



Subject progression – Geography

Geography is a valued part of the curriculum at Westbury-on-Severn C.E. Primary School as it provides a means of exploring, appreciating and understanding the world in which we live and how it has evolved. Geography explores the relationship between the Earth and its people.

A high-quality Geography education inspires in pupils a curiosity and fascination about the world and its people, that will remain with them for the rest of their lives. It is essential for pupils at Westbury to develop their knowledge of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes, in order for them to understand and thrive in the world around them. Global and environmental issues are of growing importance in our society; hence, a rich and engaging Geography education that enables pupils to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments and how they change over time, is of utmost importance. By studying Geography, pupils will understand how the world is a global stage and they are global citizens on this platform. As a result of a dynamic, varied and broad curriculum, pupils will become more knowledgeable and 'worldly' in their views, forming the platform of developing in to global citizen.

Theme content

Our children are taught in mixed year age group and therefore some of our classes have a two year content cycle, another a three year cycle. The theme overview is as follows:

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year R/1 Year A	Knowing me, knowing you Local study – where is Westbury DIVERSITY	Down on the farm Local study – changes in the weather SUSTAINABILITY	Dinosaurs Where have dinosaurs been found around the world? EXCELLENCE	People who help us EXCELLENCE	Once upon a time Directions and map making for the Big Bad Wolf EXCELLENCE	Happy holidays Where have you been on holiday? Comparing holidays in and away from the UK? SUSTAINABILITY
Year R/ 1 Year B	Amazing animals Where animals come from? Continents	Blast Off! Neil Armstrong	The Bear Necessities Maps of Goldilocks and the 100 acre wood. Use simple compass directions.	Super Heroes	Castles Locate castles in our country	Off we go! Transport to and from school – a local study.



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	How does the weather help animals. SUSTAINABILITY	EXCELLENCE	SUSTAINABILITY	EXCELLENCE	EXCELLENCE	EXCELLENCE
Year 2/3 Year A	Into the woods Name and locate the world's seven continents and five oceans. EXCELLENCE / SUSTAINABILITY		Rock of Ages Seasons and daily weather patterns – UK and the World. EXCELLENCE/ SUSTAINABILITY		The Great Fire Of London- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key EXCELLENCE	
Year 2/3 Year B	Funny bones use fieldwork to observe, measure, record and present the human and physical features in the local area DIVERSITY		Eureka! Rainforests EXCELLENCE/ DIVERSITY		Egypt v Romans physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle EXCELLENCE	
Year 4/5/6 Year A	Chocolate Identifying countries and their climate EXCELLENCE		All creature great and small Identify continents and countries and what their climate is like. SUSTAINABILITY		Indian adventures The Himalayan mountains – mountain formation. Identify India and Pakistan on a map – what is life like there? River Ganges – where is it? What does it provide? DIVERSITY	
Year 4/5/6 Year B	Off with their heads! EXCELLENCE		Around the world in 80 lives – Identify countries on a map – What is life like here (social geography) Read map coordinates EXCELLENCE/ DIVERSITY		Amazing Me Changes in medicine DIVERSITY	
Year 4/5/6 Year C	To infinity and beyond How the earth is made up. EXCELLENCE		Destination Westbury – Study of Westbury – map drawings, OS map readings. DIVERSITY		All the world's a stage – Locate countries on a map EXCELLENCE	



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EYFS objectives KS1 NC Guidance KS2 NC Guidance

