

Long Term Progression in Geography Overview

Reception – Understanding the World - Geography			
Term & theme	Autumn	Spring	Summer
Big question/key concept	Where do I live? - What are the features of my local area?	How is the weather changing? Celebrations	Looking after our environment and our local superheroes
Key vocabulary	town, village, countryside, road, path, house, flat, church, farm, teacher, parent, family	Season, weather	Police, ambulance, doctor, nurse, fire engine,
Statutory Requirements(ELG)	Know some similarities & differences between the natural world around them & contrasting environments, drawing on their experiences & what has been read in class Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.	Understand some important processes and changes in the natural world around them, including the seasons 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	Understand some important processes and changes in the natural world around them, including the seasons Talk about the lives of the people around them and their roles in society
End Point	Children know features of their immediate local area and can recognise photographs of their local area. Children can name and identify people who help up. Children can describe the weather and know what weather to expect in autumn.	Children can describe the weather and know what weather to expect in winter and spring. Children can name different celebrations and can identify significant buildings and landmarks that may be visited during different festivals.	Children can describe the weather and know what weather to expect in spring and summer. Children can explain different people who can help us in our local area. Children can explain how to look after plants and animals in our local area.

Long Term Progression in Geography Overview

Year 1 - Geography			
Term & theme	Autumn	Spring	Summer
Big question/key concept	Our School & Local Area: Mapping our environment	Hot & Cold Places	Contrasting Location Comparison
Prior knowledge	EYFS: Local fieldwork around the school grounds and immediate local area.	Year 1: Children have looked at seasonal weather in our local area	Year 1: Children have learnt where hot and cold places are in the world. Children have learnt about their local area.
Key vocabulary	Local area, surrounding environment, map, route, journey, travel, near, far, landmarks, compass points, north, south, east, west	Hot, cold, polar, habitat, equator, environment, desert, globe, atlas, North Pole, South Pole	UK, Trinidad & Tobago, Carribean, season, island, town, village, human feature , physical feature, temperature, rainfall, sunshine
Statutory Requirements	Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key 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.	Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.
End Point	Children can use ariel photographs and plan perspectives to describe what they can see in the school grounds and their immediate local area. Children can draw a simple map and describe a route on a map.	Children can identify hot and cold places of the Earth. Children can locate the Equator, North & South Poles. Children identify the different types of weather in the UK and how it changes throughout the seasons.	Children can explain similarities and differences between Wilmslow and Ponte-a-Pierre in Trinidad.

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Year 2 - Geography			
Term & theme	Autumn	Spring	Summer
Big question/key concept	Characteristics of the UK	Significant People: Making a difference to our world	Continents & Oceans
Prior knowledge	Year 1: Children have learnt about the significant places in our local area	Year 1: Children have learnt about significant people and places in their local area.	Year 1: Children learnt about hot and cold places on Earth.
Key vocabulary	Map, globe, Earth, UK, England, Northern Ireland, Scotland, Wales, Cardiff, Belfast, London, Edinburgh	Environment, impact, recycle, significant	Continent – Asia, Africa, North America, South America, Antarctica, Australia, Europe Oceans - Pacific, Atlantic, Indian, Southern, Arctic, equator, north, south
Statutory Requirements	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.	This unit is an extension of the National Curriculum	Name and locate the world's seven continents and five oceans. Use world maps, atlases, and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.
End Point	Children can name and locate the countries and capitals of the United Kingdom and its surrounding seas.	Children can name significant people and how they have made a difference to our planet.	Children can name and locate the seven continents and five oceans of the Earth.

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Year 3 - Geography			
Term & theme	Autumn	Spring	Summer
Big question/key concept	Location Study: UK regions, landscapes & coasts	*Settlements & land use – Linked to work in History	*Importance of Rivers – Linked to work in History
Prior knowledge	Year 2: Children can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas	Year 1: Children have identified different human and physical features in their local area. Year 2: Children have learnt about human and physical features of the countries in the United Kingdom.	Year 2: Children have learnt about human and physical features of the countries in the United Kingdom – including rivers.
Key vocabulary	UK, region, city, key characteristics, inland, coast, county, location	Land use, zone, purpose, transport, rural, urban	Settlement, landscape, source, mouth, water supply, valley, civilisation, latitude
Statutory Requirements	Name and locate geographical regions of the United Kingdom, and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers). Use maps, atlases, globes, and digital/computer mapping to locate countries and describe features studied.	Identifying human and physical characteristics of United Kingdom, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.	Physical geography, including: rivers
End Point	Children can name and locate the different regions of the UK and know the key characteristics of the different coastline of Britain	Children know how the use of land has changed and developed over time.	Children know the significance of rivers in relation to human settlements.

