Geography Curriculum at Spring Lane Primary School

SLP Geography Journey (Progression)							
	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Units covered	Skills are taught through the Early Years curriculum area 'Understanding the World'. My Town Habitats	What Is special about our school, the local area and the UK? What makes the weather change around us?	How are places around the world different? How is Africa different to Northampton? What makes seasides and lakes special places?	What makes Northampton's landscape unique? What stories of Europe live in our classroom?	How do rivers shape civilisations? (Hybrid unit) How did the railways change Northampton and the world? (Hybrid unit) If food could tell Its story, what would It say? Where does a water droplet go after it falls on Spring Boroughs?	How did the rainforests shape the Mayan civilisation? (Hybrid unit) How have natural events changed the landscape of North America?	How can we at Spring Lane, help protect the planet?
Trips/Visits		Local walk – Spring Boroughs		Northampton walk, including parkland, urban centre, residential, river	Sacrewell Farm Farm to Fork	The Living Rainforest	
Disciplinary Concepts (Linked to lesson intent)	Locational Knowledge Place knowledge Human and physical geography Fieldwork and Geographical Skills						
Substantive Concepts	Place Physical and Human Processes		Place Physical and Human Processes Environmental Impact	Place Interdependence Physical and Human Processes	Place Interdependence Physical and Human Processes Environmental Impact	Place Interdependence Physical and Human Processes Environmental Impact Sustainable Development	Interdependence Physical and Human Processes Environmental Impact Sustainable Development

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SLP Geography Journey (Progression in Knowledge and Skills)							
Skills/Knowledge	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational Knowledge	**Nursery** Nursery Talk about what they see, using a wide vocabulary. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. **Reception** Explore the natural world around them. Describe what they see, hear and feel whilst outside. Draw information from a simple map. Understand that some places are special to members of their community. Recognise some similarities and differences between life in this country and life in other countries. Recognise some environments that are different to the one in	To name and locate the four countries of the UK and their capitals; to identify surrounding seas.	To name and locate the world's seven continents and five oceans.	To locate European countries and major cities; to identify position of the UK within Europe.	To locate major rivers and cities in the UK and Europe	To identify the position and significance of latitude, longitude, the Equator, Northern and Southern Hemispheres.	To locate world countries using maps; to understand the Prime Meridian and time zones.
Place knowledge		To describe local places and features using simple vocabulary.	To understand similarities and differences between a local place and a contrasting non-European location.	To compare Northampton with a contrasting European region.	To understand how the physical environment influences human activity in different places.	To compare regions in the Americas with the UK, focusing on human and physical features.	To explore global environmental regions and how places are interconnected and change over time.
Human and physical geography		To identify and describe key physical features (e.g. park, river, hill) and human features (e.g. house, shop, road) in the local area of Spring Boroughs. To identify seasonal and daily weather patterns in the United Kingdom	To identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles To identify and compare physical features of seas, lakes, and coastlines (e.g. waves, cliffs, beaches) and human uses (e.g. tourism, transport, fishing)	To describe and compare physical features of selected European countries (e.g. mountains, rivers, forests) and identify human characteristics (e.g. population, land use, settlements).	To explain how physical processes such as the water cycle and river systems shape the land (linked to River Nene unit). To explore how human processes such as the development of railways and food production influence settlements and land use.	Identify and describe physical geography, including: climate zones, biomes and vegetation belts To explore the interaction between human activity and the natural environment in the rainforest, including deforestation and biodiversity To explain how natural hazards (e.g. earthquakes, volcanoes) shape North America's physical geography.	To analyse how human and physical geography interact globally, including climate change, global trade, population movement, and sustainable practices, and consider their impact on the planet.
Fieldwork and Geographical Skills		To use simple observational skills during a local walk. To follow a route on a simple map and use	To use aerial photographs and simple maps to identify landmarks and basic human and physical features.	To use four compass directions and grid references to describe the location of features.	To use eight points of a compass, four-figure grid references, symbols, and keys. To present data through bar charts or	To use OS maps confidently with six-figure grid references. To use and compare different types of maps	To design and complete an independent fieldwork project. To analyse fieldwork data using graphs and tables.

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	which they live. Understand the effect of changing seasons on the natural world around them	directional language (near, far, left, right). To create simple drawings of features seen. To collect data	To devise a simple map with a basic key.	To use digital maps (e.g. Google Earth) and make a simple sketch map. To gather fieldwork data (e.g. land use survey).	pictograms (e.g. rainfall, river speed). To use maps and plans to record features.	(topographic, thematic). To carry out a geographical enquiry: posing questions, collecting data, and presenting findings.	To evaluate sources of evidence and reach informed geographical conclusions using maps, photos, and field notes.
Progressive Learning Intentions (Skills)	. .	Locational Knowledge: To name UK countries and seas. Place Knowledge: To describe a place. Fieldwork & Skills: To observe and map local features. To collect basic data Human & Physical Geography: To name basic features.	Locational Knowledge: To locate continents and oceans. Place Knowledge: To compare places. Fieldwork & Skills: To draw information from maps Human & Physical Geography: To describe features	Locational Knowledge: To locate European countries. Place Knowledge: To compare UK and Europe. Fieldwork & Skills: To use maps and make sketches. Human & Physical Geography: To compare regional features.	Locational Knowledge: To locate major cities and rivers in the UK To locate and identify world features Place Knowledge: To explain how features affect places. Fieldwork & Skills: To collect and present data. Human & Physical Geography: To explain physical and human processes.	Locational Knowledge: To locate places in America. To use locational vocabulary to describe global position. Place Knowledge: To explore people–environment links. Fieldwork & Skills: To use and interpret maps Human & Physical Geography: To explore environmental effects. To describe and compare aspects of physical geography	Locational Knowledge: To compare global regions. Place Knowledge: To evaluate place-based changes. Fieldwork & Skills: To lead a fieldwork enquiry. Human & Physical Geography: To analyse human–physical interactions.
Vocabulary	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Close Far Place Same different Road Map Weather Change	Human feature Physical feature Observe record Aerial map England Northern Ireland Scotland Wales	Globe Atlas Locality Continents vegetation Equator Hemisphere North Pole South Pole	Settlement Urban Rural Population Climate Grid reference Mountain range Tropic of Cancer Tropic of Capricorn	Erosion Weathering Water cycle Precipitation Condensation evaporation River mouth Irrigation Fertile	Biome Vegetation belt Topography Biodiversity Magma Mantle Earthquake Tectonic plates Crust Molten	Trade Economic Activity Climate zone Sustainability Distribution Natural Resource Renewable Non renewable Carbon footprint

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	Rain Sun Rainbow Hot Cold Windy Cloudy	London Landmark Cardiff Wales Edinburgh Belfast Similarity Difference Country Capital City season Rainfall Cloud Cover forecast natural man-made	Ocean Compass directions Route Key	Trade Climate Survey Land use Europe Mediterranean	Tourism	Urban Rural Latitude Longitude Land use Time zones	Conservation Economy Globalisation Ethical Consumers/producers