



St Joseph the Worker Catholic Primary School
Curriculum Overview and Progression
Subject: Geography



Year R

Disciplinary knowledge and skills

Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Fieldwork
Development Matters Draw information from a simple map. Describe what they see, hear and feel whilst outside. Recognise some environments that are different from the one in which they live. Understand that some places are special to members of their community. Early Learning Goals Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps	Development matters Recognise some environments that are different from the one in which they live. Recognise some similarities and differences between life in this country and life in other countries. Early Learning Goals - 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. - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.	Development matters - Describe what they see, hear and feel whilst outside. - Explore the natural world around them. - Understand the effect of changing seasons on the natural world around them. Early Learning Goals - Explore the natural world around them, making observations and drawing pictures of animals and plants; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;	Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Learning Sequence

Autumn	Spring	Summer
Around the World	Outdoor Adventures	Exploring Maps
LF1 To compare features in the local environment to other places around the world.	LF1 To explore natural objects using the senses.	LF1 To find and name familiar features on maps.
LF2 To compare contrasting places within the UK.	LF2 To explore and make observations of the world around them.	LF2 To consider shapes and positions of features when making a map.
LF3 To recognise the difference between city and countryside environments.	LF3 To describe the effects of different weather conditions.	LF3 To build and describe a model of a familiar place.
LF4 To compare different landscapes around the world.	LF4 To use the senses to observe and talk about experiences whilst outside.	LF4 To describe a journey using found objects as prompts.



St Joseph the Worker Catholic Primary School
Curriculum Overview and Progression
Subject: Geography



LF5	To understand the characteristics of desert environments, including climate and landscape.	LF5	To begin to notice some of the features of the changing seasons.	LF5	To explore a range of maps.
LF6	To explore and understand life in a cold place, comparing and contrasting it with our own lives.	LF6	To begin to recognise seasonal weather conditions.	LF6	To apply their knowledge of maps to make their own.
LF7	Consolidation	LF7	Consolidation	LF7	Consolidation
Vocabulary					
Human		Physical		Human	
building, bus stop, church, city, cottage, explorer, farm, flats, lamp post, map, playground, post box, postcard, roundabout, scientists, tractor, travel, village		beach, blizzard, cactus, camel, countryside, desert, field, forest, hill, ice, land, mountain, palm tree, polar, pond, rainforest, river, sand dune, snow, storm, waterfall, weather		acorn, autumn, bark, dark, dry, feather, flower, freezing, frosty, hot, leaf, rain, seed, snow, spring, summer, sun, sunny, twig, wet, winter	
Locational		Locational		Locational	
UK, England, Scotland, Northern Ireland, Wales, city				town, village	
Fieldwork					
above, aerial, bird’s eye view, direction, feature, feel, find, identify, journey, look, look, map, notice, observe, photograph, route, search, see, smell, sound, touch					



St Joseph the Worker Catholic Primary School
Curriculum Overview and Progression
Subject: Geography



Year 1

Disciplinary knowledge and skills

Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical skills and fieldwork
- To locate two of the world's continents - To locate the Atlantic and Pacific Ocean - To indicate which continent they live on - To name and locate the four countries of the UK and which country they live in	- Naming some key similarities between their local area and a small area of a contrasting non-European country. - Naming some key differences between their local area and a small area of a contrasting non-European country.	- Describing how the weather changes with each season in the UK. - Describing the daily weather patterns in their locality. - Confidently using the vocabulary 'season' and 'weather'. - Recognising some physical features in their locality. - Recognising some human features in their locality.	- Use an atlas to locate the UK, four countries of the UK. - Use a map and globe to locate four of the world's continents (Europe and Asia) and two oceans (Atlantic and Pacific) - Use the compass points (N, E, S, W) to describe locations. - Use directional language to describe the classroom, playground and map features eg next to, below - Recognise local landmarks, human and physical features on an aerial map - Draw a simple freehand and sketch map using pictures or symbols. - Asking questions about the world around them. - Commenting on the features they see in their school and school grounds on a walk around the respective places. - Asking and answering simple questions about the features of their school and school grounds.

Learning Foci

Autumn	Spring	Summer
What is it like here?	What is the weather like in the UK?	What is it like to live in Shanghai?
LF1 To locate the school on an aerial photograph.	LF1 To locate the four countries of the UK.	LF1 To recognise physical and human features.
LF2 To create a map of the classroom.	LF2 To identify seasonal changes in the UK.	LF2 To draw a sketch map.
LF3 To locate key features of the playground.	LF3 To identify the four compass directions.	LF3 To name and locate some continents on a world map.
LF4 To draw a simple map.	LF4 To investigate daily weather patterns.	LF4 To identify physical and human features of a non-European country.
LF5 To investigate how we feel about our playground.	LF5 To identify daily weather patterns in the UK.	LF5 To describe what it is like in Shanghai.



