

## Geography Progression document



St Mary's Catholic Primary School  
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	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Enquiry question (Big question to answer – Linked to Catholic Social teaching)</b>							
<b>Autumn</b>	<p><b>All around the world</b></p> <p>STEWARDSHIP - WHY DO WE NEED OCEANS?</p>	<p><b>The United Kingdom -</b></p> <p>COMMON GOOD - CAN WE ALL WORK TOGETHER IN THE UNITED KINGDOM?</p>	<p><b>The Local study (our place in the UK)</b></p> <p>COMMON GOOD - DO PEOPLE ON THE ISLE OF WIGHT USE THE ROADS FAIRLY?</p>	<p><b>My locality focus - navigating the Isle of Wight</b></p> <p>COMMON GOOD - DO YOU ALWAYS NEED TO KNOW WHICH WAY YOU ARE GOING TO HELP OTHERS?</p>	<p><b>Exploring Europe</b></p> <p>COMMON GOOD hOW DID THE INVASION OF THE ROMANS IMPROVE LIFE FOR ALL?</p>	<p><b>South America</b></p> <p>SOLIDARITY - CAN A COMMUNITY ALL WORK TOGETHER FOR THE GREATER GOOD?</p>	<p><b>Fair trade and natural resources</b></p> <p>COMMON GOOD - ARE THE BIG OIL INDUSTRIES RESPONSIBLE FOR MAKING MORE THAN PROFITS?</p>
<b>Spring</b>	<p><b>Our World</b></p> <p>SOLIDARITY - HOW DO WE WORK TOGETHER TO LOOK AFTER OUR WORLD?</p>	<p><b>Hot and cold places</b></p> <p>COMMON GOOD -CAN WE WORK TOGETHER TO SAVE THE POLAR BEARS?</p>	<p><b>Around the world continents and oceans</b></p> <p>STEWARDSHIP - CAN HUMANS LIVE WITHOUT OCEANS?</p>	<p><b>The Northern hemisphere (North America)</b></p> <p>OPTIONS - CAN NAMING SOMETHING AFTER SOMEONE INSPIRE US TO CONTINUE TO ACT AS THEY DID?</p>	<p><b>Biomes</b></p> <p>STEWARDSHIP - HOW CAN OUR ACTIONS CARE FOR GOD'S CREATION?</p>	<p><b>Extreme environments North/South poles</b></p> <p>SOLIDARITY HOW DO PEOPLE WORK TOGETHER IN EXTREME ENVIRONMENTS FOR THE BENEFIT OF ALL?</p>	<p><b>Caribbean Comparison</b></p> <p>STEWARDSHIP - WHY DID GOD MAKE ISLANDS?</p>

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<b>Summer</b>	<b>Sunny Days and Sandy toes</b>	<b>Where can we find people?</b>	<b>Australia Vs The Isle of Wight</b>	<b>Earthquakes and volcanoes</b>	<b>Rivers and the water cycle</b>	<b>Mountains</b>	<b>Cartography (Mapping)</b>
	STEWARDSHIP - DO WE NEED TO KEEP THE BEACH CLEAN?	SOLIDARITY - CAN WE LIVE IN THE WORLD WITHOUT WORKING TOGETHER?	COMMON GOOD - SHOULD DECISION BE MADE WITH ONLY THE TOURISTS IN MIND?	SOLIDARITY HOW DO PEOPLE WORK TOGETHER IN EXTREME ENVIRONMENTS FOR THE BENEFIT OF ALL?	STEWARDSHIP HOW DOES WATER KEEP OUR COMMUNITIES STRONG?	SOLIDARITY COULD HILARY HAVE MADE THE ASCENT WITHOUT HIS SHERPA?	STEWARDSHIP - SHOULD WE CHANGE OUR BEHAVIOUR TO SUPPORT FUTURE GENERATIONS?

