# Geography: Curriculum Overview and Progression Map.

| | Year R | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| **Term 1** | **Where I live and learn? Local study**<br>Our school and local environment welly walks<br>Introducing maps<br>Our journey to school (verbally re-tell)<br>Autumn/changing Seasons- observing changes | **Local area and fieldwork: Where our school is?**<br>Locational and place knowledge<br>Human and physical geography of local area<br>Local field study | **Where is the coldest place on Earth? What is it like to live there?**<br>Locational and place Knowledge<br>Human and Physical<br>World maps, atlases and globes | **Local area: Our Local Land: What is it used for?**<br>Using atlases and maps<br>Human and physical features<br>Fieldwork | **Grand Canyon: What makes the Grand Canyon unique?**<br>Locational study, physical geography, gorge, changes over time | **UK and rivers Why are rivers a vital human resource? Local study: River Axe**<br>Locational Knowledge, physical geography,<br>Rivers, water cycle | **Global trade: How does world trade contribute to our lives?**<br>Globalisation<br>Trade, distribution of natural resources, locational knowledge |
| **Term 2** | **Where different animals live?**<br>characteristics of different habitats | | **Contrasting locality: What is it like to live in Tanzania? How does it compare to where I live?**<br>Contrasting locality<br>Human and Physical<br>Locational and place Knowledge | | **How does earning a living rely on economic stability?**<br>Human geography, Economic activity, trade links, distribution of resources | | **Extreme Earth: How does extreme landforms and weather impact on human life?**<br>Physical geography, Climates, weather, earthquakes, volcanoes |
| **Term 3** | **The world around us**<br>Explore the natural world around them<br><br>**Local study**<br>Visit Thurlbear Woods, explore and observe local environment | **The UK: Where is it and what kind of place is it?**<br>Locational and place knowledge<br>Using maps to describe the areas | **Local area and field work: Why is Lyme Regis special?**<br>**Local study of Lyme Regis**<br>Locational and place Knowledge<br>Human and Physical | **Countries of the world: What are the characteristics of Europe and the wider world?**<br>Locational knowledge, atlas, maps and globes, climate zones, capital cities of European Countries, Human and physical features,<br>Tourism | **Rainforests: How Is the rainforest different to other biomes?**<br>Locational knowledge, human and physical geography, tropics, weather and climate, biomes, vegetation belts, types of settlement, sustainability | **Europe: What is it like to live in Scandinavia?**<br>Locational knowledge, place knowledge (European country), climate, human and physical features | **Map skills: How can we navigate in our local area?** |

| Locational knowledge | | | | | | | |
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| | **R** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| The local area | Know the name of my school.<br>Know the name of the town or village where I live.<br>Know basic positional language.<br><br>Children will be able to locate key locations within the school ie: classroom, toilets, hall, playground. | Understand where Taunton and Thurlbear is in the UK using maps.<br>Use simple locational and directional language, such as near, far, left, right.<br>Use simple compass directions (North, South, West, East)<br>Describe location of features and routes on a map<br>Use aerial photographs to look at local area.<br>Walks around the local area and creating maps. | Identify local beaches and locate Lyme Regis on a map. Use simple locational and directional knowledge to describe where it is. | Use the eight compass points to navigate around a map of their local area and use a map of their local area to explore features. | | Name, locate and describe a local river and understand how it has changed over time using the 8 compass points, six figure grid references, maps, symbols and keys. (local rivers: River Tone and River Axe). | 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 their local area<br><br>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies |
| The UK | Know that England is their home country.<br><br>Know that London is the Capital City of England. | Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Use maps. | Locate and identify the characteristics of a local seaside town - Lyme Regis | Name and locate counties and cities of the United Kingdom, geographical regions and identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use | | Locate and describe human and physical features of the UK (e.g. coasts, rivers, mountain ranges, counties and cities), using locational/ directional language, 8 points of a compass, six figure grid references, maps, symbols and keys | |

