|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Year group** | **Autumn**  St. Sebastian’s RC Primary Geography Progression Map | **Spring** | | **Summer** |
| **N** | **Understanding the world**  Begin to understand the need to respect and care for the natural environment and all living things.  Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. | | | |
| **R** | **Understanding the world**   * Draw information from a simple map. * Understand that some places are special to members of their community. * Recognise that people have   different beliefs and celebrate special times in different ways. • Recognise some similarities and differences between life in this  country and life in other countries. •   * Explore the natural world around them. * Describe what they see, hear and feel whilst outside. * Recognise some environments that   are different to the one in which they live.  Understand the effect of changing seasons on the natural world around them | | **Understanding the world**   * Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. * 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. * 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.   * 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.   Understand some important processes and changes in the natural world around them, including the seasons. | |
| **1** | [**Weather and climate**](https://www.oddizzi.com/teachers/help/topic-planning/weather-climate-2/)**\*** (fieldwork opportunity) | [**United Kingdom**](https://www.oddizzi.com/teachers/help/topic-planning/the-uk/)**\*** (fieldwork opportunity) | | [**Local area**](https://www.oddizzi.com/teachers/help/topic-planning/local-area-studies/)**\*** (integrated fieldwork) |
| **Locational knowledge** |  | Name the capital cities of the United Kingdom. (LK)  Name the four countries of the United Kingdom. (LK) | | Identify the type of settlement I live in. |
| **Place knowledge** | **Order the months**  **Name the seasons.**  **Order the seasons** | Describe the characteristics of the four countries of the United Kingdom. (LK)  Describe the characteristics of the capital cities of the United Kingdom. (LK) | | Identify differences between rural and urban areas. |
| **Human and physical** | **Identify differences between the types of weather experienced in different seasons in the UK.**  **Identify aspects of the weather and how it affects my local environment.**  **Explain how the weather affects the activities we do.** | Explain what a physical feature is.  Explain what a human feature is. | | Identify and record the key human and physical features of our local area. (GE) |
| **Map skills** |  | Locate the United Kingdom on a map. (LK)  locate the capital cities of the United Kingdom on a map. (LK) | | Recognise the symbols used on an Ordnance Survey map. (GE)  Recognise landmarks from aerial photography or plan perspectives. (GE)  devise a simple map of our local area with my own symbols in a key. (GE) |
| **Enquiry** | **Identify and record daily weather patterns. (GE)** | Ask questions  Respond to questions – like what and where? | | Identify and record the key human and physical features of our local area. (GE)  Describe a journey through our local area. (GE) |
| **Field Work** | **Identify and record daily weather patterns. (GE)** |  | | Identify and record the features of our school grounds. |
| **2** | [**Continents and oceans**](https://www.oddizzi.com/teachers/help/topic-planning/continents-and-oceans/) | [**Hot and cold places**](https://www.oddizzi.com/teachers/help/topic-planning/hot-cold-places/) | | [**Mugumareno Village, Zambia**](https://www.oddizzi.com/teachers/help/topic-planning/contrasting-locality/) |
| **Locational knowledge** | Name the seven continents. (LK)  Name the five oceans. (LK) | Locate the Equator and the North and South Poles on a map or globe. (LK) | | describe physical features of a contrasting locality.  describe human features of a contrasting locality. |
| **Place knowledge** | Identify physical features of a continent.  Identify the human features of a continent. | Identify animals that live in a cold place.  Explain what I would wear in a hot and a cold place.  Explain how animals adapt to living in a cold place. | | identify common animals in a contrasting locality. (LK) |
| **Human and physical** | Identify physical features of a continent.  Identify the human features of a continent. | Identify hot and cold places on a map. (LK)  Recognize the features of hot and cold places | | describe physical features of a contrasting locality.  describe human features of a contrasting locality.  describe the food people eat in a contrasting locality.  describe what daily life is like in a contrasting locality. |
| **Map skills** | Locate where I live in the world. (LK)  Locate the seven continents on a map. (LK)  Locate the five oceans on a map. (LK) | Using a key to draw class agreed symbols to make a simple key and draw on map correctly. | | locate a contrasting locality I have studied. (LK) |
| **Enquiry** | Use observation to ask and respond to questions | Use observation to ask and respond to questions | | identify similarities and differences between the way we live and the way people live in a contrasting locality. (GE) |
| **3** | [**Climate zones**](https://www.oddizzi.com/teachers/help/topic-planning/climate/) | [**North America**](https://www.oddizzi.com/teachers/help/topic-planning/north-america/)*(medium-term plan)* | | [**Rio and South-East Brazil**](https://www.oddizzi.com/teachers/help/topic-planning/brazil/) |
| **Locational knowledge** | Identify the key characteristics of different climate zones around the world. | Locate North America on a world map. (LK)  Name and locate countries within North America. (LK) | | Locate South America on a world map. ( LK)  Locate countries in South America. (LK) |
| **Place knowledge** | Describe the location of different climate zones around the world. | Identify a range of physical and human features of North America.  Describe the significance of lines of latitude and longitude. (LK) | | Use photographs and information texts to imagine what daily life in Rio might be like. |
