

Potters Gate Primary & St Andrew's Infant Schools
Curriculum Subject Progression – Geography

Geography	School Curriculum Intent	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year R	Knowledge What will children know at the end of this unit of work?	Our Wonderful World Look at the local area and know where we live. We live on Planet Earth – Space. Learn the geography of the school –location of rooms. That we live in England and that there are other countries.	Celebrations Changes in their local area – Farnham during Autumn. Links to winter – talk about North Pole and other cold places. Nativity – look at Bethlem and Jerusalem. Compare other places to our environment.	Brilliant Beats Dinosaurs - how the Earth was different. Look at china for Chinese new year and dragons.	People Who Help US Know the people who can help us in our local area. Where we might find these people. How to contact them. Learn our address –house number, street name.	Minibeasts Our local environment – plants, wildlife, mini beasts.	<u>Happily, Ever After (Traditional Tales)</u> <u>Our place within the school.</u> <u>Traditional tales – look at settings of these, city, woods, countryside.</u>
	Skills As an expert in this subject children will be able to ...	Be able to understand where they are from. Understand what space is and things that we would find in space. Be able to find their way around our school and locate certain areas when asked. Look at google maps to see school from above. Identify earth in a solar system diagram. Look at maps and a globe to find England.	Understand that areas can change – what they look like due to weather. Buildings can change. Know what you might find in cold areas. Compare countries and environments. Look at a globe to find the polar regions.	Understanding that the earth is constantly changing and that it looks very different to how it looked when dinosaurs were alive. Be able to look at pictures of earth in different time periods and identify when it was. Use fact books to understand the environment of dinosaurs. Use books to learn about new places.	Be able to tell a grown up where we live, if we need help. The number to call to get hold of someone who can help us.	compare locations – looking at wildlife. Minibeasts from Australia vs minibeasts from UK.	Comparing different landscapes – countryside, villages, cities, woods etc. What areas are local to use. What do each of these areas look like. Be able to identify and name areas from a picture.
	Creativity & Cultural Development	Drawing maps of classroom. Painting and printing planets. Create small worlds.	Leaf printing. Ice painting.	Exploring Chinese culture through food, dance, role play and storytelling. Create small worlds.	Role play. Visits/teams calls from people who can help us. Create small worlds.	Creating our own minibeasts. Create small worlds.	Drawing pictures of the different landscapes around us.
	Spiritual Development		The story of the Birth of Christ. Diwali story - India	Chinese culture			
	Community & Courageous Advocacy	Look at our local community and the	Visit to Church for Harvest Festival and	What the earth looks like in our community	Know where we live within our community. How to contact	Looking after our garden and our planet. Recycling. Feeding	Know what type of area we live in and how to look after it to

		people and things within it.	Christmas Performance	now. How might it have looked before.	important people within our community – police, ambulance and fire.	birds, growing plants for wildlife. Visit Bishops Water Meadows. Visit to Bocketts Farm	ensure that there are not negative changes. Litter picking, walking etc... Visit to Gilbert White's House
	Health & Wellbeing	Keeping in touch with family. Looking after our class and school – staying safe here.	How to look after yourself in different locations – coats and gloves etc in cold places, and sun cream and hats in hot places.	How to look after earth and where we live. Understanding the changes that have happened and could happen and how they will affect us.	Knowing how to keep safe and who to ask in our area for help.	Spending time outside, washing our hands.	How to look after local landscapes and the environment that we live in.
	Aspiration	Know that there are lots of different places that we can go and travel to outside our local area.	To look after our local environment and the importance of this.	to travel, to explore,	Know that they can grow up to be someone who helps in the place where they live.	Gardening, farming, biologists,	Looking after our local environment and the importance of this.
	<u>Vocabulary</u> What key vocabulary will children know that is new?	countries, England, town, city, Farnham, London, travel, Earth, Space, universe, maps	weather, summer, autumn, winter, spring, hot, cold, windy, sunny, dessert, cloudy, globe etc.	countries, China, volcanoes,	999, police, ambulance, fire, address, full name	wild, habitat, nature, environment, re-cycle,	
	<u>School Values</u> Friendship, Resilience. Justice, Trust	Building upon all the school values whilst learning about the geography of our school.	Being resilient to changes in the weather and how to adapt to these changes.	Justice – behaving in a way that is fair to the earth that we live on in order to look after our local environment.	Trust – who we can trust in our local area. Justice - decision making, consequences for actions – police, court etc.	Friendship – looking after those around us by looking after our community and our planet.	Resilience – understanding how to look after our environment.
	<u>British Values</u> democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs	Learning new rules. Introducing story voting station – Democracy.	Talk about how people who come from different places have different faiths and beliefs.	Know that people from other faiths and beliefs have different celebrations.	The rule of law – who to trust around us and how to get help in an emergency. Mutual respect for people of different professions and how each one is important.	Respect for our environment and living things.	Respect for our environment and the understanding that people come from different environments.