Geography	Pre-school	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6				
<p>Location knowledge</p> <p>Knowledge</p>	<p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos</p>	<p>Know that the world is made up of different countries</p> <p>Know that different countries and regions have differences, that not all are the same</p> <p>Know the names and location of the world's seven continents and five oceans</p> <p>Know the names, locations and key characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p>	<p>Understand that an atlas can be used to locate the world's seven oceans and continents, as well as its countries, with a particular focus on Europe.</p> <p>Know the names and locations of the counties and cities of the United Kingdom</p> <p>Understand what the terms equator, northern and southern hemisphere arctic and antarctic circle mean and refer to</p>	<p>Understand that an atlas can be used to find the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America</p> <p>Name and locate counties and cities of the United Kingdom, their geographical regions and the human and physical characteristics, topographical features (hills, mountains, rivers, coasts), and land use patterns. Understand how some of these have changed over time.</p> <p>Understand what the terms and the significance of: latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p>	<p>PS: Talk about different countries</p> <p>Understand that we live in a country</p> <p>Understand that other people live in other countries</p>	<p>YR: Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Use some specific vocabulary to describe different countries</p> <p>Avoid stereotyping in descriptions of other countries and people</p>	<p>Y1: Locate the four counties the United Kingdom and its surrounding seas</p>	<p>Y2: Locate the four counties and capital cities of the United Kingdom and its surrounding seas</p> <p>Use maps and atlases to locate the world's seven continents and seas</p>	<p>Y3: use maps and atlases to locate countries in the world</p> <p>Locate countries and cities in UK</p> <p>Use maps and atlases to locate northern and southern hemisphere, equator, arctic and antarctic circle</p>	<p>Y4: use maps to locate some of the world's countries, focusing on Europe and North/South America</p> <p>Name and locate the cities in UK</p> <p>Identify the position and significance of Equator, hemispheres, the Arctic and Antarctic circles, latitude and</p>	<p>Y5: use maps to locate some of the world's countries, focusing on Europe and North/South America</p> <p>Name and locate the cities and counties in UK, geographical regions and their topographical features.</p> <p>Identify the position and significance of</p>	<p>Y6: use maps to locate some of the world's countries, focusing on Europe and North/South America</p> <p>Name and locate the cities and counties in UK, their human and physical characteristics, considering land-use patterns, and how these aspects have changed over time.</p> <p>Identify the position and significance of the Prime/Greenwich meridian time zones</p>



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						longitude	latitude, longitude, tropic of cancer and capricorn	
Place knowledge Knowledge	Know that some environments that are different from the one in which they live.	Recognise some environments that are different from the one in which they live. Understand that there are geographical differences and similarities between the human and physical geography of a small area of the UK and a small area of a contrasting non-European country		Understand that there are geographical differences and similarities between the human and physical geography of a small region of the UK and a small region of a contrasting non-European country, and a region within North or South America.		Understand that there are geographical differences and similarities between the human and physical geography of a region of the UK and a region of a contrasting non-European country, and a region within North or South America.		
Skills		YR: Talk about any relatives or friends who live in other countries, or any ones that they have visited Talk about specific features of the world which are different from the ones we may know, for example mountains or coastlines. Listen and share stories about parts of the world which may be different from our own.	Y1: Be able to draw comparisons between a part of the UK and a non-European country in relation to its physical features (e.g. mountains)	Y2: Be able to draw comparisons with adult support between a preselected region of the UK and a preselected region of a non-European country to its physical and human features	Y3: Be able to draw comparisons with adult support between an independently chosen region of the UK and an independently chosen region of a non-European country to its physical and human features	Y4: Be able to draw comparisons with adult support between an independently chosen region of the UK and an independently chosen region of a non-European country and/or a country in North or South America to its physical and human features	Y5: be able to independently draw comparisons between an independently chosen region of the UK and an independently chosen region of a non-European country and/or a country in North or South America to its physical and human features	Y6: be able to independently draw comparisons between an independently chosen region of the UK and an independently chosen region of a non-European country and a country in North or South America to its physical and human features