St Joseph the Worker Catholic Primary School

Curriculum Overview and Progression



Subject: Geography

LF6	To create a design to improve our playground.	LF6	To understand how the weather changes with each season.	LF6	To compare Shanghai to a small area of the UK.
LF7	Consolidation	LF7	Consolidation	LF7	Consolidation
Vocabulary					
Human	Physical	Human	Physical	Human	Physical
village, town, city	land, lake, river, ocean, sea		weather, season, climate	port, harbour, skyscraper, metro, transport	desert
Locational		Locational		Locational	
place, continent, country		Europe, England, Scotland, Wales, Northern Ireland, United Kingdom (UK)		Asia, China, Shanghai	
Fieldwork					
aerial photograph, aerial view, atlas, compass, different, direction, distance, east, features, far, globe, human feature, key, left, location, locate, map, near, north, physical feature, questionnaire, rain gauge, right, south, similar, symbol, survey, temperature, thermometer, weathervane, west					



St Joseph the Worker Catholic Primary School

Curriculum Overview and Progression

Subject: Geography



Year 2

Disciplinary knowledge and skills

Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical skills and Fieldwork
- To locate seven continents and five of the world's oceans - To identify what oceans and seas surround the UK - Name and locate the four UK countries and their capitals - Identifying characteristics (both human and physical) of the four capital cities of the UK. - Showing on a map the city, town or village where they live in relation to their capital city.	- Describing and beginning to explain some key similarities between their local area and a small area of a contrasting non-European country. - Describing and beginning to explain some key differences between their local area and a small area of a contrasting non-European country. - Describing what physical features may occur in a hot place in comparison to a cold place.	- Locating some hot and cold areas of the world on a world map. - Locating the Equator and North and South Poles on a world map. - Locating hot and cold areas of the world in relation to the Equator and the North and South poles. - Describing the key physical features of a coast using subject specific vocabulary. - Describing and understanding the differences between a city, town and village. - Describing the key human features of a coastal town using subject specific vocabulary.	- Use an atlas to locate the UK, four countries of the UK. - Use a map and globe to locate seven of the world's continents (Europe and Asia) and five oceans (Atlantic and Pacific) - Use the compass points (N, E, S, W) to describe locations and routes on a map. - Use directional language to describe the classroom, playground and map features eg next to, below - Using a map to follow a prepared route - Recognise landmarks, human and physical features on an aerial maps and plan perspectives - Draw a simple freehand and sketch map using pictures or symbols to represent human and physical features - Finding an OS symbol on a map, with support - Beginning to draw objects to scale (e.g show the school playground is smaller than the school or school field). - Recognising there are different ways to answer a question. - Discussing the features they see in the area surrounding their school when on a walk. - Asking and answering simple questions about human and physical features of the area surrounding their school grounds and recognising different ways to answer a question. - Collecting quantitative data through a small survey of the local area/school to answer an enquiry question. To present data in imple tally charts or pictograms and create a conclusion. - Classifying the features they notice into human and physical with teacher support. - Taking digital photographs of geographical features in the locality. - Making digital audio recordings when interviewing someone. - Asking and answering simple questions about data.

Learning Foci

Autumn	Spring	Summer
Would you prefer to live in a hot or cold place?	Why is our world wonderful?	What is it like to live by the coast?
LF1 To name and locate the seven continents.	LF1 To identify geographical characteristics of the UK.	LF1 To locate the seas and oceans surrounding the UK.
LF2 To locate the North and South Poles.	LF2 To locate some of the world's most amazing places.	LF2 To explain what the coast is.



St Joseph the Worker Catholic Primary School
Curriculum Overview and Progression
Subject: Geography



LF3	To locate the Equator on a world map.	LF3	To know the names of the five oceans and locate them on a map.	LF3	To identify the physical features of the coast.
LF4	To compare the UK and Kenya.	LF4	To understand how to draw human and physical features on a sketch map.	LF4	To identify human features on the coast.
LF5	To investigate local weather conditions.	LF5	To investigate local habitats and record findings.	LF5	To investigate how people use the local coast.
LF6	To identify key features of hot and cold places.	LF6	To understand how to present findings in a bar chart.	LF6	To present findings on how people use the local coast.
LF7	Consolidation	LF7	Consolidation	LF7	Consolidation