| **Human and physical** | Describe the weather of a typical day in a place with a contrasting climate. | Compare New York State to the region where I live. | | Identify a range of South America's physical features  Identify a range of South America's human features |
| **Map skills** | Identify different lines of latitude, including the Equator, on a map. ( LK) | Locate North America on a world map. (LK)  Name and locate countries within North America. (LK)  Identify the position of lines of latitude and longitude. (LK)  Identify the position and significance of the Tropic of Cancer. (LK)  Use a map of time zones around the world to calculate the time of Day in different places. (LK)  Locate states within the USA. (LK) | | Locate South America on a world map. ( LK)  Locate countries in South America. (LK)  Identify the position of lines of latitude and longitude. (LK)  Identify the position and significance of the Tropic of Cancer. (LK)  Use a map of time zones around the world to calculate the time of Day in different places. (LK) |
| **Enquiry** | I can complete a bar graph to present precipitation data. (GE)  compare climate data for different locations. (GE) |  | | Compare the weather and climate of Rio to where I live. (GE) |
| **4** | [**Rivers**](https://www.oddizzi.com/teachers/help/topic-planning/brazil/)**\*** (fieldwork opportunity) | [**Rainforests**](https://www.oddizzi.com/teachers/help/topic-planning/rainforests/) | | [**South America – the Amazon**](https://www.oddizzi.com/teachers/help/topic-planning/the-amazon-basin/)*(medium-term plan)* |
| **Locational knowledge** | Identify the stages of a river.  Identify the features of a river. | Locate the world's rainforests on a map. (LK) | | locate South America on a world map. (LK)  locate countries in South America. (LK) |
| **Place knowledge** | Explain the way land use changes from the source to the mouth. | Recognise the different layers of life in a rainforest.  Describe the key characteristics of the Congo. | | identify the position and significance of the Equator. (LK)  I can use a map of time zones around the world to calculate the time of day in different places. (LK) |
| **Human and physical** | Describe how rivers are used around the world.  Recognise and explain how human activity affects rivers. | Describe the features of the rainforest biome.  Define deforestation and explain how and why it is occurring. | | identify a range of South America's physical features.  identify a range of South America's human features. |
| **Map skills** | Locate the world's longest rivers on a map. (LK) | Locate the world's rainforests on a map. (LK) | | locate South America on a world map. (LK)  locate countries in South America. (LK)  identify the position of lines of latitude and longitude. (LK)  use latitude and longitude to locate places. (LK)  identify the position and significance of the Equator. (LK)  identify the position and significance of the Tropic of Capricorn. (LK)  I can use a map of time zones around the world to calculate the time of day in different places. (LK) |
| **Enquiry** | Investigate how flooding affects communities | Explain the importance of the Amazon Rainforest. (GE) | |  |
| **5** | [**Mountains**](https://www.oddizzi.com/teachers/help/topic-planning/mountains/)**\*** (fieldwork opportunity) | [**Volcanoes and earthquakes**](https://www.oddizzi.com/teachers/help/topic-planning/volcanoes/) | | [**European region**](https://www.oddizzi.com/teachers/help/topic-planning/europe/)*(medium-term plan)* |
| **Locational knowledge** | Locate the world's 'Seven Summits' on a map. (LK)  Locate the UK's highest mountains. (LK) | Locate a range of famous volcanoes. (LK) | | Locate Europe on a map. (LK)  Locate Europe's capitals. (LK) |
| **Place knowledge** | Describe how different types of mountains are formed.  Describe the climate of mountains. | Label the structure of the Earth.  Identify the key features of a volcano. | |  |
| **Human and physical** | Recognise the importance of the Himalayas for people living in the region. | Evaluate the advantages and disadvantages of living near a volcano. | | Describe a range of physical and human features in a region of Europe. |
| **Map skills** | Locate the world's 'Seven Summits' on a map. (LK)  Locate the UK's highest mountains. (LK) | Describe what happens at the boundaries between the Earth's plates and label a map of the plates. (LK) | | Locate Europe on a map. (LK)  Locate Europe's countries. (LK) |
| **Enquiry** | describe a mountain environment found in the UK. (GE) | use online resources (including maps) to find out key facts about a volcano, including when it last erupted. (LK, GE) | | Use online resources (including maps) to find out about the geography of a European country. (GE)  Compare life in Greece (or Athens) with my life and my local area. |
| **6** | [**United Kingdom**](https://www.oddizzi.com/teachers/help/topic-planning/the-uk/)**\*** (fieldwork opportunity) | [**Local area and region - Upper KS2**](https://www.oddizzi.com/teachers/help/topic-planning/local-area-studies/)**\*** (integrates fieldwork) | |  |
| **Locational knowledge** | Identify where I live in the UK. (LK)  Locate the four countries in the UK. (LK)  Locate the UK's counties and cities. (LK) | Locate my local area and explain how it fits in with other places near and far (LK) | |  |
| **Place knowledge** | Identify the physical characteristics of the UK. | Explain how our local area has changed over time.  Explain how our local area will change in the future | |  |
| **Human and physical** | Compare and contrast the different countries in the UK.  Explain how human activities have affected the UK's landscape.  Describe the sort of industries in which people in the UK work.  Identify the different types of energy sources used in the UK. | Describe the distinctive human and physical features of the local area | |  |
| **Map skills** | Identify where I live in the UK. (LK)  Locate the four countries in the UK. (LK)  Locate the UK's counties and cities. (LK) | Make a map to show what we have found out about our local area | |  |
| **Enquiry** | Evaluate the advantages and disadvantages of wind energy. (GE) | use fieldwork to find out more about our local area (GE) | |  |