Geography	School Curriculum Intent	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<u>Knowledge</u>	Our local area. To understand the physical and human features of our local	UK- key physical and human features of countries of UK				The UK coast and West Wittering.

	What will children know at the end of this unit of work?	area including our school grounds and homes. Local area- the place where we live. Locate features of our local area on a map. Identify and discuss map symbols and plan a route from our school to a local destination.	Where is Farnham, where is our school, what is the address of your home? The locations of the continents of the world. To be able to compare and contrast Farnham with the Arctic and Antarctic and with each other.				Directional and positional language
	Skills As an expert in this subject children will be able to ...	Be able to use and make photographic maps finding features in our school grounds. Use of google earth. To be able to use town centre maps and keys to identify and locate important features in our town. Lotc- To follow and draw a rope map with symbols. Name and locate the four countries of the UK, some geographical language relating to the countries.	To be able to compare and contrast Farnham with the Antarctic and Antarctic and with each other. Compare and identify and contrast features, identify information using maps, globes, photographs, films and online. Talk about what they already know about Farnham. Label correctly. Similarities and differences. Adaptation of polar region animals to the environment. To be able to identify the areas studied on a variety of maps.				Map reading. Positional language- forwards, backwards, up down.
	Creativity & Cultural Development	dance, music and food from the different countries of the UK.	Comparison of different cultures and communities. Lotc visit to Gilbert White Museum (linked with history). Polar region art.				Orienteering. Creating your own maps and 'landscapes' to explore
	Spiritual Development	A sense of place, spiritual wellbeing and that there is a place in the world for all living things to live in harmony.	Creating awe and wonder about the world around them.				A sense of place, understanding the world that God has created.
	Community & Courageous Advocacy	The importance of our home, school and town community in providing the things to help us thrive. The necessity to protect it and develop it to support our diverse community.	Climate change- understanding the impact of our actions globally eg pollution effect on icebergs.			Lotc-Trip to Alice Holt to explore woodlands and trees/land use.	
	Health & Wellbeing	A sense of place- a feeling of belonging. Physical activity through Lotc creating and following maps.	A sense of place How different climates, physical features and habitats can affect our health and wellbeing and how we look after ourselves.				Physical activity. Sense of achievement. Learning new skills.

	Aspiration	To learn more about the geography of the world. To protect our local environment and the wider world.	A sense of adventure and desire to explore the world. To become a geographer, to help support the environment.				Be Geographer, explore the world and our local environment.
	<u>Vocabulary</u> What key vocabulary will children know that is new?	map, symbol, Traditions, local, location, roads, coast, mountains, hills, sea rivers, castles, United Kingdom, Union Jack.	continent, ocean, coastline, mountains, sea, river, town, city, village, climate, traditions, ice habitat				Up, down, forward backwards, position
	<u>School Values</u> Friendship, Resilience. Justice, Trust	Friendship – looking after those around us by looking after our community and our planet.	Friendship – looking after those around us by looking after our community and our planet. Justice- everyone has a right to live happily in this world.				Teamwork, resilience, friendship
	<u>British Values</u> democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs	Respect and tolerance of those with different faiths, beliefs and cultures within our town. Individual liberty, democracy	Individual liberty				Respect and tolerance in teamwork.

