

Progression through Geographical Knowledge

Intent: Climate, Cultural and Changing

One step greener – be the change!

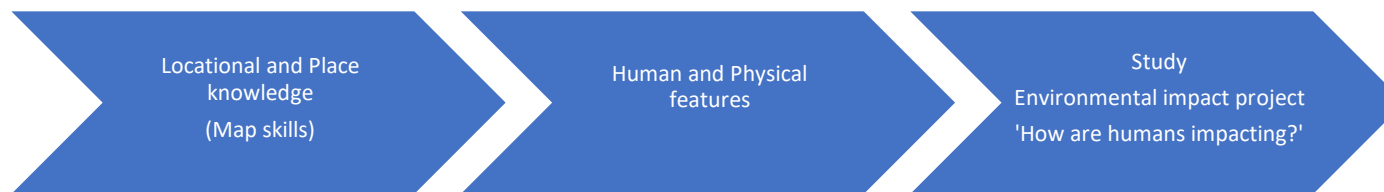


Children have opportunities to:

- 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.
- 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 and 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 & ERB	Maps of the local area, exploration of Bell Green and Coventry. 4 compass points Name and locate four countries and capital cities of the United Kingdom and its surrounding seas	Introduction to basic features of Bell Green and Coventry, comparison of human features and local countryside. Identify seasonal and daily weather patterns in the United Kingdom	Recycling – Why should we recycle?	
2	Maps of the UK, the 4 countries and capital cities. 4 compass points Name and locate four countries and capital cities of the United Kingdom and its surrounding seas Name and locate the world's seven continents and five oceans.	Physical and human features in each UK country. Comparison between cities, countryside and their features. Comparison of a small area in a contrasting non-European country 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	Saving energy – How can we save energy?	
3	Location of the world's continents and seas. Focus on continent Africa. 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 Africa.	Deforestation How can we reduce the impact of deforestation?	
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.	Plastic Pollution - What will happen if we continue using plastic the way we have	
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.	Climate change – animals focus How can we reduce our contribution to climate change?	
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.	Cost of energy sources – how can we reduce our use of energy and therefore cost of energy consumption?	

Year 1 Geography

Year group	NC objectives	Location and place knowledge	Human and physical features	Environmental impact Enquiry project	Core value champion
1	<p>Local study</p> <p>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</p>	<p>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, America, Australia and Nigeria (contextualise this for</p>	<p>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.</p> <p>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 a green space.</p>	<p>Recycling –</p> <p>Why should we recycle?</p> <p>Importance of recycling</p> <p>What can children recycle in school?</p> <ul style="list-style-type: none"> ➤ What is recycling? ➤ How does recycling help Coventry? ➤ How does recycling help the UK? <p>How can we promote people to recycle in our local area?</p>	

	Geographical focus and name of theme	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.	Places can be busy, quiet, loud, fun or boring.		Vocabulary
	Local area and its features 'Where are we?'	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.			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	<p>Wider UK study</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p>  <p>Journey of the world</p> <p>Name and locate the world's seven continents and five oceans.</p>	<p>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 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</p>	<p>Compare similarities and differences across the UK by comparing the human and physical geographical features of the four countries.</p> <p>Identify simple human and physical features found in different continents.</p> <p>Compare physical features from different continents to that of Europe e.g. Africa – warmer temperatures due to proximity in distance to equator.</p>	<p>Saving energy – how can we save energy?</p> <p>What is energy?</p> <p>Where does energy come from?</p> <p>Why do we need to save energy?</p> <p>How can we save energy in school? Home?</p>	

		<p>photographs to observe and know what they show.</p> <p>Know how to use the compass points to describe the countries of the United Kingdom in relation to each other.</p> <p>Know about London: (and compare to Coventry)</p> <p>Name 7 continents and 5 oceans</p>			
	Geographical focus and name of theme				Vocabulary
	<p>Countries of the UK and their features</p> <p>Seven continents and five oceans</p> <p>‘Where in the world are we?’</p>				<p>Aerial view</p> <p>Capital city</p> <p>City</p> <p>Coast</p> <p>Compass point</p> <p>Continent</p> <p>Country</p> <p>Flag</p> <p>Human geography</p> <p>Great Britain</p> <p>London</p> <p>Oceans</p> <p>Physical geography</p> <p>United Kingdom</p> <p>Vegetation</p> <p>Village</p>

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- Continent focus: Africa 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 Hemisphere, the Tropics of Cancer and Capricorn, Arctic	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. Identify continent Africa on a map. Locate countries within Africa. Identify countries and major cities within Africa. Identify and name oceans.	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. Identify key physical and human features of Africa. Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural	Deforestation How can we reduce the impact of deforestation? What is deforestation? Where is deforestation happening? Why is deforestation happening? What is the impact of deforestation on animals? Humans? Environment? Do we need to stop deforestation? Can we reduce it? Who is responsible? Local impact deforestation? National impact of deforestation? Global impact of deforestation? What/can we do to help? How?	

	and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)		resources including energy, food, minerals and water		
	Geographical focus and name of theme				Vocabulary
	Continents, oceans, equator and tropics, comparing locations, Europe and North America.				Biome Capital city Climate zone Coasts continent Europe desert equator globe human geography language ocean physical geography population temperate trade tropical Tropic of Cancer and the Tropic of Capricorn tundr