Vocabulary

Human	Physical	Human	Physical	Human	Physical
urban, rural	pack ice, ice sheet, arid, savannah, vegetation, grasslands, rainforest, polar, mild, temperate		habitat	aquarium, tourist	arch, bay, coast, mudflat, pier, cliff, coastline, island, sand dunes, stack
Locational		Locational		Locational	
Africa, North America, South America, Antarctica, Oceania, Equator, North Pole, South Pole, Kenya		Atlantic Ocean, Indian Ocean, Southern Ocean, Pacific Ocean, Arctic Ocean, London, Edinburgh, Cardiff, Belfast, Ben Nevis, Lake Windermere, Mount Snowdon, capital city		Weymouth, Jurassic Coast, Pembrokeshire, Orkney Islands, Giant’s Causeway, Flamborough Head, North Sea, English Channel, The Irish Sea	
Fieldwork					
bar chart, data collection, landmark, OS map, pictogram, sample, scale, sketch map, tally chart					



St Joseph the Worker Catholic Primary School

Curriculum Overview and Progression

Subject: Geography



Year 3

Disciplinary knowledge and skills

Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical skills and Fieldwork
• Locate some European and North/South American countries using a map and to locate major cities of studied countries. • To know key human and physical features of studied countries. • Locate on a map - significant mountain ranges, world's volcanoes (Ring of Fire), river and any patterns • Locating some counties in the UK and cities, local to the school and beginning to name the 12 geographic regions of the UK. • Identifying the Equator and lines of longitude and latitude – why are these important. • Identifying the Tropics of Cancer and Capricorn and the northern and southern hemispheres – why are these important and influence on the seasons. • Identifying how topographical features studied have changed over time using examples. • Identifying the position and significance of both the Arctic and Antarctic Circle.		• Mapping and labelling the six biomes on a world map. • Understanding some of the causes of climate change. • Describing how physical features, such as mountains and rivers are formed, and why volcanoes and earthquakes occur. • Describing where volcanoes, earthquakes and mountains are located globally. • Describing and explaining how physical features such as rivers, mountains, volcanoes and earthquakes have had an impact upon the surrounding landscape and communities. • Describing how humans use water in a variety of ways. • Describing and understanding types of settlement and land use. • Explaining why a settlement and community has grown in a particular location. • Explaining why different locations have different human features. • Explaining why people might prefer to live in an urban or rural place. • Describing how humans can impact the environment both positively and negatively, using examples.	• Beginning to use maps at more than one scale. Using the scale bar to estimate distances. • Using atlases, maps, globes, satellite images and beginning to use digital mapping to locate countries studied. Zooming in/out of a digital map. • Finding countries and features of countries in an atlas using contents and index. • Beginning to use the key on an OS map to name and recognise key physical and human features in regions studied. Accurately using 4-figure grid references to locate features on a map in regions studied. • Beginning to locate features using the 8 points of a compass. Saying which directions are N, S, E, W on an OS map. • Using a simple key on their own map to show an example of both physical and human features. • Following a route on a map with some accuracy. • Making and using a simple route on a map. • Labelling some features on an aerial photograph and then locating these on an OS map of the same locality and scale in regions studied. • Beginning to choose the best approach to answer an enquiry question. • Mapping land use in a small local area using maps and plans. • Making a plan for how they wish to collect data to answer an enquiry-based question, with the support of a teacher. • Asking and answering one-step and two-step geographical questions. • Observing, recording, and naming geographical features in their local environments. • Using simple sampling techniques appropriately. • Making digital audio recordings for a specific purpose. • Designing a questionnaire/interview to collect qualitative fieldwork data. • Taking digital photos and labelling or captioning them. • Making annotated sketches, field drawings and freehand maps to record observations during fieldwork. • Beginning to use a simplified Likert Scale to record their judgements of environmental quality. • Collecting quantitative data in charts and graphs. • Using a questionnaire/interview to collect qualitative fieldwork data. • Presenting data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies (photos with labels/captions) when communicating geographical information. • Suggesting different ways that a locality could be changed and improved. • Finding answers to geographical questions through data collection



St Joseph the Worker Catholic Primary School
Curriculum Overview and Progression
Subject: Geography