Geography	School Curriculum Intent	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2	<u>Knowledge</u> What will children know at the end of this unit of work?	Human and physical features of Farnham, simple map making, following a trail. Map work.				Human and physical features of Tanzania, landmarks. Continents, globe and atlas work, climate and oceans.	Directional language
	<u>Skills</u> As an expert in this subject children will be able to ...	Identify features, create and read simple maps, create a key.	Compare and identify features, identify information using maps, globes, online. Label correctly. Similarities and differences.		Using aerial maps to plot the flight of Amelia Earhart (google maps) View of earth from space and visible features.		map reading, creating instructions using directional language.
	Creativity & Cultural Development	Map making, heritage trail of town to have real life experience of the features we are learning about.	Comparison of different cultures and communities		Trip to F.A.S.T museum.		Orienteering

	Spiritual Development	Christian places of worship	Comparison of places of worship in T & T				
	Community & Courageous Advocacy	The changes to the town and the effects of the people/animals that live here/environment.	Comparison of environments and day to day life		Women in industry (Amelia Earhart and Miss Todd) Space – Neil Armstrong, Tim Peake, Hidden figures.		How you can use these skills to be independent in pa
	Health & Wellbeing	Outdoor exercise to see the local environment first hand.	How different climates, physical features and habitats can affect our health and well being.				Safety, outdoor learning.
	Aspiration	Proud of where you live.	Travel to experience new things.		Aspire to achieve against the challenges you may face.		Confidence to navigate .
	Vocabulary What key vocabulary will children know that is new?	Farnham specific and comparison to UK areas - human, physical features such as - cliff, beach, river, mountain, building, field, man-made, key, symbol,	As Autumn 2 but comparing to Trinidad and Tobago, continent, ocean names, northern, southern, equator, landmarks.		aerial, google, distance, ocean and continent names. Visible from space.		North, south, east, west, far away, nearby, over and under. Orienteering.
	School Values Friendship, Resilience. Justice, Trust	Trust, friendship and resilience on the heritage trail.	Justice – diversity, slave trade and resilience.		Resilience, Trust in your mode of transport and map skills.		Teamwork, resilience, friendship
	British Values democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs	Respect of your town and tolerance towards others different ways of life, religion and beliefs.	Laws, mutual respect and tolerance. The life of Claudia Jones (mother of the Notting Hill Carnival)		Individual liberty, respect.		Respect and tolerance in teamwork.

Geography	School Curriculum Intent	Autumn 1	Autumn 2	Spring 1 Where on Earth are we?	Spring 2 Feeling the Heat – Is climate cool?	Summer 1 Can the Earth shake, rattle and roll?	Summer 2
Year 3	Knowledge What will children know at the end of this unit of work?			Equator, hemispheres and lines of longitude and latitude. -Locate the equator and know names of	Climate Zones and Biomes -Understand the difference between	Earthquakes, Volcanoes and Mountains -What earthquakes are.	

				<p>the continents and oceans.</p> <p>-Know and understand the purpose and use of an address when locating a particular area.</p> <p>-Locate and name lines of latitude and longitude on a globe and a map.</p> <p>-Identify features of the zones marked by the main lines of latitude and longitude</p> <p>-Understand how day and night are caused as the earth rotates on its axis.</p> <p>-Locate the international date line on a globe and know why it is located in the Pacific ocean.</p> <p>-Locations and features on a globe and map.</p>	<p>weather, climate zones and biomes?</p> <p>-Know the different climate zones / biomes</p> <p>-What the Polar Regions are like?</p> <p>-Where the hottest, coldest, driest and wettest places are in the world?</p> <p>-Which climate zone and biome do we live in?</p> <p>-Use associated geographical terms.</p> <p>-Describe seasonal weather.</p> <p>-Describe effects of extreme climatic events.</p> <p>-Produce a written report on a specified animal adapted to life in its biome.</p>	<p>How earthquakes are caused.</p> <p>-The location of earthquakes.</p> <p>-What volcanoes are.</p> <p>-What happens when a volcano erupts.</p> <p>-The location and distribution of volcanoes.</p> <p>-That volcanoes can be active, dormant and extinct.</p> <p>-About the 'Pacific Ring of Fire'.</p> <p>-Describe examples where, and know the reasons why, people live in the vicinity of volcanoes.</p> <p>-Know some of the hazards for people who live in earthquake and volcanic zones.</p> <p>-How some of these have been overcome and made safer.</p> <p>-Talk about recent examples of earthquakes and volcanic eruptions.</p>	
	<p><u>Skills</u></p> <p>As an expert in this subject children will be able to ...</p>			<p>- Use and identify features and information from reading globes and maps (including online versions).</p> <p>-Using directional and [positional language)</p> <p>- Compare maps and globes to identify and discuss changes in</p>			

