface. What causes an earthquake? An earthquake is the shaking and vibration of the Earth's crust due to movement of the Earth's plates (plate tectonics). Earthquakes can happen along any type of plate boundary. Earthquakes occur when tension is released from inside the crust. Plates do not always move smoothly alongside each other and sometimes get stuck.	**worst that could happen?** ➢ ***A natural disaster case study. What was the impact on the local area? Nationally? Globally?*** ➢ ***Are humans causing/have a role to play in natural disasters?*** ➢ ***How does the world come together as a global***	Volcano Magma Lava Crater Earth's crust Eruption Earthquake Earth's plates Plate tectonics Epicentre Vibration Seismic waves Satellite image 8 compass points Coordinates Boundaries

Did you know…?
The word volcano originally comes from the name of the Roman god of fire, Vulcan.

The object with the most volcanic activity in our solar system is Io, one of Jupiter's moons. Covered in volcanoes, its surface is constantly changing due to the large amount of volcanic activity. Pumice is a volcanic rock (igneous) that can float in water.

Year 5 Geography

Year group	NC objectives	Location and place knowledge	Human and physical features	Environmental impact Enquiry project	Core value champion
5	Place knowledge Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (Y2), a region in a European country (Y3) and a region within North or South America Comparison with North America but in detail	South America is the fourth-largest continent.	South America's physical geography, environment and resources, and human geography can be considered separately. South America can be divided into three physical regions: mountains and highlands, river basins & coastal plains.	Deforestation and use of palm oil **Who is responsible?** ➢ What is deforestation? ➢ Local impact deforestation? ➢ National impact of deforestation? ➢ Global impact of deforestation? ➢ What/can we do to help? How?	David Attenborough (effect of global warming and deforestation on the rainforests) Sting (charity work to limit and stop deforestation)

	Geographical focus and name of theme		South America's extreme geographic variation contributes to the continent's large number of biomes. A biome is a community of animals and plants that spreads over an area with a relatively uniform climate. South America's primary mountain system, the Andes, is also the world's longest. The range covers about 8,850 kilometers (5,500 miles). The Amazon River basin has an area of almost 7 million square kilometers (2.7 million square miles), making it the largest watershed in the world. The Amazon River is the life force of the equally vast Amazon rain forest, which makes up about half of the rain forest of the entire planet. More than 2 million species of insects are native to the region, hundreds of spiders and butterflies. Primates are abundant—howler monkeys, spider monkeys, and capuchin monkeys—along with sloths, snakes, and iguanas. Thousands of native birds include brightly coloured macaws, parrots, toucans, and parakeets.		Vocabulary
	South and North America Rainforests, rivers. 'Who is responsible?'				biome climate climate change climate zone deforestation distribution economy equator export import global natural resources palm oil pollution supply chain sustainability trade route tropics tropical vegetation belts primary and secondary sources 8 compass points

Year 6 Geography

Year group	NC objectives	Location and place knowledge	Human and physical features	Environmental impact Enquiry project	Core value champion

6	Geographical skills and fieldwork Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied; 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. Locate the world's countries, using maps to focus on Europe (including the location of Russia, Antarctica, Africa, China), concentrating on their environmental regions, key	Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. Extend to 6 figure grid references with teaching of latitude and longitude in depth. Locate the continents of Africa and Antarctica and the countries Russia, China and UK, which continents are they in? Map as above.	Name and locate the key topographical features including coast, features of erosion, mountains and rivers. Understand how these features have changed over time. Explore the main industries of the world (see link) - explore the physical geography of industry in a country. Forest fires and link to climate change.	Use fieldwork to observe, measure and record the human and physical features using a range of methods including sketch maps, plans and graphs and digital technologies Environmental impact project: Impact of global warming on climate change e.g. ice caps e.g. create documentary of climate change. How do we impact on climate change? **What does the future look like?** ➢ Impact of global warming on climate change. Ice caps melting causing sea levels to rise. What is the cause?	Vanessa Nakate (Spoke at COP26 on the impact of climate change on Africa)

	Geographical focus and name of theme				
	Africa and Antarctica. Wider world and climate change Polar ice caps Fires and climate			➢ What is the impact now? What about in the future? Local, National and Global. ➢ Who is responsible? ➢ Can we help? How can we help at Courthouse Green?	Arctic circle climate climate zone continent degrees equator human geography humid England latitude longitude Northern Hemisphere ocean physical geography prime meridian Southern Hemisphere GMT tropics