



Geography Progression at Weeton St Michael's Primary School



CURRICULUM SUBJECT:	Geography	SUBJECT LEADS:		
What are the Y6 end of school end goals?	- To have a curiosity and fascination about the world and its people that will remain with them for the rest of their lives - To be able to develop an excellent knowledge of where places are what they are like, including local, national and global scales - To be develop rich bank of geographical vocabulary which they can use confidently. To be able to understand and appreciate different places, people and cultures. - To be able to interpret a range of sources including maps, diagrams, globes, aerial and photographs - To be able to use fieldwork to observe, measure, record and present features in the local area using a range of methods. - To be able to understand the ways that human and physical features are interdependent and change over time			
How is the curriculum at Weeton St Michael’s Primary School sequenced towards these end points?				
EYFS				
Exploring Maps	- To find and name familiar features on maps. - To consider shapes and positions of features when making a map. - To build and describe a model of a familiar place. - To describe a journey using found objects as prompts. - To explore a range of maps. - To apply their knowledge of maps to make their own.			
Around the World	- To compare the local environment to other places around the world. - To compare contrasting places within the UK. - To recognise the difference between city and countryside environments. - To compare different landscapes around the world. - To understand the characteristics of the desert, including climate and landscape. - To explore and understand life in a cold place, comparing and contrasting it with our own lives.			
Outdoor Adventures	- To use the senses to explore natural materials. - To make observations of natural materials in the world around them. - To describe the effects of different weather conditions. - To use the senses to observe and talk about experiences whilst outside. - To begin to notice some of the features of the changing seasons. - To begin to recognise seasonal weather conditions.			
Year 1/2 Cycle A			Year 1/2 Cycle B	
What is it like here? <i>Autumn term</i>	- To locate the school on an aerial photograph. - To create a map of the classroom. - To locate key features of the playground - To draw a simple map. - To investigate how we feel about our playground. - To create a design to improve our playground.		What is it like to live in Shanghai? <i>Autumn term</i>	- To recognise physical and human features. - To draw a sketch map. - To name and locate some continents on a world map. - To identify physical and human features of a non-European country. - To describe what it is like in Shanghai. - To compare Shanghai to a small area of the UK.



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Would you prefer to live in a hot or cold place? <i>Spring term</i>	- To name and locate the seven continents. - To locate the North and South Poles. - To locate the Equator on a world map. - To compare the UK and Kenya. - To investigate local weather conditions. - To identify key features of hot and cold places.	Where am I? <i>Spring term</i>	- To identify the countries within the United Kingdom. - To identify features in the school grounds. - To use directional language to describe the location of features. - To recognise features from an aerial perspective - To recognise the purpose of symbols on a map. - To recognise how different places on the school grounds make me feel.
What is the weather like here? <i>Summer term</i>	- To locate the four countries of the UK. - To identify seasonal changes in the UK. - To identify the four compass directions. - To investigate daily weather patterns. - To identify daily weather patterns in the UK. - To understand how the weather changes with each season.	What can you see at the coast? <i>Summer term</i>	- To identify geographical characteristics of the UK. - To locate the seas and oceans surrounding the UK. - To explain what the coast is. - To investigate how people use the local coast. - To present findings on how people use the local coast. - To know the names of the five oceans and locate them on a map.
Year 3/4 Cycle A		Year 3/4 Cycle B	
Why are rainforests important to us? <i>Autumn term</i>	- Where in the world are tropical rainforests? - To describe the characteristics of each layer of a tropical rainforest. - To understand the lives of indigenous peoples living in the Amazon rainforest. - To describe why tropical rainforests are important and understand the threats to the Amazon. - To understand how local woodland is used using a variety of data collection methods. - To analyse and present findings on how local woodland is used.	Why do people live near volcanoes? <i>Autumn term</i>	- To name and describe the layers of the Earth. - To explain how and where mountains are formed. - To explain why volcanoes happen and where they occur. - To explain what earthquakes are and where they occur. - To observe and record the location of rocks around the school grounds and discuss findings.
Are all settlements the same? <i>Spring term</i>	- To describe different types of settlements. - To identify the human and physical features in the local area. - To discuss why physical and human features are in particular locations. - To describe how land use in the local area has changed. - To identify land use in New Delhi. - To compare land use in two different locations.	Where does our food come from? <i>Spring term</i>	- To explain the impact of food choices on the environment. - To understand the importance of trading responsibly. - To describe the journey of a cocoa bean. - To map and calculate the distance food has travelled. - To design and use data collection methods to find where our food comes from. - To discuss the advantages and disadvantages of buying both locally and imported food.
What are rivers and how are they used? <i>Summer term</i>	- To describe how the water cycle works. - To recognise the features and courses of a river. - To name and locate some of the world's longest rivers. - To describe how rivers are used. - To identify and locate human and physical features on a map.	Who lives in Antarctica? <i>Summer term</i>	- To understand the position and significance of lines of latitude. - To describe the location and physical features of Antarctica. - To describe the human features of Antarctica. - To use four-figure grid references to plot Shackleton's route to Antarctica. - To plan a simple route on a map using compass points. - To follow instructions involving compass points and map a simple route.



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	6. To collect data on the features of a local river.		
Year 5/6 Cycle A		Year 5/6 Cycle B	
Where does our energy come from? Autumn term	1. To know why energy sources are important. 2. To understand the benefits and drawbacks of different energy sources 3. To understand how energy is generated in the United States. 4. To know how energy sources are distributed in an area. 5. To explain reasons for choosing an energy source. 6. To collect and present data on where to position a solar panel on the school grounds.	What is life like in the Alps? Autumn term	1. To locate the Alps on a map. 2. To locate the key physical and human characteristics of the Alps. 3. To describe the physical and human features of an Alpine region. 4. To investigate what there is to do in the local area using data collection. 5. To understand similarities and differences between the local area and an Alpine area. 6. To understand the human and physical geography of the Alps.
Would you like to live in the desert? Spring term	1. To summarise the characteristics of a desert biome. 2. To locate and explore features of deserts. 3. To describe the physical features of a desert environment. 4. To explain the different ways humans can use deserts. 5. To describe some of the threats facing deserts. 6. To explore the similarities and differences between two physical environments.	Why do oceans matter? Spring term	1. To explain the importance of our oceans. 2. To locate and describe the significance of the Great Barrier Reef. 3. To explain the impact humans have on coral reefs and oceans. 4. To understand ways to keep our oceans healthy and begin planning a fieldwork enquiry. 5. To collect data on the types of litter polluting a marine environment. 6. To present, analyse and evaluate data collected.
Why does population change? Summer term	1. To understand the change and distribution of the global population. 2. To define birth and death rates and describe why they change. 3. To recognise the push and pull factors influencing migration. 4. To begin to understand the impact climate change can have on the global population. 5. To collect data showing how population impacts the amount of traffic and litter in an area. 6. To write a report on the fieldwork process, analyse findings and make suggestions to improve a situation.	Independent fieldwork enquiry Summer term	1. To develop an enquiry question. 2. To determine the most effective data collection methods for fieldwork. 3. To plan a route for a fieldwork trip. 4. To collect the data to answer the enquiry question. 5. To determine an answer to the enquiry question. 6. To present my findings.