**Progression Narrative**

This Pathway assures full National Curriculum (England) coverage and is designed to meet the requirements of the 2019 Ofsted framework. The Pathway involves three Geography-led Schemes each year, as set out in Oddizzi Medium-Term Plans and Schemes of Work.

Core skills, knowledge, vocabulary and concepts acquired in the autumn and spring terms are applied towards the end of the year in the context of a place-based study. Place knowledge is cumulative and comparative.

There should be additional opportunities for pupils to carry out fieldwork at least once each year (some opportunities are highlighted). Fieldwork should be structured as an enquiry, with a strong emphasis on geographical concepts and skills, especially mapwork and data collection, analysis and presentation. Opportunities should still be taken wherever possible to reinforce geographical knowledge and vocabulary, including locational knowledge (e.g. where countries are), through ‘geography in the news’; to use maps, globes and atlases; and to reinforce key geographical vocabulary within other subjects. This is shown as a separate ‘additional opportunities’ column, running across all the year groups. While children should always be assessed for knowledge, schools might identify one of these elements (such as map work skills) as something they can readily monitor, assess and check for progression. We offer additional resources to support vocabulary and map work development and to support written assessment.

**EYFS**

Young pupils are provided with opportunities to:

* explore their setting’s outdoor area, noticing and naming its features (e.g. play equipment, different areas and surfaces, flower beds)
* experience different weather conditions and their impact on the environment
* examine and discuss natural objects (e.g. leaves, twigs, stones)
* explore the immediate local area through walks and visits to selected sites

During and after their explorations, pupils have opportunities to record what they observe and notice by:

* using small world play or the role play area to represent a visited place
* making drawings (e.g. of their favourite place in the outdoor area, what they saw at the park)
* taking digital photos (e.g. of a collection of natural objects, buildings in the locality)
* sequencing photos to recall features seen on a visit or short walk
* drawing a map (e.g. of the outdoor area)
* expressing their feelings about places they visit, saying which features they like/dislike

**Year 1**

By the end of Year 1, children should *know:*

* basic vocabulary and concepts about weather and the climate;
* the main nations and features of the UK, including their locations and related key vocabulary;
* the location and features of the local area.

