



Franche Community Primary School: Curriculum progression in Geography

| | EYFS (ELG) | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Locational Knowledge | <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. (UTW - People, Culture and Communities)</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. (UTW - People, Culture and Communities)</p> <p>(UTW - People, Culture and Communities)</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. (UTW – The Natural World)</p> | <p>Name and locate the world's seven continents and five oceans.</p> <p>Name and locate the four countries of the United Kingdom.</p> <p>Name and locate our school and our town on a map.</p> | <p>Name and locate the world's seven continents and five oceans.</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and surrounding seas.</p> | <p>Locate the world's countries, using maps to focus on Europe (inc the location of Russia) concentrating on their environmental regions and key physical and human characteristics.</p> <p>Name and locate key topographical features hills and mountains and land use patterns, and how some of these have changed over time through a local study of Franche (link to history).</p> <p>Name and locate mountainous regions of the UK.</p> <p>Identify the position and significance of ... Equator, Northern and Southern Hemispheres, Arctic and Antarctic Circle, the Tropics of Cancer and Capricorn.</p> | <p>Locate the world's countries, using maps to focus on Europe (inc the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</p> <p>Name and locate counties of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features coasts and rivers and land use patterns.</p> <p>Name and locate major and local rivers of the UK.</p> <p>Identify the position and significance of Equator, Northern and Southern Hemispheres, Arctic and Antarctic Circle, the Tropics of Cancer and Capricorn.</p> | <p>Locate the world's countries, using maps to focus on Europe (inc the location of Russia) and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</p> <p>Identify and locate human and physical features in South America.</p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features and land use patterns.</p> <p>Name and locate major rainforest zones, climate zones and biomes.</p> <p>Identify the position and significance of (recap Y3&4) focus: latitude, longitude, the Prime/Greenwich Meridian and time zones (including day and night).</p> | <p>Locate the world's countries, using maps to focus on Europe (inc the location of Russia) and North America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</p> <p>Identify and locate human and physical features in North America.</p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features and land use patterns.</p> <p>Give reasons why some of these have changed over time.</p> <p>Name and locate major volcano and earthquake zones.</p> <p>Identify the position and significance of (recap Y3,4&5) focus: latitude, longitude, the Prime/Greenwich Meridian</p> |

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| | | | | | | | and time zones (including day and night). |
| | EYFS Vocabulary: school, classroom, home, Franche, local area, town, country, England, world, earth, land, sea, map, next to, behind, in front, between, above, below | Year 1 and 2 Vocabulary: world, Earth, continent, sea, ocean, country, capital city, United Kingdom, England (London), Scotland (Edinburgh), Wales (Cardiff), Northern Ireland (Belfast), English Channel, North Sea, Irish Sea, Asia, Africa, Antarctica, Australia (Oceania), Europe, North America, South America, Pacific Ocean, Atlantic Ocean, Indian Ocean, Southern Ocean, Arctic Ocean, locate, local | | Year 3 and 4 Vocabulary: (Revisit Year 1 and 2 vocabulary) Europe, Equator, Northern Hemisphere, Southern Hemisphere, Arctic circle, Antarctic Circle, Tropic of Cancer, Tropic of Capricorn, country, region, county, capital city, physical and human characteristic, topographical | | Year 5 and 6 Vocabulary: (Revisit Year 1, 2, 3 and 4 vocabulary) major city, topographical feature, latitude, longitude, Prime/Greenwich Meridian, time zones | |
| | EYFS (ELG) | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Place Knowledge | Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. (UTW - People, Culture and Communities) Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. (UTW - People, Culture and Communities) (UTW - People, Culture and Communities) | Begin to understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country. | Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country. | Describe geographical similarities and differences through a study of human and physical geography of a region of the UK and a region in a European country. Describe similarities and differences of human and physical geographical features of mountainous regions. | Describe geographical similarities and differences through a study of human and physical geography of a region of the UK. Describe similarities and differences of human and physical geographical features of rivers. | Describe and explain some reasons for geographical similarities and differences through a study of human and physical geography of a region of the UK and a region within South America. Describe and explain some reasons for similarities and differences of human and physical geographical features of climate zones and biomes. | Describe and explain reasons for geographical similarities and differences through a study of human and physical geography of a region in a European country and a region within North America. Describe and explain reasons for similarities and differences of human and physical geographical features of volcano and earthquakes zones. |
| | EYFS Vocabulary: home, school, classroom, Franche, field, playground, orchard, tree house, forest, swimming pool, car park, town, house, road, weather | Year 1 and 2 Vocabulary: city, town, village, factory, farm, house, office, port, harbour, shop, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, weather, similar, different, area, contrast, compare, similarities, differences | | Year 3 and 4 Vocabulary: (Revisit Year 1 and 2 vocabulary) Similarities, differences, human characteristics, physical characteristics, compare, contrast, United Kingdom, Europe, North America, regions | | Year 5 and 6 Vocabulary: (Revisit Year 1, 2, 3 and 4 vocabulary) United Kingdom, Europe, South America, similarities, differences, human characteristics, physical characteristics, compare, contrast, climate zone, biome, climate, weather, temperature, humidity, rainfall | |