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| | | | | patterns; and understand how some of these aspects have changed over time. | | | |
| The World | Understand the terms ‘land’ and ‘sea’.<br>Know some similarities and differences between the natural world around them and contrasting environments. | Name and locate the world's seven continents and five oceans. | Name and locate the country, continent and surrounding seas of a contrasting non-European country (Tanzania) and use this to describe aspects of this place<br><br>Name and locate the world's seven continents and five oceans.<br><br>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. | Identify capital cities of Europe.<br>Locate the main countries of Europe including Russia.<br>Identify longest rivers in the world, largest deserts, highest mountains.<br>Compare with UK.<br>Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn.<br><br>On a world map, locate areas of similar environmental regions, either desert, rainforest or temperate regions. | Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere,<br>Locate and identify the areas where rainforests can be found - use these maps to identify the Tropics of Cancer and Capricorn.<br>Locate the Grand Canyon on a map, identifying its location within the state of Arizona, USA. They will identify other locations on the same latitude and longitude lines before exploring some key information about the canyon, such as size, width and depth. | Name, locate and describe some of the world’s major rivers, employing the use of the eight points of a compass, maps, symbols and keys.<br>Identify the three countries that make up Scandinavia and learn the difference between Scandinavian and Nordic countries. They will locate these countries on a world map as well as their capital cities. | Identify 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) |

| Place knowledge – comparisons. | | | | | | | |
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| | **Year R** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| Comparisons | Make simple comparisons between their locality and other relevant places in the world (e.g. London/where their parents/families come from).<br><br>Discuss how transport in London is different to transport in Taunton.<br><br>Make simple comparisons between familiar environments (e.g. home, school, farm). | Understand geographical similarities and differences through looking at places of the Human and Physical Geography of the United Kingdom. | Understand and talk about key human and physical similarities and differences of a small area of the UK, Thurlbear, Lyme Regis, and of a small area in a contrasting non-European country – Tanzania - including the weather, lifestyles, human and physical geography. | identify ways in which two countries can be similar to or different from each other. They will then choose two countries to compare in terms of both human and physical features. | Investigate the lives of the indigenous tribes of the rainforest and compare them to their own lives. Focus in particular at the Havasupai, including their housing, clothing, hunting, traditions. | Compare and contrast an area in the UK with an area in Scandinavia. Children will carry out their own research to compare two locations independently, or work as a group to compare two locations in more depth. | |

| Physical Geography | | | | | | | |
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| **Physical geography** | **Year R** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| Weather and climate | Name the four seasons and begin to describe associated weather.<br>Notice and talk about the weather daily.<br><br>Children will be able to make comments on the weather using the vocabulary: Sunny, Rainy, Cloudy, frosty, windy, snowy, foggy. | Identify and describe weather in the UK (linked with science) | Identify that the North and South poles are cold and the equator is hot.<br><br>Describe the climate and weather in Antarctica.<br><br>Describe the climate and weather in Tanzania | Identify different climate regions and describe some of the features of these climates, e.g monsoons. | Understand that the Grand Canyon has several different biomes and climate conditions – focussing on desert scrub biomes and riparian biomes.<br><br>Research the climate of the rainforests and learn about the climate using charts and graphs, including temperature and rainfall.<br>investigate the role rainforests play in the water cycle. | Explore the climate zones of northern Europe, focusing on Scandinavia in particular – understanding that there are different climate zones in Scandinavia – focus on: maritime climate and tundra climate zones. | Explore the different types of extreme weather that can occur around the world and what causes them. The children have the opportunity to reflect on any extreme weathers they have witnessed themselves and research and investigate instances of extreme weather from around the world.<br><br>Use climate zone maps to explore climate zones around the world. Learn about different climates, such as temperate, arid and subtropical, and describe the features of these climates.<br>Understand how climate and vegetation are connected in biomes (e.g. the tropical rainforest and the desert).<br>Describe different biomes and how plants and animals are adapted to them.<br>Explain some ways biomes are valuable, why they are under threat and how they can be protected. |

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| Physical features and processes | Begin to observe and talk about the physical features of the local area using their senses<br><br>Show respect and care for their local environment | Begin to use basic geographical vocabulary to refer to key physical features of the local area and the UK, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. | Use basic geographical vocabulary to refer to key physical features of the local area, the UK and a contrasting non-European locality (Tanzania), including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. | Identify whether they live in a rural or urban area and identify physical features within their locality.<br><br>Identify key physical features in each of the 7 continents - the tallest mountain and longest river in each of the seven continents. | Understand how the Grand Canyon was formed and study the processes of water erosion, including rain, ice and rivers, and discover how these shaped the Grand Canyon over millions of years.<br><br>Understand the role rainforests play in the water cycle.<br><br>Describe the vegetation layers in a rainforest biome. | Describe and explain the water cycle.<br>Describe and explain river formation and key features of river systems.<br><br>Study the physical features of Scandinavia and understand the processes that created them, including glaciers, fjords, mountains, lakes and waterfalls<br><br>Understand the difference between a hill and a mountain and are given a brief explanation of how mountains are formed. | Describe and understand the causes, processes and effects of volcanoes, earthquakes and tsunamis, the different types of Earthquakes and their physical effects on the environment. |

