

## Geography: curriculum overview and progression map.

Overview:	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Term 1</b>	Magnificent Me Dazzling Colours	Where do I live?	Frozen Planet	Investigating my local area. (Going deeper from Year R and Year 1)	Countries of the world.	The UK and investigating rivers  Local river study of the River Axe	What is China like?
<b>Term 2</b>	Do all superheroes wear capes?  Amazing animals.		Let's go on Safari	Investigating India.	Earning a living	The Grand Canyon	Extreme Earth
<b>Term 3</b>	Where our wellies take us  Off on our Holidays	Around the World.	Beside the seaside.		The rainforest	Exploring Scandinavia.	Exploring South America

Locational knowledge							
	R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
The local area	<p>Know the name of my school.</p> <p>Know the name of the town or village where I live.</p> <p>Know basic positional language.</p> <p>Children will be able to locate key locations within the school ie: classroom, toilets, hall, playground.</p>	<p>Understand where I live and where my school is in the local area, and use simple locational and directional language, such as near, far, left, right.</p>	<p>Identify local beaches and locate Lyme Regis on a map. Use simple locational and directional knowledge to describe where it is.</p>	<p>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.</p>		<p>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).</p>	
The UK	<p>Know that England is their home country.</p> <p>Know that London is the Capital City of England.</p>	<p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Use world maps, atlases and globes to identify the United Kingdom and its countries</p>	<p>Understand what an island is and think about what being an island means for the UK. Use a compass rose to locate the seas around the UK.</p>	<p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics.</p>	<p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features</p>	<p>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</p>	
The World	<p>Understand the terms 'land' and 'sea'.</p> <p>Know some similarities and differences between the natural world</p>	<p>Name and locate the world's seven continents and five oceans. Understand the terms: continents and seas.</p>	<p>Name and locate the country, continent and surrounding seas of a contrasting non-European country (Kenya)</p>	<p>Locate India on a world map and identify some of its surrounding countries and its cities.</p>	<p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North</p>	<p>Name, locate and describe some of the world's major rivers, employing the use of the eight points of a</p>	<p>Locate countries of China and South America, their environmental regions, key physical and</p>

	<p>around them and contrasting environments.</p>	<p>use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans.</p>	<p>and us this to describe aspects of this place including using 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>Name and locate the world's seven continents and five oceans.</p> <p>Name, locate and understand the terms 'poles' and 'equator'.</p>		<p>and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>Locate and identify the areas where rainforests can be found - use these maps to identify the Tropics of Cancer and Capricorn.</p>	<p>compass, maps, symbols and keys. 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.</p> <p>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.</p>	<p>human characteristics (e.g. coasts, seas, rivers, mountains, capitals, manmade landmarks, lakes and major cities).</p> <p>Identify using a map the countries that share a border with China.</p> <p>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)</p>
--	--	--	--	--	--	---	--

--	--	--	--	--	--	--	--

<b>Place knowledge – comparisons.</b>							
	<b>Year R</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
Comparisons	<p>Make simple comparisons between their locality and other relevant places in the world (e.g. London/where their parents/families come from).</p> <p>Discuss how transport in London is different to transport in Taunton.</p> <p>Make simple comparisons between familiar environments (e.g. home, school, farm).</p>		<p>Understand and talk about key human and physical similarities and differences of a small area of the UK, and of a small area in a contrasting non-European country – Kenya - including the weather, lifestyles, human and physical geography.</p>	<p>Understand key similarities and differences of the human and physical geography studied, between a region of the United Kingdom and another non-European country – India - including climate, land use, settlements and key physical features (e.g. mountains, coasts and rivers)</p>	<p>Investigate the lives of the indigenous tribes of the rainforest and compare them to their own lives. Focus in particular at the Yanomami tribe, including their housing, clothing, hunting, traditions.</p> <p>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.</p>	<p>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.</p>	<p>Compare human and physical features of a region of South America with the UK. They will research different facts about the two regions and use this research to draw out similarities and differences as well as attempting to use their previous knowledge to explain these similarities and differences.</p>