By the end of Year 1, children should be *able to:*

* create a simple weather chart;
* annotate a simple map of the UK with some of its key features;
* look at simple maps and aerial views of the local area, discussing and asking questions about its main features and the way symbols have been used;
* work together to create a simple map of the local area;
* observe, record, discuss and ask questions about the main features of the local area, based on direct experience;
* make connections between their investigation of the local area and what they have learned about weather, climate and the UK;
* use appropriate vocabulary when describing local features and those of the UK, including for seasons and local weather.

In addition, children should have had opportunities to develop their locational and place knowledge, geographical vocabulary and skills of enquiry, fieldwork and mapwork through incidental opportunities within other subjects and via ‘geography in the news’.

**Year 2**

By the end of Year 2, children should *know:*

* the names and locations of the world’s continents and oceans, and some information about each of them;
* where the world’s main hot and cold regions are, and some information about what they are like;
* the location and features of a contrasting locality in Zambia, comparing and contrasting it with their local area and situating it within the African continent;
* how their location within hot and cold regions might affect everyday life differently in the UK and Zambia.

By the end of Year 2, children should be *able to:*

* use globes and atlases – and annotate maps – to identify continents and oceans, including the location of the UK, Europe, Zambia and Africa;
* use globes and atlases – and annotate maps – to identify the world’s hot and cold regions, locating the UK and Zambia within them;
* look at simple maps and aerial views of a contrasting locality in Zambia, discussing and asking questions about its main features and comparing these with the UK;
* use appropriate vocabulary for continents and oceans, for hot and cold regions and when describing and comparing a contrasting locality in Zambia with their local area;
* make use of the four main compass points when describing the location of these key locations and regions.

NB: The activities on a Zambian village could be adapted for a different non-European locality, country and continent.

In addition, children should have had the opportunity to develop their locational and place knowledge, geographical vocabulary and skills of enquiry and fieldwork (including the use of data and mapwork), and to make regular use of globes and atlases, through incidental opportunities within other subjects, via ‘geography in the news’ and/or through dedicated fieldwork days.

**Year 3**

By the end of Year 3, children should *know:*

* where the world’s main climate zones are (building on their prior understanding of hot and cold regions);
* the location and main human and physical features of North and South America;
* the location and human/physical features of Rio de Janeiro and South-East Brazil, as a region in The Americas, comparing and contrasting this region with places previously studied;
* how their location within different climate zones might affect everyday life differently in South-East Brazil and places previously studied;
* the location of South-East Brazil and Rio de Janeiro within the South American continent;
* about processes of settlement, trade, tourism and culture in South-East Brazil and Rio de Janeiro.

By the end of Year 3, children should be *able to:*

* use globes and atlases to identify climate zones and consider their impact on different parts of the Americas, including South-East Brazil;
* use globes, atlases and maps to identify the main human and physical features of North and South America;
* interpret maps and aerial views of the Americas, South-East Brazil and Rio de Janeiro at a variety of scales, discussing and asking questions about their main features, and comparing these with places previously studied;
* use appropriate vocabulary when describing the Americas, South-East Brazil and Rio de Janeiro and comparing them with other places; when describing climate zones and human processes; and when describing place locations and map features (e.g. the Equator, the tropics, the world’s hemispheres).

NB: The North America plans could be adapted or redesigned (e.g. around a road trip) and the final lesson could be based on a city other than New York.

In addition, children should have had the opportunity to further develop their locational and place knowledge, geographical vocabulary and skills of enquiry and fieldwork (including the use of data and mapwork), and to make regular use of globes and atlases, through incidental opportunities within other subjects, via ‘geography in the news’ and/or through dedicated fieldwork days.

**Year 4**

By the end of Year 4, children should *know:*

* the key elements and features of a river;
* the key elements of the water cycle;
* the names of – and key information on – the world’s main rivers;
* basic ideas about flood management;
* the key elements of a rainforest biome, how these contrast with other biomes and the main location of the world’s rainforests (including the Congo);
* the location and principal features of the Amazon, situating it within the globe and the South American continent and comparing and contrasting it with South-East Brazil;
* how physical processes involving rivers, the water cycle and rainforests distinctively apply to the Amazon;
* how some human beings have adapted to life in the rainforest and the Amazon.