Long Term Progression in Geography Overview

Year 4 - Geography			
Term & theme	Autumn	Spring	Summer
Big question/key concept	Location Study: Europe	Region comparison: North West vs Bay of Naples	River Study: River Bollin
Prior knowledge	Year 2: Children can name and locate all of the continents and oceans. Year 3: Children have knowledge of the UK and its regions.	Year 1: Children have compared their local area with a small area in a contrasting non-European location.	Year 3: Children have discuss the importance of rivers whilst learning about settlements through history.
Key vocabulary	Europe, border, countries, capital city, tundra, ice cap, grassland, topography, climate	Region, diverse, ordnance survey map, scale, symbols, height, contours, sea level, 4-figure grid reference, key	Evaporation, precipitation, condensation, rainfall, wind direction, grid reference, coordinates, estuary, tributary, meander, confluence
Statutory Requirements	Locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on the environmental regions, key physical and human characteristics, countries, and major cities. Identify the position and significance of latitude, longitude, Northern Hemisphere, Arctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	Physical geography, including: rivers, mountains, and the water cycle. Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. 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.
End Point	Children can name and locate the different climate zones of Europe Children can name and locate countries and capital cities of Europe. Children can name and locate a range of human and physical features of Europe	Children know similarities and differences between the North West of England and the Bay of Naples region Children can read OS maps using 4-figure grid references.	Children can name and locate significant rivers of the UK. Children can name the features of a river. Children can explain the processes involved in the water cycle Children can read OS maps using 4-figure grid references.

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Year 5 - Geography			
Term & theme	Autumn	Spring	Summer
Big question/key concept	Location Study: UK cities & counties	Location Study: Central America	Location Study: North America Location Comparison: Great Lakes vs Lake District
Prior knowledge	Year 3: Children have learnt the physical and human features of the regions of the UK	Year 4: Children completed a location study of Europe	Year 1: Children have compared their local area with a small area in a contrasting non-European location. Year 4: Children completed a location study of Europe. Children have completed a location comparison between the North-West of England and the Bay of Naples.
Key vocabulary	Topographical, trade, route, place name, hamlet, influence, major city, borough, council	Central America, Northern hemisphere, rainforest, Yucatan peninsula	North America, states, time zones, Prime Greenwich Meridian, similarities, difference, contrast, attractions
Statutory Requirements	Name and locate counties and cities of the United Kingdom, their identifying human and physical characteristics, key topographical features, and land-use patterns; and understand how some of these aspects have changed over time. Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. 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.	Locate the world's countries, using maps to focus on North America, concentrating on the environmental regions, key physical and human characteristics, countries, and major cities. Identify the position and significance of latitude, longitude, Northern Hemisphere, the Tropic of Cancer, Arctic Circle and time zones (including day and night). Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.	Locate the world's countries, using maps to focus on North America, concentrating on the environmental regions, key physical and human characteristics, countries, and major cities. Identify the position and significance of latitude, longitude, Northern Hemisphere, the Tropic of Cancer, Arctic Circle and time zones (including day and night). Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within North America. Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.
End Point	Children can name and locate the cities and counties of the United Kingdom Children can read OS maps using 4 and 6 figure grid references	Children can name and locate the countries of Central America	Children can name and locate the different climate zones of North America. Children know similarities and differences between the Lake District and the Great Lakes of North America

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Year 6 - Geography			
Term & theme	Autumn	Spring	Summer
Big question/key concept	How did WW2 impact Wilmslow?	Location Study: South America	What's great about Wilmslow?
Prior knowledge	KS1: Children learnt about our local area and its key human and physical features Year 4: Children have studied our local river Year 5: Children have studied the North West region of England.	Year 4: Children completed a location study of Europe Year 5: Children completed a location study of North America	KS1: Children learnt about our local area and its key human and physical features Year 4: Children have studied our local river Year 5: Children have studied the North West region of England.
Key vocabulary	Tatton, Dunham, air raid, shelter, human and physical features, relocation	Biome, Tropic of Capricorn, Amazon, basin, tropical, indigenous, tribe, migrate, lifestyle, sustainability	8-point compass, OS maps, route, fieldwork, impact, influence, development, environmental impact,
Statutory Requirements	Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom. 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.	Locate the world's countries, using maps to focus on South America, concentrating on the environmental regions, key physical and human characteristics, countries, and major cities. Identify the position and significance of latitude, longitude, Equator, Southern Hemisphere, the Tropic of Capricorn, Antarctic Circle and time zones (including day and night). Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom. 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.
End Point	Children can explain how the human and physical features of our local area link to the impact of WW2 in Wilmslow.	Children can name and locate the different biomes and climate zones of South America. Children can identify the key human and physical features of South America	Children can collect and interpret geographical data. Children can read and interpret OS maps to plan a route