

Grimsargh St Michael's CE Primary School

'Let your light shine before people so that they may see your good works and glorify your name in heaven' (Matthew 5: v.16)

GEOGRAPHY Progression

	Our geography progression of knowledge is underpinned by the key skills: <i>Mapping and fieldwork</i> <i>Enquiry and investigation</i> <i>Communication and use of ICT</i> <i>Locational knowledge and place knowledge (inc. human and physical geography)</i>		
	Autumn	Spring	Summer
	EYFS Early Learning Goal aims relating to geography knowledge (from Understanding the World ELG): <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 		
EYFS	Autumn	Spring	Summer
	Weather: Seasonal and changes. 'Welcome' - a focus on different communities.	Local area and early map making.	The Natural World around us. Summer holidays Trip to Brockholes (minibeasts, habitats)
KNOWLEDGE	<i>Children will know...</i>		
By the end of Reception...	<ul style="list-style-type: none"> the features of Autumn and seasonal changes. to navigate the school grounds. that they live in England, on planet earth. to use their senses outdoors, and to describe the features of autumn using their senses. that other people live in different places to them. 		

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	<ul style="list-style-type: none"> • how the weather can be different each day and identify what they can see and feel in terms of weather. <p><i>Children will know...</i></p> <ul style="list-style-type: none"> • how to identify symbols on a map. • what a landmark is and the landmarks in our area. • that places can be represented by a map. • they live in Grimsargh that is in England, and there are other countries in the world, and other places in England too. • about different modes of transport and how different vehicles are used for different distances. <p><i>Children will know...</i></p> <ul style="list-style-type: none"> • what it means to go on holiday. • about different modes of transport to get to different places. • where people might go on holiday. • that weather can be different in different countries. • about different minibeasts, their features, and their differing habitats. 		
YEAR 1	<p style="text-align: center;">Weather and climate</p> <p><i>How do the seasonal and daily weather patterns change in our local area?</i></p> <p>Identify seasonal and daily weather patterns.</p>	<p style="text-align: center;">United Kingdom</p> <p><i>What is the United Kingdom and where are we within it?</i></p> <p>Name, locate and identify characteristics of UK countries and capital cities.</p>	<p style="text-align: center;">Local Area</p> <p>We live in Grimsargh!</p> <p><i>How have the human and physical features of Grimsargh changed over time?</i></p> <p>Human and physical features.</p>
KNOWLEDGE By the end of Year 1...	<p><i>Children will know...</i></p> <ul style="list-style-type: none"> • basic vocabulary and concepts about weather and the climate; • the main nations and features of the UK, including their locations and related key vocabulary; • the location and features of the local area. <p><i>Children will be able to...</i></p> <ul style="list-style-type: none"> • create a simple weather chart; • annotate a simple map of the UK with some of its key features; • look at simple maps and aerial views of the local area, discussing and asking questions about its main features and the way symbols have been used; • work together to create a simple map of the local area; 		

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	<ul style="list-style-type: none"> observe, record, discuss and ask questions about the main features of the local area, based on direct experience; make connections between their investigation of the local area and what they have learned about weather, climate and the UK; use appropriate vocabulary when describing local features and those of the UK, including for seasons and local weather. 		
YEAR 2	<p>Continents and Oceans <i>Where in the world am I?</i></p> <p>Name and locate the world's seven continents and five oceans.</p>	<p>Hot and cold places <i>Where are the world's hot and cold places?</i></p> <p>Identify the location of hot and cold areas of the world in relation to the Equator and North and South Poles.</p>	<p>Mugumareno Village, Zambia <i>How does Grimsargh compare to Mugumareno Village?</i></p> <p>Study and contrast the human and physical geography of a small area of the UK with a non-European country.</p>
<p>KNOWLEDGE</p> <p>By the end of Year 2...</p>	<p><i>Children will know...</i></p> <ul style="list-style-type: none"> the names and locations of the world's continents and oceans, and some information about each of them; where the world's main hot and cold regions are, and some information about what they are like; the location and features of a contrasting locality in Zambia, comparing and contrasting it with their local area and situating it within the African continent; how their location within hot and cold regions might affect everyday life differently in the UK and Zambia. <p><i>Children will be able to...</i></p> <ul style="list-style-type: none"> use globes and atlases – and annotate maps – to identify continents and oceans, including the location of the UK, Europe, Zambia and Africa; use globes and atlases – and annotate maps – to identify the world's hot and cold regions, locating the UK and Zambia within them; look at simple maps and aerial views of a contrasting locality in Zambia, discussing and asking questions about its main features and comparing these with the UK; use appropriate vocabulary for continents and oceans, for hot and cold regions and when describing and comparing a contrasting locality in Zambia with their local area; make use of the four main compass points when describing the location of these key locations and regions. 		