By the end of Year 4, children should be *able to:*

* interpret and explain key information on rivers;
* evaluate a range of possible flood prevention measures;
* use globes, atlases and maps to locate the world’s principal rivers, rainforests (and other biomes), including the Amazon;
* interpret a range of maps and aerial views of the Amazon and apply this information to their understanding of it;
* use appropriate vocabulary when describing the Amazon; rainforest and other biomes; rivers and river features; and place locations.

In addition, children should have had the opportunity to further develop their locational and place knowledge, geographical vocabulary and skills of enquiry and fieldwork (including the use of data and mapwork), and to make regular use of globes and atlases, through incidental opportunities within other subjects, via ‘geography in the news’ and/or through dedicated fieldwork days. For example, fieldwork in the autumn term observing and recording the features of a local river or waterway would strongly support learning that term, while subsequently feeding into work on the Amazon in the summer.

**Year 5**

By the end of Year 5, children should *know:*

* the names and locations of the world’s principal mountains, volcanoes and areas at risk from earthquakes;
* the main features and types of mountains;
* how some people have adapted to life in mountainous areas;
* the main features and causes of volcanoes and earthquakes;
* the location and principal features of the region around Athens, when seen at a range of scales, from the global to the immediately local;
* ways in which human processes (such as tourism and migration) operate within the Mediterranean, Greece and Athens;
* ways in which the location and physical geography of the region impact on (and are impacted by) human activity – this includes the key role of the Mediterranean Sea, as well as core knowledge about mountains, volcanoes, earthquakes, etc;
* how people can respond to a natural disaster, such as an earthquake;
* ways in which the location and distinctive features of Greece and the Athens region (including everyday life) compare and contrast with those of other places studied;
* about place-specific patterns of continuity and change (including different perspectives on issues in the news, as well as ways in which modern-day Greece compares and contrasts with its past).

By the end of Year 5, children should be *able to:*

* interpret a range of maps and aerial views of Athens, Greece and the Mediterranean region and apply this information to their understanding of it (e.g. when arguing the case for tourism in the Mediterranean);
* look critically at a topical issue in this region, raising questions about it, considering the reliability of sources and exploring and evaluating a range of viewpoints;
* use globes and atlases to identify the location of Greece and the Mediterranean;
* use and apply appropriate vocabulary when describing the location and distinctive features of mountains, volcanoes, earthquakes, the Mediterranean, Greece and Athens.

NB: The study of a European region could conclude by looking at Rome or another city, region and country, rather than Athens and Greece.

In addition, children should have had the opportunity to further develop their locational and place knowledge, geographical vocabulary and skills of enquiry (and to make regular use of globes and atlases), through incidental opportunities within other subjects, via ‘geography in the news’ and/or through dedicated fieldwork days.

**Year 6**

By the end of Year 6, children should *know:*

* the location and principal features of the UK and their local region when seen at a range of scales, from the global to the immediately local;
* ways in which human processes (such as economic and political processes, the distribution of energy, land use, settlement and change) operate within the UK and their local region;
* ways in which the location and physical geography of the UK and their local region impact on (and are impacted by) human activity in the region;
* ways in which the location and distinctive features of the UK and their local region compare and contrast with those of other places studied.

By the end of Year 6, children should be *able to:*

* interpret a range of maps of the UK and the local region and apply this information to their understanding of it;
* use maps and supporting information to route-plan a tourist trip around the capital cities of the UK;
* use fieldwork to collect and critically evaluate data from a range of viewpoints about the local region, how it meets people’s needs, and how it might change;
* use and annotate Ordnance Survey maps, including the use of grid references, in order to present arguments about change in the local region;
* use appropriate vocabulary when describing key information about the UK and the local region to external audiences.

In addition, children should have had the opportunity to further develop and secure their locational and place knowledge and geographical vocabulary. They should have had the opportunity to further develop, use and apply their skills of enquiry and fieldwork (including the use of data and mapwork), and to do so with a greater degree of confidence and independence. They should have continued to make regular use of globes and atlases, including considering some of the key questions and choices involved in their construction and creation. This should have taken place through opportunities within other subjects, via ‘geography in the news’ and/or through additional dedicated fieldwork days that include a degree of independent investigation.