



Geography – Progression for Learning Overview

	Autumn	Spring	Summer
Reception	<p>EYFS Goal-Understanding the World: People, Culture and Communities</p> <p>To investigate places</p> <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Explore the natural world around them and make observations. <p>To investigate patterns</p> <ul style="list-style-type: none"> Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps. Know some similarities and differences between the natural world around them and a contrasting environment, drawing on their experiences and what has been read in class. <p>To communicate geographically</p> <ul style="list-style-type: none"> Use basic geographical vocabulary to describe their immediate environment. Use key vocabulary including words relating to position such as near and far. Create and read simple plans. 		
	<ul style="list-style-type: none"> To know that some people come from different countries and explain some similarities and differences between England and another country To get to know the school environment 	<ul style="list-style-type: none"> To explore our local area To know our school is on 'Lower Street' in 'Tettenhall' in the city of 'Wolverhampton' To know some similarities and differences between England and Zambia <p>now press play</p> <p>Transport</p>	<ul style="list-style-type: none"> To draw a simple map of school and the grounds (to identify where the Golden Underpants were found) <p>now press play</p> <p>Pirates</p>
Year 1	<p>Topic: Our Amazing Area! <i>What's it like where we live?</i></p> <p>To investigate places</p> <ul style="list-style-type: none"> Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?) Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. Know the differences between a map, plan and aerial photograph. <p>To communicate geographically</p> <ul style="list-style-type: none"> Use locational language (e.g. near and far) to describe the location of features and routes on a map. Use a simple map and use basic symbols in a key. <p>now press play</p> <p>Maps</p> <p>Fieldwork – Local area walk to Tettenhall</p>	<p>Topic: Our Amazing Country! <i>The United Kingdom- planning our route to Barmouth</i></p> <p>To investigate places</p> <ul style="list-style-type: none"> Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). Use world maps, atlases and globes to name, locate and identify the four countries of the United Kingdom and its surrounding seas. Know the differences between a map, plan and aerial photograph. <p>To communicate geographically</p> <ul style="list-style-type: none"> Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> key physical features, including: beach, coast, forest, hill, mountain, ocean, river and weather. Key human features, including: city, town, village, factory, farm, house, office and shop. Use locational language (e.g. near and far) to describe the location of features and routes on a map. Use a simple map and use basic symbols in a key. <p>now press play</p> <p>The UK</p> <p>now press play</p> <p>Seaside (EYFS Experience with KS1 Resources)</p> <p>now press play</p> <p>People Who Help Us (EYFS Experience with KS1 Resources) *Set on the beach</p> <p>now press play</p> <p>On the Farm</p>	<p>Topic: Our Amazing World! <i>Zambia</i></p> <p>To investigate places</p> <ul style="list-style-type: none"> Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). Know the differences between a map, plan and aerial photograph. <p>To investigate patterns</p> <ul style="list-style-type: none"> 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. <p>To communicate geographically</p> <ul style="list-style-type: none"> Use a simple map and use basic symbols in a key. <p>now press play</p> <p>On Safari</p> <p>now press play</p> <p>People Who Help Us (EYFS Experience with KS1 Resources) *Set on the beach</p>

Topic: A passport to Jamaica
Comparing Wolverhampton to Jamaica

To investigate places

- Ask and answer geographical questions (such as What is the place like? What or who will I see in this place? What do people do in this place?)
- Use world maps, atlases and globes to identify the seven continents and five oceans



Maps

To investigate patterns

- 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.
- 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 (compare UK weather to small area in Jamaica).



Seasons



Spring



Summer



Autumn



Winter

To communicate geographically

- Use basic geographical vocabulary to refer to:
 - Key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.



Seaside (EYFS Experience with KS1 Resources)



Weather



Oceans and Seas *available Summer 2024

Topic: Intrepid Explorers
What are the seven wonders of the world? (Voyagers Unit)

To investigate places

- Use world maps, atlases and globes to identify the seven continents and oceans.

To investigate patterns

- Identify the location of hot and cold areas around the world.

To communicate geographically

- Use basic geographical vocabulary to refer to:
 - Key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.
- Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.

Topic: London's Burning!
Paddington goes to London

To investigate places

- Use world maps, atlases and globes to name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.


















The UK

- Ask and answer geographical questions (such as What is the place like? What or who will I see in this place? What do people do in this place?)
- Use aerial images and plan perspectives to recognise landmarks and basic physical features.

