

Apley Wood Primary School
Geography Curriculum Progression

	EYFS	KSI		KS2			
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Topic	<p>Marvellous Me</p> <p>Wonderful World</p> <p>Journeys</p>	<p>Terrific Telford – Local Study</p> <p>Hot and Cold- Seasonal changes</p> <p>It’s Good to Be British - The UK</p>	<p>Amazing Areas - UK towns, villages and cities</p> <p>Near and Far – Apley and Caribbean</p>	<p>Hello and Bonjour – Calais and Barmouth</p> <p>Somewhere to Settle - Types of settlements</p>	<p>Raging Rivers</p> <p>Extreme Earth – Natural Disasters</p>	<p>On Safari – Rainforests and Deserts</p> <p>You’re in Europe - Europe</p>	<p>Amazing Americas/ The Ancient Maya</p> <p>Power to the People – Fairtrade</p>
Locational Knowledge <i>(mainly substantive knowledge)</i>	<p>To know that the UK is made up of different countries (To know that people who live there can look very different and speak differently.)</p> <p>To name one country in the UK.</p> <p>To know that we live in Telford and that is in the middle of England.</p>	<p>To know what a capital city is and locate where they are in the UK.</p> <p>To name and locate the United Kingdom on a map. (To discuss other countries that pupils may have been to around the world.)</p> <p>To name and locate the seas surrounding the UK on a map.</p>	<p>To name and locate the countries and capital cities in the UK and its surrounding seas (overlearning).</p> <p>To name and locate the seven continents using a world map.</p> <p>To name and locate the world’s oceans.</p> <p>To describe the relative location of countries in the UK.</p>	<p>To locate and name the countries that make up the British Isles, with their capital cities.</p> <p>To locate and name the countries that make up Europe and their capital cities using maps and atlases. (To identify a European Country, ideally one representative of cultures in the classroom.)</p> <p>To describe the relative location of the UK and France.</p>	<p>To name and locate rivers in the UK.</p> <p>To locate countries in different continents using maps and atlases.</p> <p>To name and locate countries that have volcanoes and other similar physical characteristics.</p> <p>To describe the relative location of rivers in the UK and identify the towns and cities they run through.</p>	<p>To locate continents, countries and capitals of countries around the world using maps and atlases.</p> <p>To locate rainforest and desert areas using world maps and atlases. (To identify African, South Asian and South American countries)</p> <p>To locate the position of the Equator, Tropic of Cancer and Tropic of Capricorn.</p> <p>To identify the position of the Northern and Southern hemisphere.</p> <p>To identify the countries and their capital cities in Europe (overlearning).</p> <p>To identify the position of latitude and longitude.</p> <p>To use latitude and longitude to identify different time zones in European countries. (Including day and night – link to Science)</p>	<p>To locate the main countries and capital cities in North and South America and name their capital cities using world maps and atlases.</p> <p>To identify the position of the Equator, Tropic of Cancer and Tropic of Capricorn (overlearning). (To identify African, South Asian and South American)</p> <p>To describe the relative location of North and South America.</p>