## Physical geography

Physical geography	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Weather and climate	<p>Name the four seasons and begin to describe associated weather. Notice and talk about the weather daily.</p> <p>Children will be able to make comments on the weather using the vocabulary: Sunny, Rainy, Cloudy, frosty, windy, snowy, foggy.</p>	Identify and describe weather associated with the four seasons.	<p>Identify that the North and South poles are cold and the equator is hot.</p> <p>Describe the climate and weather in Antarctica.</p>	Identify different climate regions and describe some of the features of these climates, e.g monsoons.	<p>Research the climate of the rainforests and learn about the climate using charts and graphs, including temperature and rainfall.</p> <p>investigate the role rainforests play in the water cycle.</p>	<p>Understand that the Grand Canyon has several different biomes and climate conditions – focussing on desert scrub biomes and riparian biomes.</p> <p>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.</p>	<p>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.</p> <p>Use climate zone maps to explore climate zones around the world before taking a closer look at the various climate zones in South America. Learn about different climates, such as temperate, arid and subtropical, and describe the features of these climates.</p> <p>Understand how climate and vegetation are</p>

							<p>connected in biomes (e.g. the tropical rainforest and the desert).</p> <p>Describe different biomes and how plants and animals are adapted to them.</p> <p>Explain some ways biomes are valuable, why they are under threat and how they can be protected.</p> <p>Understand the climate of South America and compare with the UK.</p>
Physical features and processes	Begin to observe and talk about the physical features of the local area.	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 (Kenya), including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley,	Identify whether they live in a rural or urban area and identify physical features within their locality.  Understand how mountains and mountain ranges are formed. Identify different types of mountains and explore six different Indian mountain ranges.	Identify key physical features in each of the 7 continents - the tallest mountain and longest river in each of the seven continents.  Understand the role rainforests play in the water cycle.  Describe the vegetation layers in a rainforest biome.	Describe and explain the water cycle. Describe and explain river formation and key features of river systems.  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.  Study the physical features of Scandinavia and	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.  Study three vastly different landscapes in China - mountainous, river, desert, pupils will go onto investigate how physical features impact upon human use of the regions.  Understand causes, effects and possible solutions for desertification – China.

			vegetation, season and weather.	Understand the journey of a river from source to mouth – River Ganges.  Describe and identify the physical features of cities in India - New Delhi, Mumbai and Kolkata		understand the processes that created them, including glaciers, fjords, mountains, lakes and waterfalls  Understand the difference between a hill and a mountain and are given a brief explanation of how mountains are formed.	
--	--	--	---------------------------------	--	--	---	--

## Human geography.

	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Settlements and land use	<p>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.</p> <p>Children will know that we live in Taunton.</p> <p>Children will know what type of home they live in. - terrace, bungalow, semi detached etc.</p> <p>Children will be able to discuss similarities and differences between homes.</p> <p>Children will know all the key features of a home: roof,</p>	<p>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.</p>	<p>Identify the human features of a beach – including on a field work study to Lyme Regis.</p> <p>Identify and describe some of the key characteristics and features of Kenya, as well as comparing urban and rural life.</p>	<p>Understand the land use of the local area. Explore their local area and identify areas that are residential, commercial, agricultural or industrial.</p> <p>Describe, understand and distinguish between key types of settlement and land use (hamlet, village, town, city, rural, urban, suburban)</p> <p>Understand how humans can use rivers – positive and negative effects – India.</p> <p>Explore various aspects of Indian culture, including</p>	<p>Investigate land use in the rainforest finding out about how the indigenous tribes of the rainforest have made settlements.</p> <p>Understand the effect of climate on land use.</p>	<p>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.</p> <p>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.</p>	<p>Investigate what a megacity is and how many there are in China.</p>