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| Human and Physical | <p>Understand some important processes and changes in the natural world around them, including the seasons. (UTW – The Natural World)</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. (CL - Speaking)</p> | <p>Identify seasonal and daily weather patterns in the United Kingdom.</p> <p>Begin to use basic geographical vocabulary to refer to physical and human features including: beach, forest, hill, mountain, ocean, weather City, town, village, house, shop</p> | <p>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.</p> <p>Use basic geographical vocabulary to refer to:</p> <p>Physical features - including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.</p> <p>Human features - including: city, town, village, factory, farm, house, office and shop.</p> | <p>Describe and understand key aspects of:</p> <p>Physical geography - including: mountains and volcanoes.</p> <p>Human geography - including: settlements and land use.</p> | <p>Describe and understand key aspects of:</p> <p>Physical geography - including: rivers and the water cycle.</p> <p>Human geography - including: settlements, land use, economic activity including the distribution of natural resources including food and water.</p> | <p>Describe and understand key aspects of:</p> <p>Physical geography - including: climate zones, biomes and vegetation belts.</p> <p>Human geography - including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water.</p> | <p>Describe and understand key aspects of:</p> <p>Physical geography - including: climate zones, volcanoes and earthquakes.</p> <p>Human geography - including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water.</p> |
| | <p>EYFS Vocabulary: school, house, road, shop, car park, church, rainy, sunny, cloudy, storm, snowy, windy, hot, cold, summer, spring, autumn, winter</p> | <p>Year 1 and 2 Vocabulary: human, physical, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather, weather patterns, city, town, village, factory, farm, house, office, port, harbour, shop, summer, autumn, winter, spring, wind, rain, snow, hail, sleet, fog, sun, hot, warm, cold, rainfall, temperature, thermometer, degrees, North Pole, South Pole, equator</p> | <p>Year 3 and 4 Vocabulary: (Revisit Year 1 and 2 vocabulary) Physical feature, human feature, region, human impact, hill, mountain, mountain range, summit, volcano, topography, topographical map, continent, crust, mantle, vent, lava, erupt, volcanic ash, magma, magma chamber, land use, settlement, community, urban, rural, tourism, economic, natural resource, food, water, minerals, farming, distribution, river, source, tributary, confluence, meander, floodplain, delta, ox-bow lake, mouth, bank, current, lake, sea, ocean, cycle, water cycle, evaporation, condensation, precipitation</p> | <p>Year 5 and 6 Vocabulary: (Revisit Year 1, 2, 3 and 4 vocabulary) climate zone, polar, temperate, arid, tropical, Mediterranean, mountains, biomes, rainforest, grassland, savanna, tundra, desert, temperate, vegetation belt, trade link, natural resource, energy, renewable, non-renewable, tectonic plates, fault line, eruption, sill, Ring of Fire, extinct, dormant, active, core, conduit, crater, earthquake, magnitude, epicentre, Richter scale, seismic, seismometer, after shock, main shock, after shock, tremors, tsunami</p> | | | |

