Wittersham CEP School Geography Curriculum Overview and Progression of Knowledge and Skills

The document below has been designed to show how we will cover all of the relevant geographical knowledge and skills across our school. The context in which these are taught is left to the discretion of teachers, where possible trying to match the content of their unit to their cohort's termly topic. Recognising that we all live on the same planet whatever our faith or beliefs, and that Earth is our only home, provides a foundation for exploration of tolerance and respect for others.

Location knowledge	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	North and South Poles, Equator, 4 compass points, N,S, E and W locational language, name and locate: 7 continents and 5 oceans. Name, locate, identify: 4 countries and capitals of UK and surrounding areas.		*Latitude, longitude, Equator, N and S hemispheres, Tropics Cancer and Capricorn, Arctic and Antarctic Circle, Prime/Greenwich Meridian and time zones, 8 compass points, 4 and 6 figure grid references. Locate world's countries, Europe (including location of Russia, Americas, concentrating on regions, key physical and human characteristics, countries, major cities, counties, geographical regions, characteristics, topographical features, land use and changes over time.*			
General geographical knowledge, position and significance, UK and Global	Continents and oceans The United Kingdom UK and the wider world	Where we live Our school (link to maths measure the playground or field in different ways mapping the school links to science naming and describing materials)	Using and making maps (compass directions, grid squares, symbols and map keys) UK Regions (different regions, land use patterns, UK landscapes)	UK cities and counties (links with history – towns founded by the Romans and Vikings. Links to Anglo-Saxon kingdoms and the regions they covered. Why did the Anglo Saxons and the Vikings choose to settle where they did? What were their settlements like? How did they use the land and how has land use changed today. How did they trade? How is that different today? (links with maths - graphs/pie charts of land use in maths. Working from a map, calculate distance.) Europe Celebrating our world (world journeys, remarkable islands, world wonders)	Mapping the world (the equator, North and South Poles, lines of latitude and longitude, the world map) The Earth in space (time zones, winter and summer sun, in the tropics and around the poles) (Scientifically links to Earth in Space), describing the movement of the Earth in relation to the Sun)	North America South America (link to Maya civilisation in history)

Place knowledge ***Compare and contrast***	*Local study UK and Non European country*		*Regional comparison UK, European country, North or South America*			
	Contrast with Australia	Contrast with Africa (migration of swallows from Africa to UK)	Comparison of local area with Lake District (or any mountainous region in the UK) (Look at historical maps, explore how towns and villages have changed over time. Chart displaying heights of mountains)	Comparison of UK with a European country (Italy linking with Romans in history, Vikings in Scandinavia. Compare facts and figures)	World countries and capitals	North America contrast with an area of the UK
Human and Physical ***Local and Global scales***	*Identify season and daily weather patterns (UK and local scales). Identify hot and cold areas of the world in relation to Equator and North and South Poles. Use basic geographical vocabulary.*		*Describe and understand key aspects of: Climate zones, biomes, vegetation belts, rivers, mountains, volcanoes, earthquakes, water cycle, types of settlement and land use, economic activity, trade links, distribution of natural resources: energy, food, minerals, water cycle.*			
	Weather and seasons: recording and forecasting the weather, seasonal change, extreme weather Mountains, rivers and coasts	Hot and cold places: Polar regions, deserts, rainforests (finding out about the creatures that live in different places links directly to work in science on living things and their habitats) Villages, towns and cities Routes and journeys	The shape of the land (Landscapes and physical geography, mountain or river study) Water in our lives (water in our lives, the water cycle, water worldwide)	Volcanoes (historical links with Pompeii. Rocks and soils) Earthquakes and tsunamis Settlement and migration (settlement patterns, migration, refugees)	Biomes and vegetation belts (scientific links to Livings things and their habitats) Settlement and migration (settlement patterns, migration, refugees)	Trade and economic activity (shops, work and trade) Sustainable living (exploring sustainability, sharing the world's riches, global futures)

Skills	*Identify places using maps, atlases, aerial images and plan perspectives, make maps, devise basic symbols, fieldwork, geographical vocabulary.*	*Fieldwork, locate and describe using maps (including OS maps), atlases, globes, digital mapping, measure, record and communicate using a range of methods including maps, plans, graphs, writing at length.*	
Aspect: Contextual World Knowledge (Locations, places and geographical features			
Dimension: *Breadth and depth of content and contexts, demonstrating greater fluency with world knowledge*			
	Key Stage 1	**Lower Key Stage 2**	**Upper Key Stage 2**
	Demonstrate simple locational knowledge about individual places and environments, especially in the local area, but also in the UK and wider world.	Have begun to develop a framework of world locational knowledge, including knowledge of places in the local area, UK and wider world, and some globally significant physical and human features.	Have a more detailed and extensive framework of knowledge of the world, including globally significant physical and human features and places in the news.
Aspect: Understanding, conditions, processes and interactions that explain geographical features, distribution patterns, and changes over time and space.			
Dimension: *Extending from the familiar and concrete to the unfamiliar and abstract; making greater sense of the world by organising and connecting information and ideas about people, places, processes and environments; working with more complex information about the world, including the relevance of people's attitudes, values and beliefs*			
	Key Stage 1	**Lower Key Stage 2**	**Upper Key Stage 2**
	Show understanding by describing the places and features they study using simple geographical vocabulary, identifying some similarities and differences and simple patterns in the environment.	Demonstrate their knowledge and understanding of the wider world by investigating places beyond their immediate surroundings, including human and physical features and patterns, how places change and some links between people and environments. They become more adept at comparing places, an understanding some reasons for similarities and differences.	Understand in some detail what a number of places are like, how and why they are similar and different, and how and why they are changing. They know about some spatial patterns in physical and human geography, the conditions which influence those patterns, and the processes which lead to change. They show some understanding of the links between places, people and environments.

Aspect: Enquiry and Skills. Competence in geographical enquiry, and the application of skills in observing, collecting, analysing, evaluating and communicating geographical information.			
Dimension: *Increasing range and accuracy of pupils' investigative skills, advancing their ability to select and apply these with increasing independence to geographical enquiry.*			
	Key Stage 1	**Lower Key Stage 2**	**Upper Key Stage 2**
	Be able to investigate places and environments by asking and answering questions, making observations and using sources such as simple maps, atlases, globes, images and aerial photos.	Be able to investigate places and environments by asking and responding to geographical questions, making observations and using sources such as maps, atlases, globes, images and aerial photos. They can express their opinions and recognise that others may think differently.	Be able to carry out investigations using a range of geographical questions, skills and sources of information including a variety of maps, graphs and images. They can express their opinions, and recognise why others may have different points of view.

Key

links to teaching in Mathematics

links to teaching in Science

links to teaching in History