Learning Foci

Autumn		Spring		Summer	
Who lives in Antarctica?		Why do people live near volcanoes?		Are all settlements the same?	
LF1	To understand the position and significance of lines of latitude.	LF1	To name and describe the layers of the Earth.	LF1	To describe different types of settlements.
LF2	To describe the location and physical features of Antarctica.	LF2	To explain how and where mountains are formed.	LF2	To identify the human and physical features in the local area.
LF3	To describe the human features of Antarctica.	LF3	To explain why volcanoes happen and where they occur.	LF3	To discuss why physical and human features are in particular locations.
LF4	To use four-figure grid references to plot Shackleton's route to Antarctica.	LF4	To recognise the negative and positive effects of living near a volcano.	LF4	To describe how land use in the local area has changed.
LF5	To plan a simple route on a map using compass points.	LF5	To explain what earthquakes are and where they occur.	LF5	To identify land use in New Delhi.
LF6	To follow instructions involving compass points and map a simple route.	LF6	To observe and record the location of rocks around the school grounds and discuss findings.	LF6	To compare land use in two different locations.
LF7	Consolidation	LF7	Consolidation	LF7	Consolidation

Vocabulary

Human	Physical	Human	Physical	Human	Physical
	ice shelf, drifting ice, iceberg, wilderness	geothermal energy, man-made rock	inner core, outer core, mantle, crust, tectonic plate, plate boundary, volcano, shield, composite, active, dormant, extinct, mountain, fault block, fold, volcanic, magma, magma chamber, vent, pyroclastic flow, fertile soil, volcanic springs, earthquake, tsunami, fault line, epicentre, seismic wave, focus,	linear, nucleated, dispersed, recreational land, agricultural land, residential land, commercial land, place of worship, monument, memorial, facilities	



St Joseph the Worker Catholic Primary School

Curriculum Overview and Progression



Subject: Geography

			rock, natural, igneous, sedimentary, metamorphic		
Locational		Locational		Locational	
Tropic of Capricorn, Tropic of Cancer, Northern Hemisphere, Southern Hemisphere, Arctic Circle, Antarctic Circle, South Georgia, Mount Erebus		Italy, climate zones, Earth, Mount Kilimanjaro, The Andes, The Himalayas, The Rockies, The Alps, Mount Etna, Lines of latitude/longitude		New Delhi, settlement, county, region, local, country border	
Fieldwork					
adaptation, climate change, compare, cross-section, destination, eight points of the compass, evaluate, expedition, four-figure grid reference, improvement, intention, index, hemisphere, land use, magnetic/magnetic field, mapping, plot, research, route, scale bar, similarity/difference, tilt, tourism, negative/positive effects					



St Joseph the Worker Catholic Primary School

Curriculum Overview and Progression

Subject: Geography



Year 4

Disciplinary knowledge and skills

Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical skills and Fieldwork
- Locating some countries in Europe and North and South America using maps. - Locating some major cities of the countries studied. - Locating key physical features in countries studied including significant environmental regions. - Locating some key human features in countries studied. - Locating the world's most significant mountain ranges on a map and identifying any patterns. - Locating where the world's volcanoes are on a map and identifying the 'Ring of Fire'. - Locating some of the world's most significant rivers and identifying any patterns. - Locating some counties in the UK (local to your school). - Locating some cities in the UK (local to your school). - Beginning to locate the twelve geographical regions of the UK. - Identifying key physical and human characteristics of counties, cities and/or geographical regions in the UK. - Identifying how topographical features studied have changed over time using examples. - Describing how a locality has changed over time, giving examples of both physical and human features. - Finding the position of the Equator and describing how this impacts our environmental regions. - Finding lines of latitude and longitude on a globe and explaining why these are important. - Identifying the position of the Tropics of Cancer and Capricorn and their significance. - Identifying the position of the Northern and Southern hemispheres and explaining how they shape our seasons. - Identifying the position and significance of both the Arctic and Antarctic Circle.	- Locating some countries in Europe and North and South America using maps. - Locating some major cities of the countries studied. - Locating key physical features in countries studied including significant environmental regions. - Locating some key human features in countries studied. - Locating the world's most significant mountain ranges on a map and identifying any patterns. - Locating where the world's volcanoes are on a map and identifying the 'Ring of Fire'. - Locating some of the world's most significant rivers and identifying any patterns. - Locating some counties in the UK (local to your school). - Locating some cities in the UK (local to your school). - Beginning to locate the twelve geographical regions of the UK. - Identifying key physical and human characteristics of counties, cities and/or geographical regions in the UK. - Identifying how topographical features studied have changed over time using examples. - Describing how a locality has changed over time, giving examples of both physical and human features.	- Mapping and labelling the six biomes on a world map. - Understanding some of the causes of climate change. - Describing how physical features, such as mountains and rivers are formed, and why volcanoes and earthquakes occur. - Describing where volcanoes, earthquakes and mountains are located globally. - Describing and explaining how physical features such as rivers, mountains, volcanoes and earthquakes have had an impact upon the surrounding landscape and communities. - Describing how humans use water in a variety of ways. - Describing and understanding types of settlement and land use. - Explaining why a settlement and community has grown in a particular location. - Explaining why different locations have different human features. - Explaining why people might prefer to live in an urban or rural place. - Describing how humans can impact the environment both positively and negatively, using examples.	- Beginning to use maps at more than one scale. - Using atlases, maps, globes, satellite images and beginning to use digital mapping to locate countries studied. - Using atlases, maps, globes and beginning to use digital mapping to recognise and describe physical and human features in countries studied. - Using the scale bar on a map to estimate distances. - Finding countries and features of countries in an atlas using contents and index. - Zooming in and out of a digital map. - Beginning to use the key on an OS map to name and recognise key physical and human features in regions studied. - Accurately using 4-figure grid references to locate features on a map in regions studied. - Beginning to locate features using the 8 points of a compass. - Using a simple key on their own map to show an example of both physical and human features. - Following a route on a map with some accuracy. - Saying which directions are N, S, E, W on an OS map. - Making and using a simple route on a map. - Labelling some features on an aerial photograph and then locating these on an OS map of the same locality and scale in regions studied. - Beginning to choose the best approach to answer an enquiry question. - Mapping land use in a small local area using maps and plans. - Making a plan for how they wish to collect data to answer an enquiry-based question, with the support of a teacher. - Asking and answering one-step and two-step geographical questions. - Observing, recording, and naming geographical features in their local environments.