### **By the end of the year the children will know...**

<p>how to find where they live on a map.</p> <p>what they will find on a given route.</p> <p>what a globe is and what it is used for.</p> <p>what a map is and what it is used for.</p> <p>the difference between land and sea on a map.</p>	<p>the names of the countries and capital cities that make up the UK.</p> <p>weather in the UK and compare this to hot and cold places around the world.</p> <p>what a settlement is and compare their settlement to other towns and cities.</p> <p>how to use and create simple maps, using</p>	<p>the name and locate the 7 continents and 5 oceans.</p> <p>the simple physical features found around the world.</p> <p>simple land use found around the world.</p> <p>how to carry out basic fieldwork, collect data and form a question around this.</p> <p>how to create and use maps.</p> <p>how to compare their locality to another place in the world and</p>	<p>how to use basic OS maps with symbols.</p> <p>how to create detailed maps of their own using symbols and keys</p> <p>how to use grid references.</p> <p>how to use a compass to navigate a journey.</p> <p>how to carry out fieldwork and collect a range of data to answer questions.</p>	<p>in detail the key physical features of a number of places around the world and how they compare to each other.</p> <p>in detail specific human geography and its impact on a range of places around the world.</p> <p>biomes and ecosystems around the world.</p> <p>how rivers are formed.</p>	<p>how to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>the physical and human characteristics of countries in South America.</p> <p>the difference between the hemispheres and tropics.</p> <p>the similarities and differences of the polar regions.</p> <p>time zones around the world.</p> <p>how mountains are formed.</p> <p>how climate can affect the physical geography of a given place.</p>	<p>how to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>the different natural resources around the world, where they can be found and the impact they have on physical and human geography.</p> <p>how to respond to geographical questions and provide a</p>
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		<p>symbols and keys.</p> <p>the 4 compass points of N, S, E, W.</p>	<p>say what is similar and different.</p>	<p>how to describe simple economic activities in some areas of the world.</p> <p>how volcanoes and earthquakes occur and where these happen in the world.</p>	<p>how the water cycle works.</p> <p>how to use fieldwork to develop a hypothesis.</p> <p>how to use a range of maps and aerial photographs effectively to describe different regions of the world.</p>	<p>how to use evidence from fieldwork studies to explain why certain events happen around the world.</p>	<p>balanced argument response.</p>
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### Locational Knowledge

The basics of local, national and global geography. All of which help children place themselves in the world.

<p>Children talk about past and present events in their own lives and in the lives of family members.</p> <p>They know about similarities and differences between themselves and others, among</p>	<p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Locate the IOW, Ryde</p>	<p>Recap four counties that make up the UK and what characteristics they have.</p> <p>Name and locate the world's seven continents and five oceans.</p> <p>Locate the IOW Main places and surroundings (the Solent, Hampshire)</p>	<p>Recap IOW landmarks and recap various scales and sizes.</p> <p>Recap Locating and naming the countries making up the British Isles, with their capital cities.</p> <p>Locate and name the continents on a World Map and understand their size and scale.</p>	<p>Locate and name the main counties and cities in/around Hampshire (Links to Roman Britain)</p> <p>On a world map, locate areas of similar environmental regions, either desert, rainforest or temperate regions.</p> <p>Begin to Identify rivers around the</p>	<p>Recap Locating and naming the main counties and cities in England and main towns on Isle of Wight.</p> <p>Compare 2 different regions in UK rural/urban.</p> <p>Locate the main countries of Europe inc. Russia. Compare size and scale to Britain and the Isle of Wight.</p> <p>Identify capital cities of Europe.</p> <p>Linking with History, compare land use maps of UK from past</p>	<p>On a world map locate the main countries in Africa, Asia and Australasia/Oceania. Identify their main environmental regions, key physical and human characteristics, and major cities.</p> <p>Name and locate the key topographical features</p>
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	families, communities and traditions.			<p>Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn.</p> <p>Locate the main countries in Europe and North or South America. Locate and name principal cities.</p>	world and compare with UK.	<p>with the present, focusing on land use.</p> <p>Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time zones, night and day</p> <p>Identify longest rivers in the world, largest deserts, highest mountains. Compare with UK.</p>	including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time. Link with the IOW
<b>Understanding scale</b>	Children make observations of animals and plants and explain why some things occur, and talk about changes.	Children compare some Islands around the world with the Isle of Wight to begin to understand scale.	Children begin to compare sizes of counties and oceans using simple measurements and maps/ graphs.	<p>Children use maps and scales to compare different places, first on the Isle of Wight, then to places around the world, with a focus on the Northern hemisphere.</p> <p>Children compare different information about size and scale of Earthquakes and</p>	Children use maps, scales and information tables to compare and understand a range of environmental regions and their features.	Children use a range of information (maps, Ariel photos, and data) to deepen their understanding of scale and compare complex environments and locations around the world.	Children to use detailed information to understand and explain different locations in their local environment and around the world

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				volcanoes around the world.			
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### Place Knowledge

The understanding of 'where' places are and gaining a deeper understanding of parts of the world and what happens there.

#### Exploring similarity and difference of people, places and environments

	<p>children know about similarities and differences in relation to places.</p> <p>They talk about the features of their own immediate environment and how environments might vary from one another.</p>	<p>Begin to explore geographical similarities and differences (size, place in the world, climate) through studying the human and physical geography of the Isle of Wight and other small islands around the world.</p>	<p>Explore and begin to understand geographical similarities and differences of the Isle of Wight and Phillip Island (Australia) concentrating on places that have the same name and how these are the same/ different.</p>	<p>Understand and begin to explain geographical similarities and differences through study of the human and physical geography of the Isle of Wight and a region within North America.</p>	<p>Understand and explain geographical similarities and differences through the study of human and physical geography of a range of regions of the United Kingdom and Europe.</p> <p>Explain similarities and differences of places with biomes and rivers.</p>	<p>Study regions and places found within South America and note significant differences and similarities.</p> <p>Understand and explain in detail, using evidence, the similarities and differences of the Earth's poles.</p> <p>Understand and explain in detail using evidence, the similarities and differences of mountain ranges around the world.</p>	<p>Describe and explain in detail, using a range of evidence, the natural resources around the world.</p> <p>Describe and explain in detail, using a range of evidence, the similarities and differences of population and settlements around the world.</p>
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### Human and Physical Geography

The study of natural processes of the Earth such as climate and plate tectonics (physical) and gaining and understanding of the impact and behaviour of people (human)

Describe their immediate environment  Know some similarities and differences	Identify seasonal and daily weather patterns in the United Kingdom.	Use basic geographical vocabulary to refer to: <b>key physical features</b> , including: beach, cliff, coast, forest, hill,	Describe and understand key aspects of: <b>physical geography</b> , including climate zones, biomes,	Describe and understand key aspects of Physical geography including coasts, rivers and the water	Describe and understand key aspects of: Physical geography, including: climate zones, biomes, mountains and vegetation belts (link to work on extreme environments)	Describe and understand key aspects of : Physical geography with a focus on areas with high amounts of
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	<p>between the natural world around them and contrasting environments</p> <p>Understand some important processes and changes in the natural world around them.</p>	<p>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Use basic geographical vocabulary to refer to:</p> <p><b><u>key physical features,</u></b> including: forest, hill, mountain, soil, valley, vegetation,.</p> <p><b><u>key human features,</u></b> including: city, town, village, factory, farm, house, office.</p>	<p>mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p><b><u>key human features,</u></b> including: city, town, village, factory, farm, house, office, port, harbour and shop</p>	<p>vegetation belts volcanoes and earthquakes.</p> <p><b><u>human geography</u></b> including : types of settlement and land use, Link to Ancient Egypt.</p>	<p>cycle including transpiration; climate zones, biomes and vegetation belts. (link to work on Rainforest/biom es)</p> <p>Types of settlements in modern Britain: villages, towns, cities. Human geography including trade links in the Pre-roman and Roman era.</p>	<p>Human geography: types of settlement and land use, economic activity including trade links, with a focus on settlements in extreme environments</p>	<p>natural resources.</p> <p>Human geography: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>
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### Geographical Skills and Fieldwork

