



The Eliot Bank and Gordonbrock Schools Federation



GEOGRAPHY CURRICULUM OVERVIEW

Progression of knowledge and skills

	Knowledge and skills
Reception	<p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.</p> <ul style="list-style-type: none">• To understand that some places are special to members of their community• To recognise some similarities and differences between life in this country and life in other countries• To explore the natural world around them• To draw information from a simple map• To describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps [ELG]• To know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class [ELG]• To 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 [ELG] <p>[Bold indicates ELG.]</p>

	Knowledge	Skills
Year 1	<ul style="list-style-type: none"> To use maps and a globe to identify the continents and oceans and understand that both a map and a globe show the same thing To find the location of hot and cold areas in the world on maps/globes To find the equator and the North and South Poles on a world map To use simple compass directions (N S E W) and directional language to describe features and routes on a map 	<ul style="list-style-type: none"> To observe the weather daily and describe/record what is seen To ask questions about the weather and seasons. (Express opinions about the seasons and relate the changes to changes in clothing and activities e.g. winter = coat, summer = t-shirts)
Year 2	<p>Would you rather live in the capital city of India or the capital city of England? (India)</p> <ul style="list-style-type: none"> To use simple compass directions (N S E W) and directional language to describe the location of features on a map To devise a simple map with a key 	<p>Would you rather live in the capital city of India or the capital city of England? (India)</p> <ul style="list-style-type: none"> To use world maps, atlases and globes to find the United Kingdom and its countries as well as the countries, continents and oceans that I am learning about To use secondary sources such as stories, photographs and maps to find out about a place <p>Who likes to be beside the seaside? (Seasides and Famous Explorers)</p> <ul style="list-style-type: none"> Use aerial photographs to recognise landmarks and basic human and physical features of an area and to compare different locations I can record observations about the physical features of the seaside
Year 3	<ul style="list-style-type: none"> To use the compass points N, NE, E, SE, S, SW, W, NW to direct and locate 	<ul style="list-style-type: none"> To use maps to identify different climate zones and discuss and compare the climate zones of the UK To locate other rainforests using Google earth and maps, identifying patterns in their location

	<ul style="list-style-type: none"> ● To use maps, atlases, globes and digital/ computer mapping to locate South America, the Amazon Rainforest, the countries covered by it and their major cities ● To identify the different hemispheres on a map and locate and label different countries/continents in the Northern and Southern hemisphere ● To use a compass 	<ul style="list-style-type: none"> ● To make comparisons between locations using photos/pictures, temperatures in different locations and population numbers
Year 4	<ul style="list-style-type: none"> ● To use the 8 points of a compass, symbols and key to map an area ● To describe and understand key aspects of physical geography including climate zones 	<ul style="list-style-type: none"> ● To use secondary sources such as stories, photographs and maps to find out about a place
Year 5	<ul style="list-style-type: none"> ● To use the eight points of a compass, four and six-figure grid references, symbols and a key (including the use of Ordnance Survey maps) ● To use the language of rivers e.g. erosion, deposition, transportation. ● To understand how geographical features are marked on a map 	<ul style="list-style-type: none"> ● To ask geographical questions and suggest ways to find answers to them (big cities near rivers, less populated areas near hilly ones etc) ● To use fieldwork to observe, measure, record and present a river study including sketch maps, plans and graphs and digital technologies ● To analyse evidence and draw conclusions from fieldwork studies
Year 6	<ul style="list-style-type: none"> ● To use maps, atlases, globes and digital/computer mapping to locate countries and describe their environmental regions, key physical and human characteristics and major cities ● To use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) ● To locate the major cities of the world and draw conclusions as to their similarities and differences ● To explain the climates of given countries in the world and relate this to knowledge of the hemispheres, the Equator and the Tropics 	<ul style="list-style-type: none"> ● To draw conclusions about the impact of natural disasters through the study of photographs, population numbers and other primary sources ● To analyse evidence and draw conclusions