St Joseph the Worker Catholic Primary School

Curriculum Overview and Progression

Subject: Geography



	• Finding the position of the Equator and describing how this impacts our environmental regions. • Finding lines of latitude and longitude on a globe and explaining why these are important. • Identifying the position of the Tropics of Cancer and Capricorn and their significance. • Identifying the position of the Northern and Southern hemispheres and explaining how they shape our seasons. • Identifying the position and significance of both the Arctic and Antarctic Circle.		• Using simple sampling techniques appropriately. • Making digital audio recordings for a specific purpose. • Designing a questionnaire/interview to collect qualitative fieldwork data. • Taking digital photos and labelling or captioning them. • Making annotated sketches, field drawings and freehand maps to record observations during fieldwork. • Beginning to use a simplified Likert Scale to record their judgements of environmental quality. • Collecting quantitative data in charts and graphs. • Using a questionnaire/interview to collect qualitative fieldwork data. • Presenting data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies (photos with labels/captions) when communicating geographical information. • Suggesting different ways that a locality could be changed and improved. • Finding answers to geographical questions through data collection.
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Learning Foci

Autumn	Spring	Summer
Where does our food come from?	What are rivers and how are they used?	Why are the rainforests important to us?
LF1 To explain the impact of food choices on the environment.	LF1 To describe how the water cycle works.	LF1 To describe and give examples of a biome and find the location and some features of the Amazon rainforest.
LF2 To understand the importance of trading responsibly.	LF2 To recognise the features and courses of a river.	LF2 To describe the characteristics of each layer of a tropical rainforest.
LF3 To describe the journey of a cocoa bean.	LF3 To name and locate some of the world's longest rivers.	LF3 To understand the lives of indigenous peoples living in the Amazon rainforest.
LF4 To map and calculate the distance food has travelled.	LF4 To describe how rivers are used.	LF4 To describe why tropical rainforests are important and understand the threats to the Amazon.
LF5 To design and use data collection methods to find where our food comes from.	LF5 To identify and locate human and physical features on a map.	LF5 To understand how local woodland is used using a variety of data collection methods.



St Joseph the Worker Catholic Primary School
Curriculum Overview and Progression
Subject: Geography



LF6	To discuss the advantages and disadvantages of buying both locally and imported food.	LF6	To collect data on the features of a local river.	LF6	To analyse and present findings on how local woodland is used.
LF7	Consolidation	LF7	Consolidation	LF7	Consolidation
Vocabulary					
Human	Physical	Human	Physical	Human	Physical
air freight, allotment, bakery, butcher, cooperative, consume, distribution, export, fertilisers, food bank, grant, greengrocer, import, packaging, pesticides, pollution, produce, product, responsible trade, seasonal food, trade, waste		Irrigation, leisure, supply	condensation, delta, estuary, evaporation, floodplain, flooding, groundwater, meander, oxbow lake, percolation, precipitation, river mouth, source, transpiration, tributary, valley, waterfall, water cycle	community, deforestation, indigenous, logging, mining, peoples	buttress roots, canopy layer, drought, emergent layer, forest floor, lianas, understorey layer, vegetation belts
Locational		Locational		Locational	
Côte d'Ivoire, West Africa		(River) Amazon, Danube, Great Ouse, Mississippi, Murray, Nile, Severn, Thames, Trent, Wye, Yangtze		Amazon rainforest, Brazil, Manaus biomes - Savannah - Tropical rainforest - Temperate - deciduous forest - Boreal forest - Desert - Tundra	
Fieldwork					
analyse, approximate, benefit/advantage, carbon footprint, data, drawback/disadvantage, enquiry, investigate, interview, interpret, Likert scale, limitations, method, open-ended/closed question, present, process, quantitative/qualitative data, quote, reliability, represent, renewable energy, risk, sample size, greenhouse gas, global warming, sustainability, summarise, grid square					