To communicate geographically

- Use basic geographical vocabulary to refer to:
- Key human features, including: city, town, village, factory, farm, house, office and shop.
- Devise a simple map; and use and construct basic symbols in a key.

<p>Year 3</p>	<p>Topic: Yabadaba Doo! <u>Can the earth shake, rattle and roll? (Voyagers Unit)</u> To investigate places</p> <ul style="list-style-type: none"> Ask and answer geographical questions about the physical and human characteristics of a location. Use maps, atlases, globes and digital/computer mapping to name and locate geographical regions and their identifying human and physical characteristics and key topographical features – hills, mountains and coasts. Name and locate North America (alongside other continents), concentrating on its environmental regions, key physical (earthquakes) and human characteristics, countries and major cities. <p>To investigate patterns</p> <ul style="list-style-type: none"> Name and locate North America (alongside other continents), concentrating on its environmental regions, key physical (earthquakes) and human characteristics, countries and major cities. <p>To communicate geographically</p> <ul style="list-style-type: none"> Describe key aspects of: <ul style="list-style-type: none"> physical geography, including: earthquakes, volcanoes, hills mountains and coasts. human geography, including: settlements and land use <p> Natural Disasters</p> <p> Rivers</p>	<p>Topic: Groovy Greeks <u>Wild, Wild West!</u></p> <ul style="list-style-type: none"> To Investigate places Name and locate North America (alongside other continents), concentrating on its environmental regions, key physical (earthquakes) and human characteristics, countries and major cities. To investigate patterns Understand some of the reasons for geographical similarities and differences through studying the human and physical geography of a region of the United Kingdom and a region within North America. 	<p>Topic: Choc-tastic <u>Where does chocolate come from? How does it get here? Bourneville</u> To investigate places</p> <ul style="list-style-type: none"> Ask and answer geographical questions about the physical and human characteristics of a location. Use maps, atlases, globes and digital/computer mapping to name and locate geographical regions of the United Kingdom, (Scotland, Wales, Midlands, London) Use fieldwork to observe and record the human and physical features of a local area using a range of methods including sketch maps, plans and graphs and digital technologies. <p>To communicate geographically</p> <ul style="list-style-type: none"> Use the eight points of a compass to communicate knowledge of the United Kingdom Use symbols and keys to communicate knowledge of the United Kingdom
<p>Year 4</p>	<p>Topic: Funky Pharaohs <u>How does water go round and round? (Voyagers Unit)</u> To investigate places</p> <ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to name and locate cities of the United Kingdom and their identifying rivers. Use fieldwork to observe and record the human and physical features of a local area using a range of methods including sketch maps, plans and graphs and digital technologies. <p>To communicate geographically</p> <ul style="list-style-type: none"> Describe key aspects of: <ul style="list-style-type: none"> physical geography, including: rivers, mountains and the water cycle (science link). human geography, including: settlements and land use. <p> Water Cycle</p> <p> Rivers</p> <p>Fieldwork – Visit to Cardingmill Valley with river focus</p>	<p>Topic: Rotten Romans <u>Is Climate Cool? (Voyagers Unit)</u> To investigate places</p> <ul style="list-style-type: none"> Ask and answer geographical questions about the physical and human characteristics of a location. Use maps, atlases, globes and digital/computer mapping to name and locate cities of the United Kingdom. Use maps, atlases, globes and digital/computer mapping to locate some of the world’s countries (recapping on continents), then focusing on Europe (inc. Russia) to describe human and physical characteristics and key topographical features, including hills, mountains, coasts and rivers. <p>To investigate patterns</p> <ul style="list-style-type: none"> Identify the position and significance of latitude, longitude, Equator, Tropics of Cancer and Capricorn, Artic Circle and Antarctic Circle. <p>To communicate geographically</p> <ul style="list-style-type: none"> Describe and understand key aspects physical geography including climate zones, biomes and vegetation belts. <p> Rivers</p> <p> Water Cycle</p>	<p>Topic: Angle- Land <u>The UK-place where we live. Carding Mill Valley/Church Stretton and an area in Italy</u> To investigate places</p> <ul style="list-style-type: none"> Ask and answer geographical questions about the physical and human characteristics of a location. <p>To investigate patterns</p> <ul style="list-style-type: none"> Understand some of the reasons for geographical similarities and differences through studying the human and physical geography of a region of the United Kingdom and a region in a European country. Describe key aspects of: <ul style="list-style-type: none"> physical geography, including: rivers, mountains and water cycle. human geography, including: settlements and land use <p> Rivers</p> <p> Water Cycle</p>