	windows, door, garage, attic, garden etc			clothing, religion, food and architecture. Consider how Indian culture has influenced other cultures, and identify other areas in the world where there are large numbers of Indian communities.		Investigate how the land has been used by humans for tourism in the Grand Canyon and evaluate the advantages and 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.	Identify different services in the local area.	Investigate deforestation and its effects – local and global.  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.  Find out how a country’s resources affect its	Evaluate the human impact on the economic use of natural resources – rivers and Grand Canyon.	Find out what is meant by economic growth. Investigate the impact that this has had on China, looking at both the positive and negative effects on the country and its population.  Consider the concept of world trade and recognise some of the products we use that may come from South America. They will identify some of the biggest exports of South America and recognise some of

					<p>industry and economy. They will find out about some of the different jobs people can do in other places around the world, focusing particularly on jobs relating to trade.</p> <p>Investigate the reasons why children in other parts of the world have to 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.</p>		<p>their strongest industries.</p> <p>Understand how food production is influenced by climate and biomes.</p> <p>Understand fair trade.</p> <p>Investigate China's world exports.</p>
--	--	--	--	--	---	--	---

## Geography skills and fieldwork.

	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Geography skills</b>	<p>Locate chosen country/countries of parental heritage on globes/maps. To identify the land and sea on world globes/maps.</p> <p>Begin to use simple locational/directional language (e.g. near, far, up, down, left, right, forwards and backwards) to move around the school.</p>	<p>Draw and locate the locations of continents and oceans on globes and world maps or atlases.</p> <p>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.</p> <p>Construct simple maps.</p> <p>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.</p>	<p>Name and locate the five oceans and seven continents on a world map.</p> <p>Use a compass rose to locate the seas around the UK.</p> <p>Use compass points to move around a map of the UK to find different coastal locations - use the language north, south, east and west.</p> <p>Use photographs of beaches and coastal towns to identify human and physical features.</p> <p>Identify the location of the UK and Kenya on a world map.</p> <p>Use photos to identify some different land</p>	<p>Locate the UK on a world map before looking at a map of the UK to identify different regions.</p> <p>Use Ordnance Survey maps to identify how the UK is split into a grid, identifying different towns and counties within each square.</p> <p>Use the eight compass points to navigate around a map and use a map of their local area to explore features.</p> <p>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.</p> <p>Compare different types of local map.</p>	<p>Use a world map to locate countries in different continents around the world.</p> <p>Name and locate some of the major capital cities in the world across the continents using world maps and atlases.</p> <p>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,</p>	<p>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.</p> <p>Use the eight points of a compass, six figure grid references, maps, Google Maps/Earth, symbols and keys to locate human and physical features.</p> <p>Use aerial images and age-appropriate graphs to acquire and discuss geographical information.</p>	<p>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.</p> <p>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.</p>

			features of Kenya, such as savannahs, valleys, mountains and beaches, and describe their features	Construct detailed maps of the local area.	landmarks and varied climates etc.		Use aerial images and age-appropriate graphs to acquire and discuss geographical information.
<b>Local fieldwork.</b>	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 classroom and local area (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 adults in their local communities get to work. 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.  Map workshop with the Church Conservation Trust: use fieldwork to observe, record, present and explain information about the changing locality focussing on use of land in the school locality (residential, commercial, industry, leisure, public buildings etc), and comparisons with old maps (sketch maps and OS maps) and aerial photographs.	