St Joseph the Worker Catholic Primary School

Curriculum Overview and Progression

Subject: Geography



Year 5

Disciplinary knowledge and skills

Locational Knowledge	Place knowledge	Human and Physical Geography	Geographical skills and Fieldwork
• Locating more countries in Europe and North and South America using maps. • Locating major cities of the countries studied. • Locating some key physical features in countries studied on a map. • Locating key human features in countries studied. • Identifying significant environmental regions on a map. • Using maps to show the distribution of the world's climate zones, biomes and vegetation belts and identifying any patterns. • Locating many counties in the UK. • Locating many cities in the UK. • Confidently locating the twelve geographical regions of the UK. • Identifying key physical and human characteristics of the geographical regions in the UK. • Understanding how land use has changed over time using examples. • Explaining why a locality has changed over time, giving examples of both physical and human features. • Identifying the location of the Prime/Greenwich Meridian and time zones, (including day and night) and explaining its significance. • Using longitude and latitude when referencing location in an atlas or on a globe.	• Describing and explaining similarities between two environmental regions studied. • Describing and explaining differences between two environmental regions studied. • Explaining how and why humans have responded in different ways to their local environments in two contrasting regions. • Understanding how climates impact on trade, land use and settlement. • Explaining how humans have used desert environments. • Using maps to explore wider global trading routes.	• Describing and understanding the key aspects of the six biomes. • Describing and understanding the key aspects of the six climate zones. • Understanding some of the impacts and causes of climate change. • Describing and understanding the key aspects and distribution of the vegetation belts in relation to the six biomes, climate and weather. • Giving examples of alternative viewpoints and solutions used in regards to an environmental issue and explaining how this links to climate change. • Describing and understanding economic activity, including trade links. • Suggesting reasons why the global population has grown significantly in the last 70 years. • Describing the 'push' and 'pull' factors that people may consider when migrating. • Understanding the distribution of natural resources both globally and within a specific region or country studied. • Recognising geographical issues affecting people in different places and environments. • Describing and explaining how humans can impact the environment both positively and negatively, using examples.	• Confidently using and understanding maps at more than one scale. • Using atlases, maps, globes and digital mapping to locate countries studied. • Using atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied. • Identifying, analysing and asking questions about distributions and relationships between features using maps (e.g settlement distribution). • Using the scale bar on a map to calculate distances. • Recognising an increasing range of Ordnance Survey symbols on maps and locating features using six-figure grid references. • Recognising the difference between Ordnance Survey and other maps and when it is most appropriate to use each. • Beginning to use thematic maps to recognise and describe human and physical features studied. • Using models and maps to talk about contours and slopes. • Selecting a map for a specific purpose. • Confidently using the key on an OS map to name and recognise key physical and human features in regions studied. • Accurately using four and six-figure grid references to locate features on a map in regions studied. • Confidently locating features using the 8 points of a compass. • Following a short pre-prepared route on an OS map. • Identifying the eight compass points on an OS map. • Planning a journey to another part of the world using six-figure grid references and the eight points of a compass. • Developing their own enquiry questions. • Choosing the best approach to answering an enquiry question. • Making sketch maps of areas studied including labels and keys where necessary. • Making an independent or collaborative plan of how they wish to collect data to answer an enquiry-based question. • Selecting appropriate methods for data collection. • Designing interviews/questionnaires to collect qualitative data.



St Joseph the Worker Catholic Primary School

Curriculum Overview and Progression

Subject: Geography



- Beginning to use standard field sampling techniques appropriately.
- Using GIS (Geographical Information Systems) to plot data sets.
- Using a simplified Likert Scale to record their judgements of environmental quality.
- Conducting interviews/questionnaires to collect qualitative data.
- Interpreting and using real-time/live data.
- Deciding how to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing at length and digital technologies (photos with labels/captions) when communicating geographical information.
- Drawing conclusions about an enquiry using findings from fieldwork to support your reasonings.
- Evaluating evidence collected and suggesting ways to improve this.
- Analysing quantitative data in pie charts, line graphs and graphs with two variables.