Year 4 Geography

Year group	NC objectives	Location and place knowledge	Human and physical features	Environmental impact Enquiry project	Core value champion
4	<p>Earthquakes and Volcanoes Specific focus on continent of Asia and surrounding countries – Ring of Fire</p> <p>Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p>	<p>Where are the world's earthquakes and volcanoes? Why are they, where they are? Why don't some places get them?</p> <p>Which countries are affected by Tsunamis? Why?</p> <p>Where are some of the world's most famous volcanoes?</p> <ul style="list-style-type: none"> • Mount Vesuvius, near Naples, Italy • Krakatoa, Indonesia • Mount St. Helens, Washington, USA • Mount Tambora, Indonesia • Mauna Loa, Hawaii • Eyjafjallajökull, Iceland • Mount Pelée, Martinique, Caribbean <p>Locate Asia on a map Identify countries within Asia</p>	<p>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.</p> <p>Volcanic eruptions can send ash high into the air, over 30km (17 miles) above the Earth's surface.</p> <p>What causes an earthquake? An earthquake is the</p>	<p>Plastic Pollution - What will happen if we continue using plastic the way we have?</p> <p>What is pollution?</p> <p>What is plastic pollution?</p> <p>How have humans contributed to plastic pollution?</p>	

	Geographical focus and name of theme	Name oceans surrounding Asia	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. When this happens pressure builds up. When this pressure is eventually released, an earthquake tends to occur		Vocabulary
	<p>Volcanoes and earthquakes around the world</p> <p>Tsunamis</p> <p>The continent of Asia</p> <p>'Out of the ashes</p>				<p>Volcano</p> <p>Magma</p> <p>Lava</p> <p>Crater</p> <p>Earth's crust</p> <p>Eruption</p> <p>Earthquake</p> <p>Earth's plates</p> <p>Plate tectonics</p> <p>Epicentre</p> <p>Vibration</p> <p>Seismic waves</p> <p>Satellite image</p> <p>8 compass points</p> <p>Coordinates</p> <p>Boundaries</p> <p>Tsunami</p>

Year 5 Geography

Year group	NC objectives	Location and place knowledge	Human and physical features	Environmental impact Enquiry project	Core value champion
5	<p>Place knowledge</p> <p>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</p> <p>Comparison with North America but in detail</p>	<p>South America is the fourth-largest continent.</p> <p>locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Name and locate continent and surrounding oceans.</p>	<p>South America's physical geography, environment and resources, and human geography can be considered separately.</p> <p>South America can be divided into three physical regions: mountains and highlands, river basins & coastal plains.</p> <p>South America's extreme geographic variation contributes to the continent's large number of biomes.</p> <p>A biome is a community of animals and plants that spreads over an area with a relatively uniform climate.</p> <p>South America's primary mountain system, the Andes, is also the world's longest. The range covers about 8,850 kilometers (5,500 miles).</p> <p>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.</p> <p>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.</p>	<p>Climate change – animals focus How can we reduce our contribution to climate change?</p> <p>What is climate change?</p> <p>What impact is climate changing having on the world?</p> <p>Impact of climate change on animals</p> <p>Adopt an animal per class</p> <p>What will happen to the animals if changes are not made?</p>	<p>David Attenborough (effect of global warming and deforestation on the rainforests)</p>

	Geographical focus and name of theme		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.	What has happened to animals habitats due to climate change?	Vocabulary
	<p>South and North America</p> <p>Rainforests, rivers.</p> <p>‘Who is responsible?’</p>				<p>biome</p> <p>climate</p> <p>climate change</p> <p>climate zone</p> <p>deforestation</p> <p>distribution</p> <p>economy</p> <p>equator</p> <p>export</p> <p>import</p> <p>global</p> <p>natural resources</p> <p>palm oil</p> <p>pollution</p> <p>supply chain</p> <p>sustainability</p> <p>trade route</p> <p>tropics</p> <p>tropical</p> <p>vegetation belts</p> <p>primary and secondary sources</p> <p>8 compass points</p>

Year 6 Geography

Year group	NC objectives	Location and place knowledge	Human and physical features	Environmental impact Enquiry project	Core value champion
6	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 physical and human characteristics, countries, and major cities	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>Extend to 6 figure grid references with teaching of latitude and longitude in depth.</p> <p>Locate the continent of Europe and major countries? Map as above.</p> <p>Concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Name and locate counties and cities of Europe, geographical regions and their identifying human and physical characteristics, key</p>	<p>Name and locate the key topographical features including coast, features of erosion, mountains and rivers. Understand how these features have changed over time.</p> <p>Explore the main industries of the world (see link) - explore the physical geography of industry in a country.</p> <p>Describe and understand 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</p> <p>Make links to History – impact of WW2 on Europe</p>	<p>Cost of energy sources – how can we reduce our use of energy and therefore cost of energy consumption?</p> <p>What is energy?</p> <p>Where do we get energy from?</p> <p>What types of energy is there?</p> <p>What do we mean by energy consumption?</p> <p>Importance of energy consumption?</p> <p>Energy consumption in relation to cost of living – impact on people</p>	

	Geographical focus and name of theme	topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time	– how did it change countries?	<p>➤ Who is responsible?</p> <p>➤ Can we help? How can we help at AG?</p>	Vocabulary
		understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country			climate climate zone continent degrees equator human geography humid England Europe latitude longitude Northern Hemisphere ocean physical geography prime meridian Southern Hemisphere GMT tropics