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YEAR 3	Climate zones <i>How do the climate zones influence the weather and seasons?</i>	North America <i>Where is North America and how do the countries within compare to Grimsargh?</i>	Rio and South-East Brazil <i>How is my life linked to Brazil?</i>
KNOWLEDGE By the end of Year 3...	<p><i>Children will know...</i></p> <ul style="list-style-type: none"> • where the world's main climate zones are (building on their prior understanding of hot and cold regions); • the location and main human and physical features of North and South America; • the location and human/physical features of Rio de Janeiro and South-East Brazil, as a region in The Americas, comparing and contrasting this region with places previously studied; • how their location within different climate zones might affect everyday life differently in South-East Brazil and places previously studied; • the location of South-East Brazil and Rio de Janeiro within the South American continent; • about processes of settlement, trade, tourism and culture in South-East Brazil and Rio de Janeiro. <p><i>Children will be able to...</i></p> <ul style="list-style-type: none"> • use globes and atlases to identify climate zones and consider their impact on different parts of the Americas, including South-East Brazil; • use globes, atlases and maps to identify the main human and physical features of North and South America; • interpret maps and aerial views of the Americas, South-East Brazil and Rio de Janeiro at a variety of scales, discussing and asking questions about their main features, and comparing these with places previously studied; • use appropriate vocabulary when describing the Americas, South-East Brazil and Rio de Janeiro and comparing them with other places; when describing climate zones and human processes; and when describing place locations and map features (e.g. the Equator, the tropics, the world's hemispheres). 		

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YEAR 4	Rivers <i>What is a river and why are they so important to communities?</i>	Rainforests <i>Why should humans look after the rainforests?</i>	South America – The Amazon <i>Where is the Amazon Basin and what would we find there?</i>
KNOWLEDGE By the end of Year 4...	<p><i>Children will know...</i></p> <ul style="list-style-type: none"> • the key elements and features of a river; • the key elements of the water cycle; • the names of – and key information on – the world's main rivers; • basic ideas about flood management; • the key elements of a rainforest biome, how these contrast with other biomes and the main location of the world's rainforests (including the Congo); • the location and principal features of the Amazon, situating it within the globe and the South American continent and comparing and contrasting it with South-East Brazil; • how physical processes involving rivers, the water cycle and rainforests distinctively apply to the Amazon; • how some human beings have adapted to life in the rainforest and the Amazon. <p><i>Children will be able to...</i></p> <ul style="list-style-type: none"> • interpret and explain key information on rivers; • evaluate a range of possible flood prevention measures; • use globes, atlases and maps to locate the world's principal rivers, rainforests (and other biomes), including the Amazon; • interpret a range of maps and aerial views of the Amazon and apply this information to their understanding of it; • use appropriate vocabulary when describing the Amazon; rainforest and other biomes; rivers and river features; and place locations. 		

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YEAR 5	Mountains <i>What are the key aspects of a mountain landscape?</i>	Volcanoes and earthquakes <i>What would it be like to live near a volcano?</i>	European region <i>How does our life in Grimsargh compare to a European country?</i>
KNOWLEDGE By the end of Year 5...	<p><i>Children will know...</i></p> <ul style="list-style-type: none"> • the names and locations of the world's principal mountains, volcanoes and areas at risk from earthquakes; • the main features and types of mountains; • how some people have adapted to life in mountainous areas; • the main features and causes of volcanoes and earthquakes; • the location and principal features of the region around Athens, when seen at a range of scales, from the global to the immediately local; • ways in which human processes (such as tourism and migration) operate within the Mediterranean, Greece and Athens; • ways in which the location and physical geography of the region impact on (and are impacted by) human activity – this includes the key role of the Mediterranean Sea, as well as core knowledge about mountains, volcanoes, earthquakes, etc; • how people can respond to a natural disaster, such as an earthquake; • ways in which the location and distinctive features of Greece and the Athens region (including everyday life) compare and contrast with those of other places studied; • about place-specific patterns of continuity and change (including different perspectives on issues in the news, as well as ways in which modern-day Greece compares and contrasts with its past). <p><i>Children will be able to...</i></p> <ul style="list-style-type: none"> • interpret a range of maps and aerial views of Athens, Greece and the Mediterranean region and apply this information to their understanding of it (e.g. when arguing the case for tourism in the Mediterranean); • look critically at a topical issue in this region, raising questions about it, considering the reliability of sources and exploring and evaluating a range of viewpoints; • use globes and atlases to identify the location of Greece and the Mediterranean; • use and apply appropriate vocabulary when describing the location and distinctive features of mountains, volcanoes, earthquakes, the Mediterranean, Greece and Athens. 		

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Year 6	United Kingdom (**Climate zones) <i>How has the United Kingdom changed?</i>		Local area and region <i>How does our local area and region meet the needs of the population?</i>
KNOWLEDGE By the end of Year 6...	<p><i>Children will know...</i></p> <ul style="list-style-type: none"> • the location and principal features of the UK and their local region when seen at a range of scales, from the global to the immediately local; • ways in which human processes (such as economic and political processes, the distribution of energy, land use, settlement and change) operate within the UK and their local region; • ways in which the location and physical geography of the UK and their local region impact on (and are impacted by) human activity in the region; • ways in which the location and distinctive features of the UK and their local region compare and contrast with those of other places studied. <p><i>Children will be able to...</i></p> <ul style="list-style-type: none"> • interpret a range of maps of the UK and the local region and apply this information to their understanding of it; • use maps and supporting information to route-plan a tourist trip around the capital cities of the UK; • use fieldwork to collect and critically evaluate data from a range of viewpoints about the local region, how it meets people's needs, and how it might change; • use and annotate Ordnance Survey maps, including the use of grid references, in order to present arguments about change in the local region. 		

** Current Y3 (24/25 Year 5 and 25/26 Year 6) – focus on Earthquakes in Y5 and in Y6 focus on Climate Change instead of Local area topic.