Learning Foci

Autumn		Spring		Summer	
What is life like in the Alps?		Why do the oceans matters?		Would you like to live in the desert?	
LF1	To locate the Alps on a map.	LF1	To explain the importance of our oceans.	LF1	To summarise the characteristics of a desert biome.
LF2	To locate the key physical and human characteristics of the Alps.	LF2	To locate and describe the significance of the Great Barrier Reef.	LF2	To locate and explore features of deserts.
LF3	To describe the physical and human features of an Alpine region.	LF3	To explain the impact humans have on coral reefs and oceans.	LF3	To describe the physical features of a desert environment.
LF4	To investigate what there is to do in the local area using data collection.	LF4	To understand ways to keep our oceans healthy and begin planning a fieldwork enquiry.	LF4	To explain the different ways humans can use deserts.
LF5	To understand similarities and differences between the local area and an Alpine area.	LF5	To collect data on the types of litter polluting a marine environment.	LF5	To describe some of the threats facing deserts.
LF6	To understand the human and physical geography of the Alps.	LF6	To present, analyse and evaluate data collected.	LF6	To explore the similarities and differences between two physical environments.
LF7	Consolidation	LF7	Consolidation	LF7	Consolidation

Vocabulary

Human	Physical	Human	Physical	Human	Physical
population	coniferous trees, deciduous trees, mountain range,	acidification, biodegradable, coral bleaching, disposable, Marine Protected Area,	buffer, coral reef, decompose, erosion, marine, ocean current	airstrip, agriculture, desertification, flash flood, military, national	barren, mesa, mushroom rock, natural arch, rainfall, salt flat, sparse



St Joseph the Worker Catholic Primary School

Curriculum Overview and Progression



Subject: Geography

	temperate deciduous forest	microplastics, overfishing, plastic pollution, policy, re-purpose, single-use plastic		park, nature reserve, ranching, tourist attraction	
Locational		Locational		Locational	
Austria, France, Germany, Liechtenstein, Monaco, Slovenia, Switzerland, The Alps		Australia, Great Barrier Reef, India, Japan, South Korea, Thailand, USA		Alaska, Antarctic Polar Desert, Arizona, Atacama Desert, Chihuahuan Desert, Death Valley, Gobi Desert, Great Victoria Desert, Mojave Desert, Nevada, Oleshky Sands, Patagonian Desert, Prime/Greenwich Meridian, Sahara Desert, Utah	
Fieldwork					
aerial map, atmosphere, comparison, dependent, digital map, ecology, ecosystem, environment, evidence, fieldwork, geology, human footprint, land height, natural disaster, sea level, species, thematic map, threat, time zone					



St Joseph the Worker Catholic Primary School

Curriculum Overview and Progression

Subject: Geography



Year 6

Disciplinary knowledge and skills

Locational Knowledge	Place knowledge	Human and Physical Geography	Geographical skills and Fieldwork
• Locating more countries in Europe and North and South America using maps. • Locating major cities of the countries studied. • Locating some key physical features in countries studied on a map. • Locating key human features in countries studied. • Identifying significant environmental regions on a map. • Using maps to show the distribution of the world's climate zones, biomes and vegetation belts and identifying any patterns. • Locating many countries in the UK. • Locating many cities in the UK. • Confidently locating the twelve geographical regions of the UK. • Identifying key physical and human characteristics of the geographical regions in the UK. • Understanding how land use has changed over time using examples. • Explaining why a locality has changed over time, giving examples of both physical and human features. • Identifying the location of the Prime/Greenwich Meridian and time zones, (including day and night) and explaining its significance. • Using longitude and latitude when referencing location in an atlas or on a globe.	• Describing and explaining similarities between two environmental regions studied. • Describing and explaining differences between two environmental regions studied. • Explaining how and why humans have responded in different ways to their local environments in two contrasting regions. • Understanding how climates impact on trade, land use and settlement. • Explaining how humans have used desert environments. • Using maps to explore wider global trading routes.	• Describing and understanding the key aspects of the six biomes. • Describing and understanding the key aspects of the six climate zones. • Understanding some of the impacts and causes of climate change. • Describing and understanding the key aspects and distribution of the vegetation belts in relation to the six biomes, climate and weather. • Giving examples of alternative viewpoints and solutions used in regards to an environmental issue and explaining how this links to climate change. • Describing and understanding economic activity, including trade links. • Suggesting reasons why the global population has grown significantly in the last 70 years. • Describing the 'push' and 'pull' factors that people may consider when migrating. • Understanding the distribution of natural resources both globally and within a specific region or country studied. • Recognising geographical issues affecting people in different places and environments. • Describing and explaining how humans can impact the	• Confidently using and understanding maps at more than one scale. • Using atlases, maps, globes and digital mapping to locate countries studied. • Using atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied. • Identifying, analysing and asking questions about distributions and relationships between features using maps (e.g settlement distribution). • Using the scale bar on a map to calculate distances. • Recognising an increasing range of Ordnance Survey symbols on maps and locating features using six-figure grid references. • Recognising the difference between Ordnance Survey and other maps and when it is most appropriate to use each. • Beginning to use thematic maps to recognise and describe human and physical features studied. • Using models and maps to talk about contours and slopes. • Selecting a map for a specific purpose. • Confidently using the key on an OS map to name and recognise key physical and human features in regions studied. • Accurately using four and six-figure grid references to locate features on a map in regions studied. • Confidently locating features using the 8 points of a compass. • Following a short pre-prepared route on an OS map. • Identifying the eight compass points on an OS map. • Planning a journey to another part of the world using six-figure grid references and the eight points of a compass. • Developing their own enquiry questions. • Choosing the best approach to answering an enquiry question. • Making sketch maps of areas studied including labels and keys where necessary. • Making an independent or collaborative plan of how they wish to collect data to answer an enquiry-based question. • Selecting appropriate methods for data collection. • Designing interviews/questionnaires to collect qualitative data.