| Human Geography. | | | | | | | |
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| | **Year R** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| Settlements and land use | Begin to use basic geographical vocabulary to refer to key human features of the local area and the UK, including town, city, country, capital, road, street, shops.<br><br>Children will know that we live in Taunton.<br><br>Children will know what type of home they live in. - terrace, bungalow, semi detached etc.<br><br>Children will be able to discuss similarities and differences between homes.<br><br>Children will know all the key features of a home: roof, windows, door, garage, attic, garden etc | Begin to use basic geographical vocabulary to refer to key human features of the local area and the UK, including: city, town, village, factory, farm, house, office, port, harbour and shop. | Identify the human features of a beach – including on a field work study to Lyme Regis.<br><br>Identify and describe some of the key characteristics and features of Kenya, as well as comparing urban and rural life. | Understand the land use of the local area. Explore their local area and identify areas that are residential, commercial, agricultural or industrial.<br><br>Describe, understand and distinguish between key types of settlement and land use (hamlet, village, town, city, rural, urban, suburban) | Investigate land use in the rainforest finding out about how the indigenous tribes of the rainforest have made settlements.<br><br>Understand the effect of climate on land use.<br><br>Investigate the Havasupai tribe and find out how they have lived at the Grand Canyon for hundreds of years. Find out about the lifestyle of the Havasupai and consider how they use the land around the Grand Canyon, both historically and today.<br><br>Investigate how the land has been used by humans for tourism in the Grand Canyon and evaluate the advantages and | Investigate the human use and impact on countries in Scandinavia. Identify a variety of human geographical features in Scandinavian countries and identify how human features can contribute to national identity. | |

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| | Talk about positives and negatives humans have can have on the environment | | | | disadvantages of this for humans and the environment. | | |
| Economic, trade and resources. | Recognise the shops and enterprises in the locality, including being aware of their branding/names | | Identify how humans use tourism in a beach location by identifying shops, cafes, etc. | | Investigate deforestation and its effects – local and global.<br><br>Understand what terms such as 'business', 'industry' and 'economy' mean. They will name some industries and notice that different countries have different industrial strengths. They will also identify some of the major industries of the UK.<br><br>Find out how a country's resources affect its industry and economy. They will find out about some of the different jobs people can do in other places around the world, | Evaluate the human impact on the economic use of natural resources – rivers | Find out what is meant by economic growth. Investigate the impact that this has had on countries, looking at both the positive and negative effects on the country and its population.<br><br>Consider the concept of world trade and recognise some of the products we import and export from countries around the world.<br><br>Understand how food production is influenced by climate and biomes.<br><br>Understand fair trade. |

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| | | | | | focusing particularly on jobs relating to trade.<br><br>Investigate the reasons why children in other parts of the world must work instead of going to school. Find out about some examples of jobs children around the world do before thinking about the link between education and employment. | | |

| Geography Skills and Fieldwork. | | | | | | | |
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| | Year R | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| **Geography skills** | Recognise and locate features in their immediate environment using maps<br><br>Locate chosen country/countries of parental heritage on globes/maps. To identify the land and sea on world globes/maps.<br><br>Begin to use simple locational/directional language (e.g. near, far, up, down, left, right, forwards and backwards) to move around the school. | Draw and locate the locations of continents and oceans on globes and world maps or atlases.<br><br>Begin to use simple locational/directional language (e.g. near, far, up, down, left, right, forwards and backwards) and the four main compass directions (North, South, East and West) to describe the location of features on a local map and to move around school. Construct simple maps.<br><br>Draw and locate the four countries of the UK, their capital cities, some of other major cities and the surrounding seas on a UK map or atlas, using the four main compass directions. | Name and locate the five oceans and seven continents on a world map.<br><br>Use a compass to locate the seas around the UK.<br><br>Use compass points to move around a map of the UK to find different coastal locations - use the language north, south, east and west.<br><br>Use photographs of beaches and coastal towns to identify human and physical features.<br><br>Identify the location of the UK and Tanzania on a world map.<br><br>Use photos to identify some different land features of Kenya, | Locate the UK on a world map before looking at a map of the UK to identify different regions.<br><br>Use a world map to locate countries in different continents around the world.<br><br>Name and locate some of the major capital cities in the world across the continents using world maps and atlases.<br><br>Use Ordnance Survey maps to identify how the UK is split into a grid, identifying different towns and counties within each square.<br>Use the eight compass points to navigate around a map and use a map of their local | Use the eight points of a compass, four figure grid references, paper maps, Google Maps, Google Earth, symbols and keys (including the use of Ordnance Survey maps) to locate and describe human and geographical features studied, including: towns and cities, landmarks and varied climates etc. | Use physical and political maps, atlases, globes, Google Maps and Google Earth to locate and describe studied human and physical features, including major rivers and their corresponding countries and cities.<br><br>Use the eight points of a compass, six figure grid references, maps, Google Maps/Earth, symbols and keys to locate human and physical features.<br><br>Use aerial images and age-appropriate graphs to acquire and discuss geographical information. | Use physical and political maps, atlases, globes, Google Maps/Earth to locate and describe studied human/physical features of China and South America, including countries, land use, settlements, mountains, coasts, seas, lakes, rivers, climate and temperature.<br><br>Use the eight points of a compass, six figure grid references, maps, symbols and keys (including the use of Ordnance Survey maps) to identify and describe human and physical features of a region of the UK when comparing with a region of South America. |

