

About this document

This progression of skills demonstrates how we meet the requirements of the National Curriculum across our school. It shows how we cover all of the statutory requirements within our own curriculum and how it is tailored and specific to the needs and interests of our children.

In this document, enrichment activities such as trips, visits, local walks and engaging practical activities are highlighted in **yellow**. Key skills and learning objectives are in **bold**. Finally, key vertical (across year groups), horizontal (across subjects within a year group) and diagonal (across year groups and subjects) links are highlighted in **green**.

Key Aims of the National Curriculum

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
 - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes - ---
 - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
 - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

KS1 Key Skills:

Pupils should be taught to

Locational knowledge

- name and locate the world's seven continents and five oceans
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Place knowledge

- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

Human and physical geography

- 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
- use basic geographical vocabulary to refer to:
 - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
 - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
- 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
- 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.

Topic	Y1 Learning Journey
The United Kingdom	Year 1 will begin by identifying aerial images and maps of the United Kingdom. They will discuss how it is made of islands, examining what that means and the implications for travel. Children will use a globe or atlas to identify the constituent countries of the UK and the seas that surround it, discussing the meaning of 'United Kingdom'. They will also identify and locate the capital cities of the UK. Children will look at images of a variety of physical and human features from around the UK, naming them (e.g. beach, town, city) and describing what they can see. Finally, children will study a range of resources from a rural area of the UK, comparing and contrasting this place with the place where they live.
London	Children will begin by discussing where they live - do they live in a village, a town or a city? What is the name of that town or city? Recapping on their knowledge of capital cities and London's location, children will use Google Maps to locate Southall within London, describing its location and other landmarks using compass points . Children will investigate the terms 'human' and 'physical' by looking at pictures from around London and deciding which category they would fall into. Finally, children will recall the rural area which they had previously studied, suggesting reasons that London might be a better or worse place to live and why.
The Geography of Our School	Using the book Rosie's Walk by Pat Hutchins, children will create a map of her walk, identifying the key features of the farm. Children will take part in a walk around the school grounds , taking photos of and drawing some of the key physical and human features , for example woods, Nishan Sahib, playground, quiet area. Back in class, children will create a sequenced map to tell the story of their walk, included the key features they identified and using locational and directional language.
Topic	Y2 Learning Journey
Beautiful China <i>Physical features</i>	Year 2 will use their knowledge of globes, atlases and digital maps to locate China , placing it within Asia and comparing it with the UK's location. They will study maps of China itself, identifying the countries and sea bordering it, its biggest cities and main rivers . Children will define a physical feature , identifying and recalling some of the prominent physical features of the UK. They will then look at a variety of physical features of China, for example the Yangtze River, Qinghai Lake, Yellow Mountain, Tibetan Plateau (and Himalayas) and the Gobi Desert, defining and characterising these features. Finally, children will take a close look at one of these features, conducting their own

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	<p>research to find out about the flora and fauna found there, the climate and any threats to it from human activity.</p>
<p>Living in China <i>Human geography</i></p>	<p>Recalling their work on the physical features of China, children will use a map to locate the city of Shanghai, identifying the province it is in and any of the physical features that it is near. They will investigate some of the key facts about Shanghai and China, for example population, comparing them with London and the UK. Children will use a range of sources to find out what life is like for children in Shanghai, looking at housing, school, food etc. and making comparisons with London. Children will investigate the production of rice in China, examining how it is produced, how much is produced and how paddy fields have shaped the countryside of China, making comparisons with the staple crops of the UK. Children will take part in food tasting and producing some healthy Chinese snacks of their own.</p>
<p>Mapping our school</p>	<p>Children will study Ordnance Survey maps of any area, paying particular attention to the key and discussing the importance of the symbols and lines. Children will examine why symbols and a key are useful for maps and start to consider the types of features that might be included in a map of their local area. Using Lego, children will create buildings (e.g. school, hospital, church) that they can add to a class “town.” They will then devise their own symbols to add these buildings to a map, carefully considering the layout from a bird’s eye view and describing the position of buildings using compass point directions. Finally, children will create a basic map of the school whilst walking round the site, to find and plot a few key physical and human features, creating symbols for a key and using compass points to describe position.</p>

KS2 Key Skills:

Pupils should be taught to:

Locational knowledge

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- identify the position and 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)

Place knowledge

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

Human and physical geography

- describe and understand key aspects of:
 - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
 - 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

Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- 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
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Topic	Y3 Learning Journey
<p>Natural Wonders in the USA <i>Climate zones and key features</i></p>	<p>Year 3 will begin by revising their knowledge of the continents, using maps and atlases to locate North America, the countries therein and the oceans which border it. Children will be introduced to the idea of climate zones, identifying the zones and the features that might be found there. They will compare a map of such zones with a world map and locate different areas around the world and in the USA, comparing and contrasting the weather and physical features. Throughout the week, children will investigate a variety of different zones of the USA e.g. Southwest (Mojave Desert), Gulf Coast (Louisiana Wetlands), Southern Plains (including tornados), North East (Great Lakes and snow) and the Pacific Northwest (Cascades). They will learn about the kind of weather experienced in these regions, the key physical features and will compare with the other regions they have learnt about.</p>

<p>Cities, town and rural life in the USA <i>Land use and settlements</i></p>	<p>Children will begin by comparing land use maps for a few states e.g. Texas, California, New York, asking and answering relevant questions about the individual states. They will study maps of New York city, Manhattan Island in particular, over time, from the 1600s to today, examining how the island has changed and suggesting reasons for the change. They will look at some key facts about New York city and examine a map of its boroughs and neighbourhoods, comparing with similar resources for London. Children will then focus on Texas and rural life there asking and answering questions around land use (e.g. why is so much land dedicated to cattle?). Finally, children will focus on California, interpreting maps and charts related to food production in this state and across the USA and comparing it to the UK.</p>
<p>Our Local Area</p>	<p>Children will look at a variety of real and fictional maps (e.g. treasure maps), using their knowledge of compass points and symbols to locate a variety of objects. They will look at a compass with 8 direction points, discussing their meaning and how they might be used to be more accurate for map readers, playing games to familiarise themselves with the new points. Children will then look at 4 figure grids on maps and how they can also help to be more accurate with map reading. They will use a map with a grid and 8 point compass to locate a variety of features. Finally, children will take a local walk and create their own map of Norwood Green, choosing some key physical and human features, creating a key, comparing their location using compass points and giving grid references.</p>
<p>Topic</p>	<p>Y4 Learning Journey</p>
<p>Europe and the UK <i>Biomes</i></p>	<p>Children will begin by looking at maps and atlases to identify the continents of the world and, in particular, Europe. They will locate countries within Europe and several major capital cities, drawing on their own experiences if possible. Children will look at a map of the world's climate zones, making observations about the climate zones of Europe and comparing with the USA. They will then look at a map of the biomes of Europe, making links with what they already know about climate zones and drawing simple conclusions. They will then look in depth at small areas in a variety of biomes researching the flora and fauna that exist there and comparing them with each other. Finally children will investigate other characteristics such as the population, rainfall and major industries in these regions, making connections with the climate zone and biome they are located within.</p>
<p>Italy: Volcanoes and Earthquakes</p>	<p>Year 4 will use Google Maps to locate Italy within Europe, identifying its main regions and cities that they recognise. Children will recap their knowledge of climate zones and biomes by looking closely at maps and identifying the biomes within Italy. Children will look at a variety of images and videos of destruction caused by volcanoes and earthquakes in Italy from past and present, placing their locations on a map. They will look into the causes of earthquakes; studying the structure of the earth and maps of tectonic plates, using key technical vocabulary. Children will look at maps of tectonic plates around the world and make links with where major incidents have happened. They will visit the Natural History Museum to learn more about the relationship between volcanoes and earthquakes, making comparisons. Finally children will look in depth at a specific incident in Italy e.g. the destruction of Pompeii during the Roman era, considering what it might have been like to experience such an event.</p>
<p>Mapping the world</p>	<p>In this topic children will discover how modern maps and navigational tools have come to be, starting by investigating</p>