## Geography – key vocabulary

Overview:	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Term 1</b>	Magnificent Me Dazzling Colours  Weather Sunshine Rain Snow Wind frosty, Windy, Snowy, Foggy Seasons Autumn Winter Map Route Town Village Near Far Up Down School Home House Bungalow Semi/Detached Flat Attic Adult Young Old		Frozen Planet  South Pole Polar region Arctic Circle Antarctica Glacier Sea ice Icebergs Penguin Polar Bear Seasons Weather Temperature Climate	Investigating my local area. (Going deeper from Year R and Year 1)  Ordinance Survey Map (OS map) Grid Eight compass points UK Region County Town Rural Urban Human features Physical features Local area Land use Residential Commercial Agricultural Industrial Services Communities Data Questionnaire. Fieldwork	Countries of the world.  Climate zones Continents Compare Population North and South Pole Atlas Capital cities Human geography Physical geography	The UK and investigating rivers  Local river study of the River Axe  Regions Counties Countries Cities Arch Stack Stump Cliffs Coastal erosion Island  Transportation Deposition Meander Mouth Source Delta Tributary Water cycle Precipitation Infiltration Evaporation Transpiration Condensation Pollution Habitat Fieldwork	What is China like?  Location Continent Region Border Megacity Capital city Population Physical geography Human impact Positive and negative impact Three Gorges Dam Desertification Economic growth Global exports Environmental impact Tourism Tourist Great Wall of China Culture

						River Tone River Axe Sketch Map Ordinance Survey Map Observe Measure Record Human features Physical features	
<b>Term 2</b>	Do all superheroes where capes? Amazing animals.  Spring habitat, Desert stream warm, cold, movement, Earth, live, food, shelter woods	Where do I live?  Compass Direction Fieldwork Map Symbol Local area Distance Aerial view Route Town Village City Countries England Wales Scotland Northern Ireland London Edinburgh Cardiff Belfast Island Urban rural	Let's go on Safari  Kenya UK Africa Indian Ocean Wildlife landscape City Town Village Farm Weather Season Vegetation Endangered Game reserve Habitat Migration National park Rural Savannah Tourists Equator	Investigating India.  Arid Humid Tropical Climate Monsoon Population density India Asia New Dehli Mumbai Kolkata Northern Hemisphere Human geography Physical geography	Earning a living  Trade Trade links Transport Finance Fossil fuels Tourism Economy Climate Landscape Employment Unemployment Retirement Child labour Sub Saharan Africa South Asia, such as India, Pakistan, Bangladesh, Sri Lanka and Afghanistan.	The Grand Canyon  Canyon Gorge Plateau Colorado River Northern Hemisphere Riparian biome Data Desert scrub biome altitude Tourism Native tribes River erosion – abrasion and attrition Rain and ice erosion – hydraulic action. Lines of latitude and longitude National Park Conservation Government	Extreme Earth  Extreme weather conditions Lightning Flood Typhoon Hurricane Blizzards Hail storms Equator Climate Temperature Precipitation Water cycle – continuous cycle Drought Local and global scale Distribution of water Earthquakes Tectonic plates Faults Seismic waves Richter Scale

							Tsunami Active, dormant, extinct volcanoes
<b>Term 3</b>	Where our wellies take us.  Off on our holidays  London Underground Capital City Big Ben, Buckingham Palace, Sunny, Rainy, Cloudy Ocean Sand Silt Rockpool coral reef shore	Around the World.  Continent Ocean Population Landmark Desert Compass Climate Europe Equator Tropical Temperate Currency Cuisine aerial	Beside the seaside.  Local area National Resort Tourist Feature Physical Human Pier Promenade United Kingdom Attractions Harbour Climate		The rainforest  Rainforest Tropic of Cancer Tropic of Capricorn Deforestation Environment Native tribes Climate Water cycle Climate Habitat Forest floor Understorey Canopy Emergent later	Exploring Scandinavia.  Prime/Greenwich Meridian Time zones Hours of daylight Seasons Scandinavia Norway - Oslo Denmark - Copenhagen Sweden - Stockholm Nordic countries Northern Europe climate zones Marine West Coast Humid continental Subarctic Tundra Glaciers Fjords Mountains Lakes Waterfalls National identity	Exploring South America  Population density Life expectancy Currency Hydroelectricity. Renewable energy. Sustainability. Tectonic plates Mountain ranges Tropic of Cancer and Tropic of Capricorn. Agriculture Climate zones. Topography