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| | | | such as savannahs, valleys, mountains and beaches, and describe their features | area to explore features.<br>Use the 8 points of a compass, 4-figure grid references, maps, symbols and keys (including the use of OS maps) to describe local geographical features.<br>Compare different types of local map.<br>Construct detailed maps of the local area. | | | Use aerial images and age-appropriate graphs to acquire and discuss geographical information. |
| **Local fieldwork.** | Begin to use observational skills to draw simple plans/maps of routes around the classroom/school. | Begin to use simple fieldwork and observational skills to study the geography of the school and the road outside the school (e.g. note taking, videoing, taking photos, data collection, sketches, observations, and labelled maps) | Use simple fieldwork and observational skills to study the human and physical geography Lyme Regis (e.g. note taking, taking photos, data collection, sketches, observations and labelled maps and photos of: roads, parks, nature spots, rivers, shops and buildings). | Gather data to find out ways in which the land is used within their local area. Record the evidence and present it in an appropriate way. Use the data gathered to draw conclusions the local area. | | Use fieldwork to study and present information about a local river – River Axe. | Use fieldwork to observe, record, present and explain information about the changing locality (residential, commercial, industry, leisure, public buildings etc), and comparisons with old maps (sketch maps and OS maps) and aerial photographs. |

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| | | | | | | | use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. |

## Geography – key vocabulary

| Overview: | Year R | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| **Term 1** | Magnificent Me<br>Dazzling Colours<br><br>Weather<br>Sunshine<br>Rain<br>Snow<br>Wind<br>frosty,<br>Windy,<br>Snowy,<br>Foggy<br>Seasons<br>Autumn<br>Winter<br>Map<br>Route<br>Town<br>Village | Where do I live?<br><br>Compass<br>Direction<br>Fieldwork<br>Map<br>Symbol<br>Local area<br>Distance<br>Aerial view<br>Route<br>Town<br>Village<br>City<br>Countries<br>Near<br>Far<br>Left<br>Right | Frozen Planet<br><br>South Pole<br>Polar region<br>Arctic Circle<br>Antarctica<br>Glacier<br>Sea ice<br>Icebergs<br>Penguin<br>Polar Bear<br>Seasons<br>Weather<br>Temperature<br>Climate | Local area<br><br>Ordinance Survey Map (OS map)<br>Grid<br>Eight compass points<br>UK<br>Region<br>County<br>Town<br>Rural<br>Urban<br>Human features<br>Physical features<br>Local area<br>Land use | The Grand Canyon<br><br>Canyon<br>Gorge<br>Plateau<br>Colorado River<br>Northern Hemisphere<br>Riparian biome<br>Data<br>Desert scrub biome<br>altitude<br>Tourism<br>Native tribes<br>River erosion – abrasion and attrition | The UK and investigating rivers<br><br>Local river study of the River Axe<br><br>Regions<br>Counties<br>Countries<br>Cities<br>Arch<br>Stack<br>Stump<br>Cliffs<br>Coastal erosion<br>Island<br><br>Transportation | Global Trade<br><br>Location<br>Continent<br>Region<br>Border<br>Megacity<br>Capital city<br>Population<br>Physical geography<br>Human impact<br>Positive and negative impact<br>Economic growth<br>Global exports<br>Environmental impact |

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| | Near<br>Far<br>Up<br>Down<br>School<br>Home<br>House<br>Bungalow<br>Semi/Detached<br>Flat<br>Attic<br>Adult<br>Young<br>Old | North<br>East<br>West<br>South | | Residential<br>Commercial<br>Agricultural<br>Industrial<br>Services<br>Communities<br>Data<br>Questionnaire.<br>Fieldwork | Rain and ice erosion – hydraulic action.<br>Lines of latitude and longitude<br>National Park<br>Conservation<br>Government | Deposition<br>Meander<br>Mouth<br>Source<br>Delta<br>Tributary<br>Water cycle<br>Precipitation<br>Infiltration<br>Evaporation<br>Transpiration<br>Condensation<br>Pollution<br>Habitat<br>Fieldwork<br>River Tone<br>River Axe<br>Sketch Map<br>Ordinance Survey Map<br>Observe<br>Measure<br>Record<br>Human features<br>Physical features | Trade links<br>Distribution of natural resources<br>Currency |
| **Term 2** | Do all superheroes where capes?<br>Amazing animals.<br><br>Spring<br>habitat,<br>Desert<br>stream<br>warm, cold,<br>movement, | | Tanzania<br><br>Tanzania<br>UK<br>Africa<br>Continent<br>Transport<br>Route<br>Ocean<br>Wildlife<br>Landscape<br>Photograph<br>Climate Weather<br>Similarities | | Earning a living<br><br>Trade<br>Trade links<br>Transport<br>Finance<br>Fossil fuels<br>Tourism<br>Economy<br>Climate<br>Landscape<br>Employment<br>Unemployment | | Extreme Earth<br><br>Extreme weather condtions<br>Lightning<br>Flood<br>Typhoon<br>Hurricane<br>Blizzards<br>Hail storms<br>Equator<br>Climate |

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| | Earth,<br>live,<br>food,<br>shelter<br>woods | | Differences<br>City<br>feature<br>Town<br>Village<br>Tourists<br>Equator | | Retirement<br>Child labour<br>Sub Saharan Africa<br>South Asia, such as India, Pakistan, Bangladesh, Sri Lanka and Afghanistan. | | Temperature<br>Precipitation<br>Water cycle – continuous cycle<br>Drought<br>Local and global scale<br>Distribution of water<br>Earthquakes<br>Tectonic plates<br>Faults<br>Seismic waves<br>Richter Scale<br>Tsunami<br>Active, dormant, extinct volcanoes |
| **Term 3** | Where our wellies take us.<br><br>Off on our holidays<br><br>London<br>Underground<br>Capital City<br>Big Ben, Buckingham Palace,<br>Sunny,<br>Rainy,<br>Cloudy<br>Ocean<br>Sand | UK<br><br>Continents<br>Country<br>Island<br>Coastline<br>English Channel<br>City<br>Capital City<br>England<br>Wales<br>Scotland<br>Northern Ireland<br>London<br>Edinburgh<br>Cardiff<br>Belfast<br>Island | Beside the seaside.<br><br>Local area<br>National<br>Resort<br>Tourist<br>Feature<br>Physical<br>Human<br>Pier<br>Promenade<br>United Kingdom<br>Attractions<br>Harbour<br>Climate | Countries of the world.<br><br>Europe<br>Capital Cities<br>Hills, mountains, coasts, rivers<br>Climate zones<br>Continents<br>Compare<br>Population<br>North and South Pole<br>Atlas<br>Capital cities<br>Human geography | The Rainforest<br><br>Rainforest<br>Tropic of Cancer<br>Tropic of Capricorn<br>Deforestation<br>Environment<br>Native tribes<br>Climate<br>Water cycle<br>Climate<br>Habitat<br>Forest floor<br>Understorey<br>Canopy<br>Emergent layer | Exploring Scandinavia.<br><br>Prime/Greenwich Meridian<br>Time zones<br>Hours of daylight<br>Seasons<br>Scandinavia<br>Norway - Oslo<br>Denmark - Copenhagen<br>Sweden - Stockholm<br>Nordic countries<br>Northern Europe<br>climate zones | Map skills<br><br>Observe, measure, record human and physical features digital technologies<br><br>four and six-figure grid references,<br>Ordnance Survey maps<br>fieldwork<br>questionnaires |

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| | Silt<br>Rockpool<br>coral reef<br>shore | Urban<br>Rural<br>Mountain<br>Lake Loch<br>Town<br>Moorland<br>Farmland<br>Lough<br>Coast | | Physical geography<br>Latitude<br>Longitude<br>Equator<br>Northern Hemisphere,<br>Southern Hemisphere | | Marine West Coast<br>Humid continental<br>Subarctic<br>Tundra<br>Glaciers<br>Fjords<br>Mountains<br>Lakes<br>Waterfalls<br>National identity | |