

## Geography Yearly Plan – School Progression

<b>Whole School</b>	<b>Opportunities</b>	<ul style="list-style-type: none"> <li>• Locate the world's countries, with a focus on Europe and countries of particular interest to pupils.</li> <li>• Locate the world's countries, with focus on North and South America and countries of particular interest to pupils.</li> <li>• Identify key geographical features of the countries of the United Kingdom, and show an understanding of how some of these aspects have changed over time.</li> <li>• Locate the geographic zones of the world.</li> <li>• Understand the significance of the geographic zones of the world.</li> <li>• Understand geographical similarities and differences through the study of human and physical geography of a region or area of the United Kingdom (different from that taught at Key Stage 1).</li> <li>• Understand geographical similarities and differences through the study of human and physical geography of a region or area in a European country.</li> <li>• Understand geographical similarities and differences through the study of the human and physical geography of a region or area within North or South America.</li> <li>• Describe and understand key aspects of:                             <ul style="list-style-type: none"> <li>• physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle</li> <li>• human geography, including: settlements, land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water supplies.</li> </ul> </li> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>• Use the eight points of a compass, four-figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the world.</li> <li>• Use a wide range of geographical sources in order to investigate places and patterns.</li> <li>• Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.</li> </ul>
	<b>Characteristics</b>	<ul style="list-style-type: none"> <li>• An excellent knowledge of where places are and what they are like.</li> <li>• An excellent understanding of the ways in which places are interdependent and interconnected and how much human and physical environments are interrelated.</li> <li>• An extensive base of geographical knowledge and vocabulary.</li> <li>• Fluency in complex, geographical enquiry and the ability to apply questioning skills and use effective analytical and presentational techniques.</li> <li>• The ability to reach clear conclusions and develop a reasoned argument to explain findings.</li> <li>• Significant levels of originality, imagination or creativity as shown in interpretations and representations of the subject matter.</li> <li>• Highly developed and frequently utilised fieldwork and other geographical skills and techniques.</li> <li>• A passion for and commitment to the subject, and a real sense of curiosity to find out about the world and the people who live there.</li> <li>• The ability to express well-balanced opinions, rooted in very good knowledge and understanding about current and contemporary issues in society and the environment.</li> </ul>

### Yearly Topics and Progression –

	Autumn Term	Spring Term	Summer Term
<b>Year 3</b>		<p><b>European country – Italy –</b> Link to Romans, Vesuvius and Pompeii.</p> <p><b>To investigate places:</b></p> <ul style="list-style-type: none"> <li>• Ask and answer geographical questions about the physical and human characteristics of a location.</li> <li>• Explain own views about locations, giving reasons.</li> </ul> <p><b>To investigate patterns:</b></p> <ul style="list-style-type: none"> <li>• Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones.</li> </ul> <p>Describe some of the characteristics of these geographical areas.</p> <p><b>To communicate geographically:</b></p> <ul style="list-style-type: none"> <li>• Describe key aspects of:                             <ul style="list-style-type: none"> <li>• <b>physical geography</b>, including: rivers, mountains, volcanoes and earthquakes and the water cycle.</li> </ul> </li> </ul>	<p><b>Climate zones –</b> volcanoes and earthquakes Developing knowledge of Location – British Isles and Europe during the time of the Romans.</p> <p>Maps and Plans Features of maps including local field study and imaginary islands.</p> <p><b>To investigate places:</b></p> <ul style="list-style-type: none"> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</li> <li>• Use a range of resources to identify the key physical and human features of a location.</li> <li>• Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</li> </ul>