St Joseph the Worker Catholic Primary School

Curriculum Overview and Progression

Subject: Geography



		environment both positively and negatively, using examples.	- Beginning to use standard field sampling techniques appropriately. - Using GIS (Geographical Information Systems) to plot data sets. - Using a simplified Likert Scale to record their judgements of environmental quality. - Conducting interviews/questionnaires to collect qualitative data. - Interpreting and using real-time/live data. - Deciding how to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing at length and digital technologies (photos with labels/captions) when communicating geographical information. - Drawing conclusions about an enquiry using findings from fieldwork to support your reasonings. - Evaluating evidence collected and suggesting ways to improve this. - Analysing quantitative data in pie charts, line graphs and graphs with two variables.
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Learning Foci

Autumn		Spring		Summer	
Why does population change?		Where does our energy come from?		Can I carry out an independent fieldwork enquiry?	
LF1	To understand the change and distribution of the global population.	LF1	To know why energy sources are important.	LF1	To develop an enquiry question.
LF2	To define birth and death rates and describe why they change.	LF2	To understand the benefits and drawbacks of different energy sources.	LF2	To determine the most effective data collection methods for fieldwork.
LF3	To recognise the push and pull factors influencing migration.	LF3	To understand how energy is generated in the United States.	LF3	To plan a route for a fieldwork trip.
LF4	To begin to understand the impact climate change can have on the global population.	LF4	To know how energy sources are distributed in an area.	LF4	To collect the data to answer the enquiry question.
LF5	To collect data showing how population impacts the amount of traffic and litter in an area.	LF5	To explain reasons for choosing an energy source.	LF5	To determine an answer to the enquiry question.
LF6	To write a report on the fieldwork process, analyse findings and make suggestions to improve a situation.	LF6	To collect and present data on where to position a solar panel on the school grounds.	LF6	To present my findings.
LF7	Consolidation	LF7	Consolidation	LF7	Consolidation

Vocabulary

Human	Physical	Human	Physical	
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St Joseph the Worker Catholic Primary School

Curriculum Overview and Progression



Subject: Geography

air pollution, birth rate, death rate, densely populated, involuntary, migration, natural increase, noise pollution, population density, population distribution, push factors, pull factors, refugee, sparsely populated, voluntary	land mass	biofuel, consumption, dam, energy source, headquarters, hydropower, nuclear power, non-renewable, offshore, onshore, producer, replenished, solar power, wind power	coal, crude oil, emissions, fossil fuel, natural gas, ocean tide, regenerate	
Locational		Locational		
Bangladesh, Bulgaria, Canada, Greenland, Hong Kong, Iceland, Oman, Singapore		Bristol, Glasgow, Leeds, Liverpool, Newcastle, Plymouth, Port of Blyth Southampton, Midland, Texas		
Fieldwork				
annotate, audience, cartogram, conclusion, consideration, contour lines, data collection methods, digital technologies, Geographic Information System (GIS), impact, issue, justify, landscape, line graph, live data, pie chart, recommendation, subjective, six-figure grid references, urban planner, viewpoint				