				human and physical features of the continents and oceans. -Label correctly. Similarities and differences.			
	Creativity & Cultural Development			Comparison of different cultures and communities. LOTc-			
	Spiritual Development			-Creating awe and wonder about the world around them. -Inspiring our children's spiritual, moral, social and cultural development - so they investigate their diverse world, it's processes and its people today, tomorrow and into their futures.			
	Community & Courageous Advocacy			- Knowing own address and its place in the world - Geography Project			
	Health & Wellbeing			Physical activity. Sense of achievement. Learning new skills. Climate change- understanding the impact of our actions globally e.g. pollution effect on icebergs. -Exploring places and cultures.			
	Aspiration			-A sense of place- a feeling of belonging. Physical activity through Lotc creating and following maps.			

				<ul style="list-style-type: none"> -To learn more about the geography of the world. To protect our local environment and the wider world. - A sense of adventure and desire to explore the world. To become a geographer, to help support the environment. 			
	<u>Vocabulary</u> What key vocabulary will children know that is new?			Globe Atlas Map Continents – size order (Asia, Africa, North America, South America, Antarctica, Europe, Oceania) Oceans – size order (Pacific, Atlantic, India, Southern, Arctic) Equator Address Lines of latitude and longitude Zones (Tropic) -Axis / Rotation - International date line -Direction and positional language (North, East...	-Weather (Seasonal weather) -Climate Zones <u>Biomes</u> -rainforests / temperate deciduous forests -desert / dry / drought / humid -Adaptation - Wettest, driest, coldest and hottest).	<u>Earth</u> -Crust -Mantle -Outer Core -Inner Core <u>Earthquake</u> -Plate tectonics -Fault line -Primary / Secondary waves -Magnitude -Epicentre -Seismic waves -Merchalli Scale -Richter Scale -Moment Magnitude Scale -Seismograph -tsunami/flooding -disaster/emergency -destruction/rubble -rescue / aid <u>Volcano</u> -active, dormant, extinct - eruption -core / magma chamber / crust / conduit / vent / side vent / crater / mantle / sill	

						- 3 volcano types: Cinder Cone / Composite / Shield -magma / ash / ash cloud / gases / volcanic rock / cinder -volcanic Zone -Pacific Ring of Fire	
	<u>School Values</u> Friendship, Resilience. Justice, Trust			Respect and tolerance in teamwork.			
	<u>British Values</u> democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs			Respect and tolerance of those with different faiths, beliefs and cultures within our town. Individual liberty, democracy – exploring [places and cultures			

Geography	School Curriculum Intent	Autumn 1	Autumn 2	Spring 1 Local Area Study	Spring 2	Summer 1 Rivers	Summer 2 Germany
Year 4	<u>Knowledge</u> What will children know at the end of this unit of work?	History	History	- To learn common OS map symbols - The difference between human and physical geographical features - The geographical (human and physical) changes of Farnham over time	History	- Identify the geographical features of a river from the beginning to end - The water cycle	- Where in the world is Germany? Continent - To learn the capital city, population, neighbouring countries of Germany - To identify the human and physical features (inc. Rhine) - Understand the link between Farnham and Andernach
	<u>Skills</u> As an expert in this subject, children will be able to ...			- Use the OS Map symbols to identify local area features - Apply knowledge of map symbols to create our own maps		- Compare different parts of a river (courses) and explain the geographical differences - Use a map to follow the journey of a river,	- Follow the journey of the river Rhine and explain... - Compare the human and physical features of Germany to the UK