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### Combines knowledge with skill and requires children to think about what places are like and why, where places are and why, and how they connect to other places

<b>Skill work</b>	<p>Begin to understand positional language through using simple directional instructions in their environment.</p> <p>Begin to use simple observations to study different parts of the school and their classroom.</p>	<p>Use world maps, atlases and globes to identify the United Kingdom and its countries.</p> <p>Devise a simple map; and use and construct basic symbols in a key.</p> <p>Use simple fieldwork and observational skills to study the geography of our school and its grounds and the key human and physical features of its surrounding environment.</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near</p>	<p>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.</p> <p>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.</p> <p>Beach fieldwork.</p>	<p>Use maps, atlases, globes and digital/computer mapping (digimap) to locate countries and describe features studied.</p> <p>Learn the eight points of a compass, 2 figure grid reference (maths co-ordinates), some basic symbols and key (including the use of a simplified Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>Use fieldwork to observe and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>Use maps, atlases, globes and digital/computer mapping ( digimap) to locate countries and describe features studied</p> <p>Learn the eight points of a compass, four-figure grid references.</p> <p>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>Use maps, atlases, globes and digital/computer mapping (digimap) to locate countries and describe features studied</p> <p>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 in the past and present.</p> <p>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>Use maps, atlases, globes and digital/computer mapping (digimap) to locate countries and describe features studied</p> <p>Extend to 6 figure grid references with teaching of latitude and longitude in depth. Expand map skills to include non-UK countries.</p> <p>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>
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		and far; left and right], to describe the location of features and routes on a map.					
<b>Fieldwork experiences</b>	Local environment observational walk  Welly walks  RNLI visit	Supermarket visit to identify and record food from hot and cold places.	Beach fieldwork study	Visiting places around the Isle of Wight – collecting data about different landmarks and buildings .	Ventnor botanical gardens visit – data collection and observations of a local biome.  Medina river study.	Visiting speaker – Extreme environments and tourism.	Visiting speaker - Cartography and the development of Maps
<b>Texts used to support Geographical Understanding and the wider world context</b>							
	Handa's Surprise The Way Back Home Let's Go Outside Wild Snail and the Whale Under the Sea (non-fiction) The Journey Emma Jane's Aeroplane The Suitcase The Sea Saw	The Naughty Bus (London Link) Meerkat Mail Lighthouse keepers lunch Lost and Found Flotsam	The Great explorer Here we are Great women who changes the world The penguin who wanted to find out	Journey to the centre of the Earth Journey The pebble in my pocket Belonging	A river Celebrating Black History River stories Kensuki's kingdom	Rain player Shackleton's Journey Journey to the river sea Ice trap Everest	The Island Wolf Brother Holes I am not a label
<b>Vocabulary taught</b>							
	Distance (near, far away) Seasons (summer, autumn, winter, spring) Weather (rain, snow, storm etc.)	Geography, City, Country, Town, UK, Season, Continent , Sea, Map, World , Weather, Equator, North Pole,	Geography, City, Country, Town, UK, Continent, World, Map, Sea, Ocean, Weather, Season, Beach, Coast, Forest, Mountain, Environment, North,	Geography, City, Country, Town, UK, Continent, World, Map, Atlas, Sea, Ocean, Settlement, Region, Environment, North, South, East	Geography, City, Country, Town, UK Continent, World, Map, Atlas, Sea, Ocean, Settlement  <b>Rivers</b>	inhospitable, extreme, impact, consequence, polar, settlement, climate, zone, tropics, hemisphere  range, altitude, latitude, longitude, economy, tourism, environment,	migration, refugee, climate, population, host, impact, result, global  density, population, challenge, diverse,

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	Names of countries, cities, towns Names of physical geography such as beach, cave, hill, mountain	South Pole,	South, East, West, Location	West, Location, Longitude, Latitude, Ordinance	Settlement, region, environment, north, south, east, west, location, longitude, latitude, ordinance, region, Economy, zones, climate, source, mouth, deposit, erosion, transportation.		distribution, slum, inequality
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