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<p>Human and physical geography</p> <p>Knowledge</p>	<p>Show interest in different occupations</p>	<p>Understand the effect of changing seasons on the natural world around them</p> <p>Understand the terms seasonal and daily weather patterns.</p> <p>Understand that the UK has seasonal and daily weather patterns.</p> <p>Understand that there are hot and cold regions in the UK, and the world in relation to the equator and north and south poles.</p> <p>Use basic geographical vocabulary to refer to:</p> <p>Understand the following terms which relate to physical geographical features: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>Understand the following terms which relate to human geographical features: city, town, village, factory, farm, house, office, port, harbour and shop</p>			<p>Understand the terms seasonal and daily weather patterns.</p> <p>Understand that the UK has seasonal and daily weather patterns.</p> <p>Understand that there are hot and cold regions in the UK, and the world in relation to the equator and north and south poles.</p> <p>Understand the following terms which relate to physical geography: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather, volcanoes</p> <p>Understand the following terms which relate to human geographical features: city, town, village, factory, farm, house, office, port, harbour and shop, types of settlement and land use</p>		<p>Understand the following terms which relate to physical geography: climate zones, biomes and vegetation belts, rivers, mountains and earthquakes, and the water cycle</p> <p>Understand the following terms which relate to physical geography: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>		
<p>Skills</p>	<p>Preschool: Invite different people to visit from a range of occupations, such as a plumber, a farmer, a vet, a member of the emergency services or an author. Plan and introduce new vocabulary related</p>	<p>Reception: Throughout the year, take children outside to observe the natural world and encourage children to observe how animals behave differently as the seasons change</p>	<p>Y1: Identify different daily and seasonal weather patterns in a small region of the UK</p> <p>Identify the hot and cold regions in the UK, and in the world in relation to the equator and the</p>	<p>Y2: Identify different daily and seasonal weather patterns in different parts of the UK</p> <p>Identify the hot and cold regions in the UK, and in the world in relation to the equator and the</p>	<p>Y3: Understand what the following terms refer to, and be able to label them on a picture and explain what they are:</p> <p><u>Physical geographical features:</u> beach, cliff, coast, forest, hill, mountain, sea,</p>	<p>Y4: identify, describe, and explain the significance of the following geographical features</p> <p><u>Physical geographic features:</u> Describe climate</p>	<p>Y5: identify, describe, and explain the significance of the following geographical features</p> <p><u>Physical geographic features:</u> Describe and</p>	<p>Y6: identify, describe, and explain the significance of the following geographical features</p> <p><u>Physical geographic features:</u> Describe and compare climate zones, biomes and vegetation belts</p> <p>Describe how a river is formed, including understanding the key parts and features of a river, and how a river</p>	



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	to the occupation and encourage children to use it in their speech and play. Consider opportunities to challenge gender and other stereotypes.	Look for children incorporating their understanding of the seasons and weather in their play	north and south poles Understand what the following terms refer to, and be able to label them on a picture and explain what they are: <u>Physical geographical features:</u> beach, cliff, coast, forest, hill, mountain, sea, ocean, river <u>Human geographical features:</u> city, town, village, farm, house, shop	north and south poles, and offer simple explanations for why these different temperature patterns occur Understand what the following terms refer to, and be able to label them on a picture and explain what they are: <u>Physical geographical features:</u> beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather <u>Human geographical features:</u> city, town, village, factory, farm, house, office, port, harbour and shop	ocean, river, soil, valley, vegetation, season and weather, volcanoes and how they are formed <u>Human geographical features:</u> city, town, village, factory, farm, house, office, port, harbour and shop, types of settlement and land use	zones, biomes and vegetation belts Describe how a river is formed Describe how mountains can be formed Describe the water cycle <u>Human geographical features:</u> types of settlement and land use, the distribution of natural resources including food, and water	compare climate zones, biomes and vegetation belts Describe how a river is formed, including understanding the key parts and features of a river Describe how mountains can be formed and earthquakes can occur in regards to tectonic plates Describe the water cycle and identify how it creates rivers and lakes <u>Human geographical features:</u> types of settlement and land use, and the distribution of natural resources including energy, food, minerals and water	can move and an ox bow lake can be formed Describe how mountains can be formed in different ways (by tectonic plates bulging or moving) and earthquakes can occur in regards to tectonic plates Describe the water cycle and identify how it creates rivers and lakes, and how global warming is having an impact upon it <u>Human geographical features:</u> types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
Geography skills and fieldwork Knowledge	Begin to understand the need to respect and care for the natural environment and all living things.	Draw information from a simple map Explore the natural world around them Know where the United Kingdom and its countries are, as well as the countries,	Know where the United Kingdom and its countries are, as well as the countries, continents and oceans studied at this key stage Know that maps, atlases, globes, can be used	Know where the United Kingdom and its countries are, as well as the countries, continents and oceans studied at this key stage Know that maps, atlases, globes, and digital maps can be used to study the geography of the world.				