				<ul style="list-style-type: none"> - Compare maps to discuss changes in human and physical features of Farnham over time - Use human and physical features to discuss how the Farnham crest was designed 		naming the human (towns) and physical (meanders, oxbow lakes) features - LOtC ; Create a river using natural resources including the physical features learnt.	
	Creativity & Cultural Development			LOtC; trip to Castle Street – To identify how human features have changed the town over time		LOtC; trip to Selborne – Measure water speed around meanders - Identify insects living in the river - Spot signs of erosion over time	
	Spiritual Development						
	Community & Courageous Advocacy			LOtC; trip to Castle Street – litter pick			
	Health & Wellbeing						
	Aspiration						To travel to new places
	<u>Vocabulary</u> What key vocabulary will children know that is new?			Ordnance Survey maps Symbols Human features Physical features		Upper, Middle and Lower course River source Tributary, Meander, Estuary, River mouth Precipitation, Collection, Evaporation, Condensation	
	<u>School Values</u> Fellowship, Resilience, Justice, Trust						TBC – communication with school in Andernach
	<u>British Values</u> democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs						

Geography	School Curriculum Intent	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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Year 5	<p><u>Knowledge</u> What will children know at the end of this unit of work?</p>	<p>UK - What's the difference between The United Kingdom, British Isles and Great Britain. -To understand the impact of development on our local area.</p>				<p>Mountains - To be able to locate the major mountains on a world map - children find out about the major mountains of the world and the UK. They find out the different ways in which mountains have been formed, and how different features of mountain ranges have been shaped over time. -Children will have the opportunity to consider what the weather is like in a mountainous environment and to evaluate the impact that tourism has on a mountainous region.</p>	
	<p><u>Skills</u> As an expert in this subject children will be able to ...</p>	<p>-collecting data from public to draw results together (bar graphs) -map reading skills</p>				<p>Use a legend to find areas of higher ground on a map. • Identify a valley and the summit, foot and slope of a mountain. • Draw a mountain range including the key features they have identified.</p>	
	Creativity & Cultural Development	Interviewing the public in Farnham					
	Spiritual Development						
	Community & Courageous Advocacy	Interviewing the public in Farnham					
	Health & Wellbeing						

	Aspiration	Future geologists					
	<u>Vocabulary</u> What key vocabulary will children know that is new?	Great Britain, The United Kingdom, British Isles. Landmarks Continents Counties Surveys Data				decline Descend Expedition Face Incline Landscape Valley Trek Igneous Landslide Contour Summit Slope Height Range	
	<u>School Values</u> Friendship, Resilience. Justice, Trust	Friendship, Resilience, Trust					
	<u>British Values</u> democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs	Mutual respect (trusting views of the public)					

Geography	School Curriculum Intent	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 6	<u>Knowledge</u> What will children know at the end of this unit of work?	Trade, Economics and where are things come from -Understand the difference between import and export -Know where fruits come from around the world -Have an understanding of trade links		Brazil and the Amazon Rainforest -The countries that make up South America -Where the Amazon Rainforest is -The layers of the rainforest -The life of the tribes who live in the rainforest compared to the city of Manaus. -The impact humans have upon the			Map Skills use the eight points of a compass -Know how to use four and six-figure grid references to locate places on a map - Creating a thematic map using compass points, scales and distances. - Utilise knowledge of OS maps to trace a route through Farnham.

		-Understand how money is related to trade -Fairtrade		rainforest (deforestation)			
	<u>Skills</u> As an expert in this subject children will be able to ...	-Identify countries on a world map -Research trade links between countries -Identify how trade affects countries wealth		-Have an understanding of the difference between human and physical geography -Locate countries in South America -Understand why rainforests are located where they are			-How to use a compass -How to read 4 and 6 figure grid references -Compare land use in two different towns (one being Farnham) -understand and use the burgess model of settlement structure
	Creativity & Cultural Development			Learn about different tribes and cultures			
	Spiritual Development						
	Community & Courageous Advocacy			Trip to the WWF centre – become explorers!			Local study of types of services in Farnham town centre
	Health & Wellbeing						
	Aspiration						
	<u>Vocabulary</u> What key vocabulary will children know that is new?	import, export, trade links, container ship, country, continent		equator, tropics, Amazon, indigenous, canopy, understory, emergent, tribes			burgess model, CBD, industries commuter zone, green belt
	<u>School Values</u> Friendship, Resilience. Justice, Trust						
	<u>British Values</u> democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs						