Geography Curriculum Progression

At Glenfall, we aim to instil curiosity and fascination within our children to enable them to explore their ever-changing world. Our curriculum is meaningful to the children as we include our locality as a running comparison throughout our units of learning that directly relate to them and the community that they belong to. We strive to encourage the children we teach to ask questions about their impact upon the world and how we can make a positive difference. Our children’s growing knowledge about the world will help them to have a greater understanding of diverse places, people and cultures.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Reception | Year 1 | Year 2 | Year 3 & Year 4 | Year 5 & Year 6 |
| What can we do to help maintain the area that we live in?  To know that environments vary  from one another    To know where children’s cultural heritage is which changes annually. Parents come in to talk about their cultural heritage.    To Verbalise some similarities and differences between China/India and where I live (Cheltenham)  To know there are different types of homes all around the world  To know about the signs of the four seasons and associated weather    To know that some things in the world are man-made, and some things are natural    To know about similarities and differences between places e.g. countryside, seaside and town and draw on my own experiences. Show these on the classroom map | **Weather**  Identify seasonal/daily weather patterns in the UK  **India**  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  Name and locate the  world’s seven continents and five oceans and seas  **Treasure Island**  Pirates; compass skills, physical and human features of islands. | **Local area study of school grounds, Charlton Kings and Cheltenham**  Name and Cheltenham town and Charlton Kings  Observe and describe the human and physical geography Charlton Kings  Use basic Geographical vocabulary to refer to physical features of their school and its grounds and of the surrounding environment  **Isle of Coll**  Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom  Observe and describe the human and physical geography Charlton Kings  and its surrounding seas & The Isle of Coll in Scotland  **Africa**  Where in the world?  Similarities and differences between Cheltenham (UK) and Africa | **Antarctica**  Similarities and differences between Cheltenham and Antarctica  Identify seasonal/daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator and the North and South poles.  Use vocabulary to refer to key physical features in Antarctica, (inc – beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather) and human features (inc city, town, village, factory, farm, house, office, port, harbour, shop)  **Italy**  Understand geographical similarities and differences through the study of human and physical geography of Cheltenham and Italy Types of settlements in modern Britain: villages, towns, cities    Describe and understand key aspects of:  Physical geography including key topographical features (inc hills, mountains, coasts, rivers) and land patterns; and understand how some of these aspects have changed over time  .  Describe and understand key aspects of:  -physical geography, including: volcanoes and earthquakes  **South America and the Rainforest**  Understand geographical similarities and differences of Gloucestershire and South America  Physical geography, including: climate zones, biomes and vegetation belts (link to work on Rainforest)  Compare Cheltenham with Brazil with significant differences and similarities.  **New York**  Understand geographical similarities and differences through the study of human and physical geography of Cheltenham and a region within  New York | **Fantastic Journeys – variety of cities and countries**  Name and locate the world’s seven continents and five oceans.  Locate countries and major cities.  Introduce biomes.  Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn.  -human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. Include Fairtrade  **Forces of nature**  Describe and understand key aspects of:  physical geography, including: rivers and the water cycle  **Egypt-River Nile**  Describe and understand key aspects of:  physical geography of The River Nile  **North America**  Locate North and South America, concentrating on their environmental regions, key physical and human characteristics  -physical geography, including: mountains  -human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water |

# GEOGRAPHY

By the time our children leave us in Year 6, they will have a vigorous depth of knowledge about the world that they live in. They will understand the effect that they have on the future of our planet through the key issues they have studied in their time at Glenfall. Our children will be equipped with an understanding of the need to celebrate difference and will be curious about further exploration of their surroundings and beyond. They will recognise the skills involved in being a successful geographer through:

* Asking and answering questions by undertaking research and fieldwork to collect data and draw upon their own conclusions
* Developing a sense of personal geography by gaining a better understanding of social, cultural and environmental issues which are relevant to their communities
* Acquiring a secure understanding of how to use and draw maps, including google maps, atlases, OS maps, aerial and photographs, focusing on location, scale and representation
* Debating, persuading and investigating by using key vocabulary in their use of significant geographical knowledge
* Understanding that places are becoming more interconnected with other places, often in complex ways, for example in culture and ideology
* Understanding the rich diversity of environments, cultures and economies that exist together
* Sharing their knowledge and understanding through verbal class discussions and debates

 

 