<i>Longitude, latitude and the equator</i>	<p>the history of world maps and discussing their significance and idiosyncrasies. They will compare and contrast the lives and voyages of Marco Polo, Sir Francis Drake and Ferdinand Magellan, paying particular attention to the maps and technology used by them. Children will investigate the significance of the lines of longitude, latitude and the equator, discovering how coordinates can be given for any location in the world using these lines. Finally children will use GPS software to locate various locations around the world, comparing the coordinates with world maps.</p>
Topic	Y5 Learning Journey
South America <i>Natural resources and people</i>	<p>Year 5 will begin by locating South America using maps and atlases. They will identify its constituent countries, capital cities, surrounding seas and try to trace the course of the Amazon. They will place it within its circle of latitude, finding the equator and comparing with what they already know about the climate of these regions with climate maps of S America. They will then identify Cape Horn, recapping what they know about famous explorers such as Drake and Magellan. Children will identify, locate and discuss the importance of some of South America's outstanding physical features e.g. The Amazon, The Andes and Angel Falls. They take a look at some of the key natural resources of South America and where they are found, using a range of maps, charts and graphs. Finally, they will research how coal mines in Chile, gold mining in Colombia, petroleum production in Venezuela and logging in Brazil have affected their economies, population movement and environment.</p>
Brazil <i>Deforestation and biodiversity</i>	<p>Following on from their work on Brazil's logging industry and natural resources in the Amazon, children will look closely at a topographical map of Brazil, identifying the different biomes therein. Children will look closely at the human features within cities such as Sao Paulo or Rio, using sources such as maps, pictures and videos to compare those cities with London. They will use maps and charts to examine poverty in Brazil and suggest some of the reasons for deforestation. Children will look at the examine the effects of deforestation for ranching and logging, both legal and illegal, on biodiversity and the world's climate. Finally, children will research the Guajajara tribe in the Amazon who are fighting illegal loggers. They will demonstrate an understanding of both sides of the argument for and against exploiting the Amazon.</p>
Rainforests and the water cycle	<p>In this topic, children will expand on their knowledge of rainforests – the Amazon in particular – and the vital role they play in the world's ecology and climate. They will look closely at the water cycle, using technical vocabulary to describe each step and explaining why rainforests are some of the wettest places in the world. Children will set up water cycle experiments in the classroom, observing, recording and describing the results. They will recap the threats to the Amazon and to Borneo's forests, looking at maps of deforestation and discussing the implications for the climate (linked to their knowledge of respiration in plants) and ecology. Children will investigate the reasons for the degradation of soil and impact on local human life through landslides will also be Finally, children will research efforts to stop deforestation and suggest ways that they could make a difference.</p>
Topic	Y6 Learning Journey
Pollution and the Polar Ice Caps	<p>Year 6 will begin by recapping what they know about the importance of rainforests and how plants respire, producing oxygen. They will also share what they already know about some of the major pollution and climate issues facing the</p>

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	<p>planet. Children will use globes and their knowledge of the circles of latitude to identify the Arctic and Antarctic circles, comparing and contrasting the flora and fauna found there as well as any human and physical features. They will investigate the causes and effects of climate change, discussing the effects on the ice and wildlife in the polar regions and how melting ice could affect sea levels around the world. Finally, children will look at the work of famous scientists and activists such as Greta Thunberg and David Attenborough, suggesting ways they could help combat climate change and pollution.</p>
<p>Rich and Poor Countries</p>	<p>Children will use a variety of maps, charts and graphs with different metrics (GDP, life expectancy, income etc.) to identify countries which could be considered “rich” or “poor.” They will observe trends, e.g. location, and suggest reasons for poverty in different regions. They will take an in depth look at 2 countries they have studied previously: the USA and Brazil, reading maps and charts that illustrate poverty within those countries and noting variance within each. They will discover why some countries, such as the USA, are relatively rich and how natural resources, trade and politics all have an impact. Children will then carry out their own research to compare a rich country with a poorer one, making observations about how location, population, resources, politics etc. affect its economy.</p>
<p>The Changing Face of Southall</p>	<p>In this topic, children will describe how Southall and its surrounding area has changed in terms of land use and population. They will begin by examining a range of maps from the past, identifying and locating certain key physical and human features and suggesting reasons for major changes, using their historical knowledge of the local area. They will use local and national documents to investigate the changing demographic of Southall throughout the 21st century, linking their discoveries to what they already know about the history of the local area. Children will look into other areas of the UK and how push and pull factors affect immigration.</p>