

# Nailsworth C of E Primary School

Together, inspired by the challenge...



## Geography

### Geography Curriculum Progression Map

#### Intent



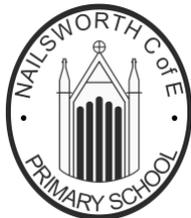
At Nailsworth C of E Primary School we deliver a high quality Geography education designed to inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.

[National Curriculum Programme of Study Geography](#)

Our curriculum is planned carefully and coherently to enable our children to gain the geographical knowledge, understanding and skills to provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

#### Implementation

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>ELG: People, cultures and communities:</b></p> <ul style="list-style-type: none"> <li>Describe their immediate environment using knowledge from observation, discussion, non-fiction texts and maps.</li> <li>Explain some similarities between life in this country and life in other countries.</li> </ul>	<ul style="list-style-type: none"> <li>Use simple fieldwork and observational skills to study the geography of school, its grounds and the key human and physical features of its surrounding environment.</li> <li>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</li> </ul>	<ul style="list-style-type: none"> <li>Use simple fieldwork and observational skills to study the geography of school, its grounds and the key human and physical features of its surrounding environment.</li> <li>Name and locate the world's seven continents and five oceans.</li> </ul>	<ul style="list-style-type: none"> <li>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America.</li> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> </ul>	<ul style="list-style-type: none"> <li>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America.</li> <li>Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)</li> <li>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</li> </ul>



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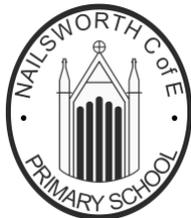
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## Geography

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>ELG: The Natural World:</b></p> <ul style="list-style-type: none"> <li>• Explore the natural world around them.</li> <li>• Know some similarities and differences between the natural world around them.</li> </ul>	<ul style="list-style-type: none"> <li>• Devise a simple map; and use and construct basic symbols in a key.</li> <li>• 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.</li> <li>• Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a contrasting non-European country.</li> </ul>	<ul style="list-style-type: none"> <li>• Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</li> <li>• Devise a simple map; and use and construct basic symbols in a key.</li> <li>• Understand geographical the similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a contrasting non-European country.</li> <li>• Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> </ul>	<p><b>Physical Geography:</b></p> <ul style="list-style-type: none"> <li>• Describe and understand key aspects of rivers.</li> <li>• Describe and understand the water cycle.</li> <li>• Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics.</li> </ul> <p><b>Human Geography</b></p> <ul style="list-style-type: none"> <li>• Describe and understand key aspects of types of settlement and land use.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn</li> <li>• Compare human and physical geography of a region of the UK and a region in South America.</li> <li>• Concentrate on their environmental regions, key physical and human characteristics and major cities.</li> </ul>	<ul style="list-style-type: none"> <li>• Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)</li> <li>• Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes</li> </ul>	<ul style="list-style-type: none"> <li>• Compare human and physical geography of a region of the UK and a region in a European country.</li> <li>• Examine the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</li> </ul> <p><b>Physical Geography:</b></p> <ul style="list-style-type: none"> <li>• Describe and understand volcanoes and earthquakes.</li> </ul>





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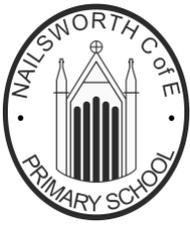
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## Geography

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> <li>Name and locate the world's seven continents and five oceans.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul> <p><b>Use basic geographical vocabulary to refer to:</b></p> <p>Key physical features, including:</p> <ul style="list-style-type: none"> <li>beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> </ul> <p>Key human features, including:</p> <ul style="list-style-type: none"> <li>city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul>		<ul style="list-style-type: none"> <li>Compare human and physical geography of a region of the UK and a region in a European country.</li> </ul> <p><b>Physical Geography:</b></p> <ul style="list-style-type: none"> <li>Describe and understand biomes and vegetation belts.</li> </ul>	<ul style="list-style-type: none"> <li>Compare human and physical geography of a region of the UK and a region in a European country.</li> <li>Compare human and physical geography of a region of the UK and a region in North America.</li> <li>Compare human and physical geography of a region of the UK and a region in South America.</li> </ul> <p><b>Human geography:</b></p> <ul style="list-style-type: none"> <li>Economic activity including trade links and the distribution of natural resources including energy, food, minerals and water.</li> </ul>	<p><b>Physical Geography:</b></p> <ul style="list-style-type: none"> <li>Describe and understand hills and mountains.</li> </ul>





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## Impact

By the end of Year 6, our children will

- have developed contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- be able to understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- be competent in the geographical skills needed to: collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes, interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS) and communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