<p>Year 5</p>	<p>Topic: Take Shelter <u>How is our country changing?</u> To investigate places</p> <ul style="list-style-type: none"> Ask and answer geographical questions giving detailed descriptions and opinions of the characteristic features of a location. Use maps, atlases, globes and digital/computer mapping to name and locate some counties and cities of the United Kingdom, and their identifying human and physical characteristics and key topographical features, including hills, mountains, coasts and rivers. <p>To communicate geographically</p> <ul style="list-style-type: none"> Use the eight points of a compass and four-figure grid references to communicate knowledge of the United Kingdom and the world. Use different maps (e.g population density, land use) symbols and keys to communicate knowledge of the United Kingdom and the wider world. <p>Fieldwork – Land use on our playground (The Ark)</p> <p> Rivers</p>	<p>Topic: Wonders of the Tropics <u>South America</u> To investigate places</p> <ul style="list-style-type: none"> Ask and answer geographical questions giving detailed descriptions and opinions of the characteristic features of a location. Name and locate South America, concentrating on its environmental regions, key physical and human characteristics, countries and major cities. <p>To investigate patterns</p> <ul style="list-style-type: none"> Understand some of the reasons for geographical similarities and differences between countries through studying the human and physical geography of a region of the United Kingdom and a region within South America. Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, Prime/Greenwich Meridian and time zones (including day and night). <p>To communicate geographically</p> <ul style="list-style-type: none"> Describe and understand key aspects of: <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts. human geography, including: settlements, land use, and the distribution of natural resources including food, minerals, and water supplies. Use different maps (e.g population density, land use) symbols and keys to communicate knowledge of the United Kingdom and the wider world. <p> Rainforests</p> <p> Arctic (KS1 Experience)</p>	<p>Topic: Take Action <u>Are we damaging our world?</u> To investigate places</p> <ul style="list-style-type: none"> Ask and answer geographical questions giving detailed descriptions and opinions of the characteristic features of a location. Use maps, atlases, globes and digital/computer mapping to name and locate some counties and cities of the United Kingdom, and their identifying human and physical characteristics and key topographical features, including hills, mountains, coasts and rivers. Analyse and give views on the effectiveness of different geographical representations of a location <p>To communicate geographically</p> <ul style="list-style-type: none"> Describe and understand key aspects of: <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts. human geography, including: settlements, land use, and the distribution of natural resources including food, minerals, and water supplies. Use the eight points of a compass and four-figure grid references to communicate knowledge of the United Kingdom and the world. Use different maps (e.g population density, land use) symbols and keys to communicate knowledge of the United Kingdom and the wider world. <p> Climate Crisis</p> <p> Rivers</p> <p> Reducing our Carbon Footprint</p>
<p>Year 6</p>	<p>Topic: Bostin Black Country <u>Land use during the Industrial Revolution</u> To investigate places</p> <ul style="list-style-type: none"> Ask and answer geographical questions giving detailed descriptions and opinions of the characteristic features of a location. Use maps, atlases, globes and digital/computer mapping to name and locate some counties and cities of the UK, geographical regions and their land-use patterns; also understand how some of these aspects have changed over time. Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological map). Use different types of fieldwork sampling (random and systematic) to observe, measure, record and present the human and physical features in the local area. Record the results in a range of ways. <p>To communicate geographically</p> <ul style="list-style-type: none"> Describe and understand key aspects of: <ul style="list-style-type: none"> Physical geography including: economic activity including trade links and the distribution of natural 	<p>Topic: Do the Right Thing! <u>Where does our stuff come from?</u> To investigate places</p> <ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate some of the world's countries. <p>To investigate patterns</p> <ul style="list-style-type: none"> Describe how countries and geographical regions are interconnected and interdependent. <p>To communicate geographically</p> <ul style="list-style-type: none"> Describe and understand key aspects of human geography, including: economic activity including trade links and the distribution of natural resources including energy, food, minerals, and water supplies. Use the four and six figure grid references to communicate knowledge of the United Kingdom and the world. <p> Reducing our Carbon Footprint</p>	

	<p>resources including energy, food, minerals, and water supplies.</p> <ul style="list-style-type: none">• Use the four and six figure grid references to communicate knowledge of the United Kingdom and the world.• Use ordnance survey maps, symbols and keys to communicate knowledge of the United Kingdom and the wider world.		
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