		<ul style="list-style-type: none"> <li>• <b>human geography</b>, including: settlements and land use.</li> </ul>	<ul style="list-style-type: none"> <li>• Name and locate the countries of Europe and identify their main physical and human characteristics.</li> </ul> <p><b>To investigate patterns:</b></p> <ul style="list-style-type: none"> <li>• Describe geographical similarities and differences between countries.</li> <li>• Describe how the locality of the school has changed over time.</li> </ul> <p><b>To communicate geographically:</b></p> <ul style="list-style-type: none"> <li>• Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.</li> </ul>
<p><b>Year 4</b></p>	<p><b>Settlements -</b> Ask / answer geographical questions about settlements. Use map work to investigate where and why the Vikings invaded and settled in the UK. Investigate why people choose to settle, including a local study of St. Albans. Complete geographical fieldwork in St. Albans to observe and record land use.</p> <p><b>To investigate places:</b></p> <ul style="list-style-type: none"> <li>• Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.</li> </ul> <p><b>To investigate patterns:</b></p> <ul style="list-style-type: none"> <li>• Describe geographical similarities and differences between countries.</li> <li>• Describe how the locality of the school has changed over time.</li> </ul> <p><b>To communicate geographically:</b></p> <ul style="list-style-type: none"> <li>• Describe key aspects of:</li> <li>• <b>human geography</b>, including: settlements and land use.</li> <li>• Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.</li> </ul>		<p><b>Europe Study</b> Use maps atlases globes and digital resources to name and locate countries of Europe.</p> <p>Begin to recognise some of Europe's physical and human characteristics with a focus on Greece.</p> <p><b>To investigate places:</b></p> <ul style="list-style-type: none"> <li>• Ask and answer geographical questions about the physical and human characteristics of a location.</li> <li>• Explain own views about locations, giving reasons.</li> <li>• Use a range of resources to identify the key physical and human features of a location.</li> <li>• Name and locate the countries of Europe and identify their main physical and human characteristics.</li> </ul> <p><b>To communicate geographically:</b></p> <ul style="list-style-type: none"> <li>• Describe key aspects of:</li> <li>• <b>physical geography</b>, including: rivers, mountains, volcanoes and earthquakes and the water cycle.</li> <li>• <b>human geography</b>, including: settlements and land use.</li> <li>• Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.</li> </ul>
<p><b>Year 5</b></p>		<p><b>Water Cycle -</b> Learn about the importance of clean water and investigate how it is supplied who owns and manages water and contrasting water use at home with use in less economically developed countries. How to use water sustainably.</p> <p><b>Rivers</b> The course of a river. Physical and human features of rivers How rivers shape the landscape. Major rivers of the UK / The world. Field study of the River Ver.</p> <p><b>To investigate places:</b></p> <ul style="list-style-type: none"> <li>• Identify and describe how the physical features affect the human activity within a location.</li> <li>• Use a range of geographical resources to give detailed</li> </ul>	<p><b>The importance of Rivers-</b> in a choice of settlement - linked to The River Nile in Ancient Egypt. Developing understanding of location.</p> <p><b>To investigate patterns:</b></p> <ul style="list-style-type: none"> <li>• Describe geographical diversity across the world.</li> <li>• Describe how countries and geographical regions are interconnected and interdependent.</li> </ul> <p><b>To communicate geographically:</b></p> <ul style="list-style-type: none"> <li>• Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.</li> <li>• Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).</li> </ul>

		<p>descriptions and opinions of the characteristic features of a location.</p> <ul style="list-style-type: none"> <li>• Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways.</li> <li>• Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map).</li> </ul> <p><b>To investigate patterns:</b></p> <ul style="list-style-type: none"> <li>• Understand some of the reasons for geographical similarities and differences between countries.</li> </ul> <p><b>To communicate geographically:</b></p> <ul style="list-style-type: none"> <li>• Describe and understand key aspects of: <ul style="list-style-type: none"> <li>• <b>physical geography</b>, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.</li> <li>• <b>human geography</b>, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.</li> </ul> </li> </ul>	
<p><b>Year 6</b></p>	<p><b>Understanding of place -</b> Linked to WWII history topic - can you locate and study various countries in the world and say if they were Axis, Allies or neutral at the time of WWII?</p> <p><b>To investigate places:</b></p> <ul style="list-style-type: none"> <li>• Identify and describe how the physical features affect the human activity within a location.</li> </ul> <p><b>To investigate patterns:</b></p> <ul style="list-style-type: none"> <li>• Describe how locations around the world are changing and explain some of the reasons for change.</li> </ul> <p><b>To communicate geographically:</b></p> <ul style="list-style-type: none"> <li>• Describe and understand key aspects of: <ul style="list-style-type: none"> <li>• <b>human geography</b>, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.</li> </ul> </li> </ul>	<p><b>Would the world be better without borders?</b> Travel companies Mapping and geographical skills related to Phillias Fogg Travel brochures</p> <p><b>To investigate places:</b></p> <ul style="list-style-type: none"> <li>• Collect and analyse statistics and other information in order to draw clear conclusions about locations.</li> </ul> <p><b>To investigate patterns:</b> Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).</p> <ul style="list-style-type: none"> <li>• Understand some of the reasons for geographical similarities and differences between countries.</li> </ul> <p><b>To communicate geographically:</b></p> <ul style="list-style-type: none"> <li>• Describe and understand key aspects of: <ul style="list-style-type: none"> <li>• <b>physical geography</b>, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.</li> </ul> </li> </ul>	<p><b>Mexico and Mayans</b> Mapping and geographical skills Topography of Mexico Changes in land use Contrasting localities between Central America and St Albans.</p> <p><b>To investigate places:</b></p> <ul style="list-style-type: none"> <li>• Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</li> <li>• Name and locate the countries of North and South America and identify their main physical and human characteristics.</li> <li>• Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</li> </ul> <p><b>To communicate geographically:</b></p> <ul style="list-style-type: none"> <li>• Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.</li> <li>• Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).</li> </ul>