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		<p>continents and oceans studied at this key stage</p> <p>Know that a compass has four simple directions (North, South, East and West)</p> <p>Know simple locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p> <p>Understand that aerial photographs can provide useful perspectives to recognise landmarks and basic human and physical features</p> <p>Understand what a map shows and what needs to be in a simple map</p> <p>Understand that a map uses a key and know some basic symbols from a key devise a simple map; and use and construct basic symbols in a key</p> <p>Understand what the term fieldwork means, what the purpose of fieldwork is.</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>		<p>to study the geography of the world.</p> <p>Know that a compass can be read using the four points or eight points of a compass</p> <p>Understand that aerial photographs can provide useful perspectives to recognise landmarks and basic human and physical features</p> <p>Understand what a map shows and what needs to be in a simple map</p> <p>Understand that a map uses a key and know some basic symbols from a key devise a simple map; and use and construct basic symbols in a key</p> <p>Know that some maps can be read with four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps)</p> <p>Understand what fieldwork is, what the purpose of it is, and how it can be completed so that it can measure, record, and present human and physical features of local areas using a range of methods (including sketch maps, plans, graphs, and digital technologies).</p>		<p>Know that a compass can be read using the eight points of a compass</p> <p>Know that some maps can be read with four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps)</p> <p>Understand what fieldwork is, what the purpose of it is, and how it can be completed so that it can measure, record, and present human and physical features of local areas using a range of methods (including sketch maps, plans, graphs, and digital technologies).</p>		
Skills	Preschool: spend time outside, enjoying the natural and man-made features of the	Reception: Understand that the place they live in can be shown as a map	Y1: Locate the UK and other countries on a map Use simple compass	Y2: Locate the UK and other countries on a map Use simple compass	Y3: Use maps, atlases, globes and digital/computer mapping to locate countries and	Y4: Use maps, atlases, globes and digital/computer mapping to locate countries and	Y5: Use maps, atlases, globes and digital/computer mapping to locate countries and	Y6: Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied



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	<p>environment</p> <p>Talk about the wonder and beauty of the world, nature, and the environment, and how we can explore, enjoy and care for it.</p>	<p>Identify places which they know in a map</p> <p>Draw a simple map with a few key places which they children are familiar with</p> <p>Spend time and play outside make some drawings of the natural world, including plants and animals after close observation</p>	<p>directions and locational language to describe the location and features and routes of a map</p> <p>Devise a simple map</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>	<p>directions and locational language to describe the location and features and routes of 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; and use and construct basic symbols in a key</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment</p>	<p>describe features studied</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, measure, record and present the human and physical features in the local area using simple methods guided by a teacher, including sketch maps, plans and graphs, and digital technologies.</p>	<p>describe features studied</p> <p>Use the eight points of a compass, four grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using one or more simple methods guided by a teacher, including sketch maps, plans and graphs, and digital technologies.</p>	<p>describe features studied</p> <p>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a choice of methods independently chosen, including sketch maps, plans and graphs, and digital technologies.</p>	<p>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods independently chosen and justified for the given form of research, including sketch maps, plans and graphs, and digital technologies.</p>
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