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							To describe the relative location of countries in Europe.	
<p>Place Knowledge</p> <p><i>(mainly disciplinary knowledge)</i></p>	<p>To talk about places they have visited in Telford.</p> <p>To talk about some things that are the same and some things that are different between life in this country and life in other countries, using learning from a range of class texts (English/Reading). (To compare a location such as South Asia, Caribbean or an African country to compare, ideally one representative of cultures in the classroom.)</p>	<p>To identify the similarities between Telford and a city (Birmingham)</p> <p>To understand what makes up their local area.</p>	<p>To identify similarities and differences between Telford and the Caribbean. (To discuss how other cultures are different in both Telford and Caribbean.)</p>	<p>To identify the similarities and differences between Barmouth and Calais.</p>	<p>To identify the similarities and differences between the physical and human features of the Ring of Fire.</p>	<p>To make comparisons between Rainforest areas in South America and desert areas in Africa.</p>	<p>To explore impact that human and physical features have on trade and the economic activity of Local Area and South America.</p>	
<p>Human & Physical Geography</p> <p><i>(mainly substantive knowledge)</i></p>	<p>To understand some important changes during different seasons in their local environment. (Forest School)</p> <p>To talk about things that are the same and things that are different between the natural world in Apley and other places around the world, using learning from a range of class texts (English/Reading)</p>	<p>To identify seasonal changes and patterns in weather in Telford and around the world with a focus on hot and cold.</p> <p>To name the key physical features in wider areas of the UK and Telford: forest, hill, mountain, soil, valley.</p> <p>To name the key human features in Telford and the local area: city, town, village, factory, farm, house, office.</p>	<p>To find and name the human and physical features of a city, a town and a village (London, Telford and Cosford)</p> <p>To locate hot and cold areas of the world using the Equator and the North and South Poles.</p> <p>To find and name the key physical features of Telford and the Caribbean: beach, cliff, coast, forest, hill, sea, ocean, river,</p>	<p>To locate the key physical and human features of Calais and Barmouth. (To identify a European Country, ideally one representative of cultures in the classroom- ports in countries pupils may know.)</p> <p>To understand and explain why certain physical features are beneficial for different settlements.</p> <p>To identify different types of settlements.</p>	<p>To know the structures that make up a river and its surrounding area.</p> <p>To know how water is distributed through water systems (water cycle).</p> <p>To explain the function of the water cycle including rivers.</p> <p>To explain similarities and differences of rivers in different countries. (History – link to River Nile)</p>	<p>To describe and understand the key aspects of biomes and vegetation belts.</p> <p>To locate climate zones, biomes and vegetation belts using world atlases.</p> <p>To explain the causes and impact of deforestation on human and physical geography. (To discuss impact on native African, South Asian and South American people.)</p>	<p>To locate the physical and human features of South America.</p> <p>To explore how energy is created and distributed (Science – Electricity)</p> <p>To explain how Fairtrade food is created and exported.</p> <p>To explain how Fairtrade uses trade links and impacts upon the economic activity of a country.</p>	

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	(To compare a location such as South Asia, Caribbean or an African country to compare, ideally one representative of cultures in the classroom.)		vegetation, season and weather. To find and name the key human features of Telford and the Caribbean: city, town, village, port, harbour and shop.	To explore what land is used for in different types of settlements.	To know what a mountain, volcano and earthquake are. To locate tectonic plates on a map. To explain and describe the relationship between mountains, volcanoes and earthquakes through the study of plate tectonics and the Ring of Fire.	To locate the key human and physical features of Norway and Greece.	
Geographical Skills & Field work <i>(mainly disciplinary knowledge)</i>	<p>To use observational skills to draw maps based on their journey to school or walk from school to Forest School. (Forest School)</p> <p>To identify features in school and Apley Woods, explaining and drawing what they see (Forest School)</p> <p>To read commons signs and logos e.g. road signs in outdoor area and signs for areas of the classroom.</p> <p>To use technology and IT equipment to make observations or find information about different locations and places.</p> <p>To make maps using grid paper and symbols (x marks the spot treasure maps)</p>	<p>To use observational skills to draw a map of Apley Wood Primary School and its grounds.</p> <p>To find the human and physical features of Apley Wood Primary School and its grounds on a walk of the local area.</p> <p>To use simple fieldwork and observational skills to study the geography of their school and its grounds (measure rainfall or temperature)</p>	<p>To use aerial photography to locate the human and physical features of London (History Link – The Great fire of London).</p> <p>To draw a simple map with symbols and keys to represent London from aerial photographs (History link –The Great Fire of London).</p> <p>To know the locational language near and far; left and right.</p> <p>To know the four simple compass directions North, South, East and West.</p> <p>To describe the location of features on a map using locational and directional language.</p>	<p>To know the eight points of a compass.</p> <p>To describe the location of the capital cities in the UK in relation to each other using directional language.</p> <p>To use Ordnance Survey maps to explore the features Barmouth using symbols and keys.</p> <p>To 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.</p>	<p>To explain where countries are in relation to the Ring of Fire using the eight points of a compass.</p> <p>To create a sketch map of the River Severn, recording the human and physical features using keys.</p> <p>To 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.</p>	<p>To analyse a map of Norway using the eight points of a compass, four-figure grid references, symbols and keys.</p>	<p>To analyse a map of Central or south America using the eight points of a compass and six figure grid reference.</p> <p>To explain the changes in countries over time (History – link to Ancient Maya and Industrial revolution/Local Area).</p> <p>To 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.</p>
Vocabulary	Telford Country Woods Trees	Map Capital Country City	Map Aerial photograph Continent City	Map Atlas Continent Local	Map Atlas Continent Country	Map Atlas Continent Country	Map Atlas Continent Country