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| Skills and Fieldwork | <p>Make comments about what they have heard and ask questions to clarify their understanding (CL – Listening, Attention and Understanding)</p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions (CL – Listening, Attention and Understanding)</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. (CL – Listening, Attention and Understanding)</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary (CL – Speaking)</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from</p> | <p>Ask and answer geographical questions such as: What is this place like? What or who will I see in this place? What do people do in this place?</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.</p> <p>Begin to use digital maps to find places by using a simple name search or postcode.</p> <p>Begin to zoom in and out of a digital map.</p> <p>Use locational and directional language (e.g. near and far; left and right) to describe the location of features and routes on a map.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p> <p>Devise a simple map.</p> <p>Use simple fieldwork and observational skills to study the geography of the school and its grounds and the key</p> | <p>Ask and answer geographical questions such as: What is this place like? What or who will I see in this place? What do people do in this place?</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.</p> <p>Use digital maps to find places by using a simple name search or postcode.</p> <p>Zoom in and out of a digital map.</p> <p>Use simple compass directions (north, south, east and west) and locational and directional language (e.g. near and far; left and right) to describe the location of features and routes on a map.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p> | <p>Begin to ask and answer geographical questions about the physical and human characteristics of a location.</p> <p>Explain own views about locations, giving reasons.</p> <p>Begin to recognise geographical issues affecting people in different places.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate places and describe features.</p> <p>Use digital maps to locate and annotate places, for example with markers or labels.</p> <p>Draw a simple route using a digital or non-digital map.</p> <p>Use the eight points of a compass to build their knowledge of the United Kingdom and the wider world.</p> <p>Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps,</p> | <p>Ask and answer geographical questions about the physical and human characteristics of a location.</p> <p>Explain own views about locations, giving reasons.</p> <p>Begin to recognise geographical issues affecting people in different places.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate places and describe features.</p> <p>Use digital maps to locate places. Add a range of annotations, for example markers, labels, text or photographs to explain features and places.</p> <p>Highlight an area on a digital map.</p> <p>Recap Y3 Focus: Use four-figure grid references, symbols and a key (that uses standard Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p> <p>Use fieldwork to observe and record the human</p> | <p>Ask and respond to more searching causal geographical questions about the physical and human characteristics of a location, such as ‘Why does that happen in that place? Could it happen here?’</p> <p>Linking to above, explain own views about locations, giving reasons.</p> <p>Recognise geographical issues affecting people in different places and environments.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate places and describe features.</p> <p>Use digital maps to begin to use grid references in the search function and use the grid reference tool to record a location.</p> <p>Use digital maps to begin to use linear and area measuring tools.</p> <p>Recap Y3&4 Focus: Use four and six-figure grid references, symbols and a key (that uses standard Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p> | <p>Ask and respond to more searching causal geographical questions about the physical and human characteristics of a location, such as ‘Why does that happen in that place? Could it happen here?’</p> <p>Linking to above, explain own views about locations, giving reasons.</p> <p>Recognise geographical issues affecting people in different places and environments.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate places and describe features.</p> <p>Use digital maps to find four and six-figure grid references and check using the Grid Reference Tool.</p> <p>Use digital maps to use linear and area measuring tools confidently.</p> <p>Use the eight points of a compass, four and six-figure grid references, symbols and a key (that uses standard Ordnance Survey maps) to build their knowledge of the United</p> |

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| | their teacher (CL - Speaking) | human and physical features. | <p>Devise a simple map; and use and construct basic symbols in a key.</p> <p>Use simple fieldwork and observational skills to study the geography of the school and its grounds and the key human and physical features of its surrounding environment.</p> | <p>plans and graphs and digital technologies.</p> <p>Begin to evaluate observations and compare them with others.</p> | <p>and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.</p> <p>Evaluate observations and compare them with others.</p> | <p>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.</p> <p>Evaluate observations, compare them with others and begin to draw conclusions.</p> | <p>Kingdom and the wider world.</p> <p>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.</p> <p>Evaluate observations, compare them with others and draw conclusions.</p> |
| | EYFS Vocabulary: map, photograph, explore, school grounds, observe, draw, forwards, backwards, up, down, next to, behind, in front, between, above, below, around | Year 1 and 2 Vocabulary: map, world map, UK map, globe, atlas, sketch map, plan, birds eye view, aerial photograph, landmark, position, location, direction, route, path, direction, map, symbol, key, compass, compass directions, north, south, east, west, forwards, backwards, left, right, near, far, human feature, physical feature, observation, environment, surroundings | Year 3 and 4 Vocabulary: (Revisit Year 1 and 2 vocabulary) Ordnance Survey map, digital/computer mapping, four-figure grid references, observe, measure, record, present, data, graphs, diagrams, pictogram, northeast, southeast, southwest, northwest | Year 5 and 6 Vocabulary: (Revisit Year 1, 2, 3 and 4 vocabulary) six-figure grid references, scale, bearing, eastings, northings, degrees, contour line | | | |