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	House Shop Same Different Change Spring Summer Autumn Winter	Town Village Factory Farm House Office Forest Hill Mountain Soil Valley Human Physical	Town Village Human Physical Relative location Settlement Beach Cliff Coast Forest Hill Sea Ocean Vegetation Season Weather Port Harbour Shop	Capital city County Region Town City Village Hamlet Ordnance survey Location Boarder Relative location Europe Country Population Compass Human Physical Settlement Isolated Dispersed Nucleated Linear	City Sea Ocean Human Physical Relative location Mountain River Formation Upper course Middle course Lower course Minerals Volcano Earthquake Location Crust Mantle Core	City Sea Ocean Human Physical Relative location Grid reference Biomes Vegetation belts Climate zones Equator Tropic of Cancer Tropic of Capricorn Northern hemisphere Southern hemisphere	City Sea Ocean Grid reference Equator Tropic of Cancer Tropic of Capricorn Human Physical Relative location Economic Trade links Distribution Natural resources
Example Assessment Questions	<p>What do you see on your way to school?</p> <p>Tell me what you can see in the woods?</p> <p>What season are we in? How do you know?</p>	<p>Can you show me ____? (Countries and capital cities in the UK)</p> <p>In what season would it be most likely to snow?</p>	<p>What are the seven continents?</p> <p>Can you tell me what is the same/different between Telford and the Caribbean?</p> <p>Find me a physical feature of London.</p>	<p>Can you show me ____? (Counties in the UK or countries and capitals in Europe)</p> <p>How is Barmouth similar/different to Calais?</p> <p>How has the ____ settlement changed over time?</p>	<p>Use an atlas, can you find a country that is on a tectonic plate?</p> <p>What is similar about the location of volcanoes?</p> <p>Which river would be most likely to ____?</p>	<p>How have humans impacted the geography of ____?</p> <p>Compare the similarities and differences between the ____ in the UK and South America.</p> <p>Using a grid reference, where could you find Norway?</p>	<p>How does economic wealth affect a country?</p> <p>How can natural resources be used?</p> <p>How can trade affect the human geography of a country?</p>
Activity Passport (Subject enhancement)	<p>Look up where you live on a map</p> <p>Go on a treasure hunt</p>	<p>Roll down a hill.</p> <p>Build a den.</p> <p>Discover what is in a pond.</p> <p>(Trip to Apley Woods)</p>	<p>Get soaking wet in the rain.</p> <p>Walk to a local landmark.</p> <p>Build a den.</p> <p>(Trip to Apley Woods)</p>	<p>Climb a tree.</p> <p>Visit the seaside.</p> <p>Use an OS map.</p>	<p>Explore inside a cave.</p> <p>Walk through a forest.</p> <p>Visit a castle.</p>	<p>Learn something new about your local area.</p> <p>Stay away from home for a night.</p> <p>Visit a new city.</p>	<p>Plan a tour around your local area.</p> <p>Use an OS map.</p> <p>Walk to the top of a hill.</p> <p>Go hiking.</p> <p>Take a trip to the seaside or walk alongside a river.</p>

Black – substantive knowledge

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Red – disciplinary knowledge

Purple – multicultural links

Blue – cross curricular links