

**GEOGRAPHY CURRICULUM PROGRESSION OVERVIEW**

Year Group	Locational and Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
EYFS	<p>-Where we live...learn address (door number and street). Types of houses and identifying own. Locate chn's homes on Google Earth.</p> <p>-Expand to locating school, map of school (through text Alone in the Woods- direct Ted from school forest to classroom).</p> <p>-Local area Wodensfield and it's landmarks relative closeness to school and other local places e.g. New Cross Hospital, Bentley Bridge Retail Park, draw a route from home to school</p> <p>-Zoom out on Google Earth observe location of UK. Name the x4 countries.</p> <p>-Africa- location on world map, 'continent' introduced, observe size of Africa and compare to UK plus distance.</p> <p>-Register answered in variety of languages. Location of country and language used when country introduced.</p>	<p>-Where we live: What do we see / hear on way to school? Draw pictures of observations on a simple 'map'.</p> <p>-Season mind maps e.g. 'What do you know about Autumn?' Discuss main features, weather, observations/signs of what we see, hear, feel in each season. Revisit and annotate mind map at the end of topic to show progress in knowledge.</p> <p>-Caring for the environment- The importance of looking after Bees (through text Bumble Bear). Caring for minibeasts, habitats and showing respect for environment.</p> <p>-Africa- Comparisons between UK and Africa, e.g. Day in the life of African child. (*Link to achieving International School Award.) Comparison of houses and homes, school life, scarcity and uses of water- raise money for Water Aid. Introduction to term 'climate / temperature' e.g. Savanna wet / dry season. Compare to UK seasons.</p> <p>-Register- brief introduction of language, climate, distance and links to EAL chn / staff each time new country introduced.</p>	<p>-Google Earth / Google maps- Introduction to bird's eye view.</p> <p>-Simple routes from home to school.</p> <p>-Seasonal walks / forest visits- observing the signs of the season. Chn comment on what they observe and any changes from the previous season e.g. weather getting cooler</p> <p>-Purpose of maps, make own maps (often through literacy) e.g. stick man to find his way home, treasure map for pirates to find treasure (text- Boy on the beach) use of prepositional language, directions.</p> <p><b>Ed Visit- Pendeford Mill- features of a forest, first-hand experience of exploring natural environment, following a route, water safety, minibeast hunt.</b></p>
I can...	<p>Comment and ask questions about aspects of my familiar world such as the place where I live or the natural world (UW:TW)</p>	<p>Show care and concern for living things and the environment. (UW:TW)</p> <p>Show an interest in different ways of life (UW:P&amp;C)</p>	<p>Look closely at similarities, differences, patterns and change. (UW:TW)</p> <p>Talk about why things happen and how things work. (UW:TW)</p>

Year 1	<p>-Locate UK on world map. Name and locate x4 countries of the United Kingdom.</p> <p>-Explore where Wolverhampton is in relation to other places in UK- zoom in on Wolverhampton using Google Earth and observe features of local city.</p> <p>-Locate different locations of UK on world on UK map (through Paddington Bear’s adventures (London, Snowdon, Edinburgh, Giant’s Causeway) and famous landmarks in each country. on UK map/atlas, Google Earth, large scale birds eye view and drawing their own simple maps of the local area</p> <p>-Locations of animal habitats / environments on world map.</p> <p>-Observe Climate on world map (red- hot / yellow- temperate / blue- cold)</p>	<p>-Animals living in different environments – link to climates around the world and map work.</p> <p>-Landmarks of the UK e.g. Big Ben, London Eye, Snowdon, Edinburgh Castle. How could we travel to each location? Scottish tradition-tartan and link to families. Legend of the Causeway- discuss properties of the pillars.</p> <p>-Climates around the world- introduce term ‘equator’. Recap terms ‘country / continents. Where will climate be hottest?</p> <p>-Mind map animals- research it’s location and add animal to world map. What is climate like? Why do they live there?</p> <p>-Compare similarities / differences between penguins and giraffes-compare environments (Antarctica &amp; Africa). Choose animal ad write a fact file. Compare further contrasting environments further between snow leopard and lion (mountains &amp; plains.</p> <p>-Comparison of houses and homes in local area using Google Earth Street Walk.</p> <p>-Big book- types of houses. -Study of housing and comparing to those other countries/climates- how houses suite environment / materials made from e.g. compare housing in Arctic and Rainforest.</p> <p>-Study and compare climate in Arctic and Rainforest- draw house suitable for each climate.</p> <p>-Recap journey from home to school.</p>	<p>-Google Earth- locate UK in the world. Zoom into UK, given landmarks and Wolverhampton.</p> <p>-Locating UK on World map. Identify capital cities of each country.</p> <p>-Locating UK countries on UK map. skills relating to the UK. Locate land and sea.</p> <p>-Routes of travelling from each landmark.</p> <p>-Colour code climates on a world map.</p> <p>-Research own animal facts using zoo website and information books.</p> <p>-Features of zoo map- key, birds eye view, aerial photos. Draw own map of imaginary zoo and label.</p> <p>-Recap purpose of map &amp; Birds Eye View.</p> <p>-Study map of school and symbols used- locate and mark key places on map.</p> <p>-Google Earth street walk- view types of houses.</p> <p>- Climate map used to identify climate zones.</p> <p>-Draw route from home to school.</p> <p><b>Ed Visit- WILD- animals from around the world. (previously Dudley Zoo-adapted to needs of chn).</b></p>
I can...	<p>Name, locate and identify the characteristics of the 4 countries and capital cities of the UK., including landmarks of Wolverhampton (Molineux)</p> <p>Understand the geographical similarities and differences through studying the human and physical geography of contrasting areas within the UK – London, Snowdon.</p>	<p>Identify the human and physical features of the two localities studied:</p> <ul style="list-style-type: none"> <li>- Wolverhampton and Wales</li> <li>- Wolverhampton and Edinburgh</li> <li>- Wolverhampton to Ireland</li> </ul> <p>Begin to understand that different parts of the world have different weather/climate – link to animals living in different environments</p> <p>Locate hot and cold areas of the world in relation to the Equator and the North / South poles. Compare the Arctic to a Rainforest.</p>	<p>Ask simple geographical questions e.g. What is it like to live in this place?</p> <p>Use simple maps of the local area e.g. large-scale print, pictorial, aerial photos etc.</p> <p>Use world maps to identify UK and it’s countries.</p> <p>Use locational language (e.g. near and far, left and right) to describe the location of features and routes on a 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>

Year 2	<ul style="list-style-type: none"> <li>-Look at plan of school and its features- add features e.g. forest, lazy lawn etc...Locate key places on school map.</li> <li>-Locate UK on globe / world map/ google earth. Zoom into Wolverhampton, Wednesfield, Woden Avenue.</li> <li>-Name and locate x4 countries of UK.</li> <li>-Use world map and atlas to observe countries grouped into continents (continents song)</li> <li>-Locate Polar regions / Antarctica on world map and Sahara Desert.</li> <li>-Name and locate 5 oceans on world map.</li> <li>-Exploring the continents and oceans – Google Earth compared to world atlas, fact sharing for each continent.</li> <li>-Locate Africa / Kenya on world map and atlas. <i>*Link with school in Zambia*</i></li> </ul>	<ul style="list-style-type: none"> <li>-Look at and compare environments around the world. Which are densely / sparsely populated. Take into account- climate, terrain, jobs etc...Use population density on world map to discuss.</li> <li>-Recap names and locations of 7 continents- IWB fact file for each. ‘Beat the Geographer’ quiz naming continents.</li> <li>-Research interesting facts- ICT.</li> <li>-Considering climates around the world including hot and cold areas in relation to the Equator and the North and South Poles e.g. Antarctica / Sahara Desert- animals, plants, climate, temperature, nomads.</li> <li>-Name oceans and discuss importance e.g. 70% Earths surface, 700,00 species and plants that provide oxygen.</li> <li>-Home research opportunity- How reduce the amount of plastic we throw away?</li> <li>-Discuss human / physical features of Africa / Kenya e.g. facts, flag, Tana River, Mount Kenya, compare and contrast to UK at all opportunities.</li> <li>-Discuss cultural aspects of Kenya and create fact book e.g. school, capital city, climate, National Park, animals, Massai People etc...</li> <li>-Compare and contrast ‘A Day in the life’ to our own lives. <i>*Linked with school in Zambia 2022-2023 for International School Award. Reverted to Kenya due to lack of communication from link school. *</i></li> </ul>	<ul style="list-style-type: none"> <li>-Differences between map and plan (plans map of small area in more detail).</li> <li>-Draw map of classroom layout- use symbols to represent objects, draw and label plan of classroom.</li> <li>-Plan of school- discuss orientation and features- add features e.g. forest, lazy lawn etc...</li> <li>-Use grid reference to locate objects and record grid reference e.g. treasure on a map.</li> <li>-Use of x4 compass points. Look at a real compass outside and line up with the compass marked on the playground. Run to various compass points on request.</li> <li>-Find and record routes from start to x3 different places using directions.</li> <li>-Key on a map- recap purpose. Plot buildings onto map and devise a key for them.</li> <li>-Locate UK on globe / world map / Google Earth. Zoom into Wolverhampton, Wednesfield, Woden Avenue.</li> <li>-Recap country names. Chn locate UK on world map and record location of UK countries using compass points.</li> <li>-Learn about countries grouped into continents- chn explore using atlases. (Continents song)</li> <li>-Plan a trip around the world for Santa. ICT – map of school including basic orienteering</li> <li>-Population graphs / Population density on world map.</li> <li>-Locate Africa / UK on world map.</li> <li><i>*Wildlife project – Save the Bees 2025</i></li> </ul>
I can...	<p>Name and locate the world’s 7 continents and 5 oceans, understanding the terms ‘continent’ and ‘ocean/sea’.</p> <p>Understand that a world map shows all the countries in the world. Identify the UK and the countries where members of the class come from.</p> <p>Understand the geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in a contrasting non-European country</p>	<p>Identify seasonal and daily weather patterns in the UK.</p> <p>Identify the location of hot and cold areas in the world in relation to the Equator and the North and South Poles.</p> <p>Identify the human and physical features of the two localities studied.</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 at this key stage</p> <p>Fieldwork to develop knowledge and understanding of the school and local area.</p> <p>Use simple compass directions North, South, East and West to begin to describe the location of features and routes on a map</p>

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Year 3	<ul style="list-style-type: none"> <li>-Locate bodies of water around the world.</li> <li>-Recap location and names of 5 oceans and 7 continents- label on map.</li> <li>-Label rivers on map of Britain.</li> <li>-Locate Italy / Europe on world map and map of Europe.</li> <li>-Locate and name Italy landmarks e.g. Tower of Pisa, Trevi fountain, Colosseum etc...</li> <li>-Locate coastline (link to popularity of sea food).</li> <li>-Locate USE / New York on world map.</li> <li>-Locate New York state on USA map and bordering states.</li> </ul> <p>Italy/UK comparison and natural disaster. Locate Italy and neighbouring countries in Europe. Climate and landscape features. New York study.</p>	<ul style="list-style-type: none"> <li>-Identify different bodies of water e.g. oceans, lakes, rivers etc...and facts / features of each e.g. man-made, natural, fresh water, salt water.</li> <li>-Recap and discuss facts about 5 oceans and 7 continents.</li> <li>-Water cycle- discuss stages using key vocab e.g. evaporate.</li> <li>-Draw stages of a river. Causes and consequences of floods.</li> <li>-How water is cleaned, used and scarcity of water in Africa, importance of water conservation.</li> <li>-Features of Italy e.g. mountains, islands, seas, rivers, cities e.g. Vatican City and Pope.</li> <li>-Comparison of Rome / London- temperature, compare temperature data and make predictions. Display on bar chart.</li> <li>-Sketch landmark from Italy and make notes about each.</li> <li>-Italy Day- sports played, Italian foods.</li> <li>-Create A3 Italy fact file</li> <li>-Locate New York , USA-</li> <li>-Recap bodies of water- NY borders Atlantic Ocean, Lake Erie, Lake Ontario (Canada).</li> <li>-Shade natural features of NY state on map and use key e.g. mountain ranges, lakes. NYC facts e.g. x5 boroughs, landmarks e.g. Empire State Building, Wall Street etc...</li> <li>New York Study- link to History (of states), flags, animals, mottos, boroughs.</li> </ul>	<ul style="list-style-type: none"> <li>-Label 3 rivers and seas on a map- create a key.</li> <li>-World map/ Europe map- locate Italy and bordering countries. Shade countries on map and use a key</li> <li>-Chn use labelled map to locate places / features of Italy.</li> <li>-London / Rome temperature data recorded on bar chart and compared.</li> <li>-Orienteering activity on playground</li> <li>-8-point compass points, birds eye view, atlas work, creating keys.</li> </ul>
I can...	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate the countries of Europe, including Russia.</p> <ul style="list-style-type: none"> <li>-Locate the world's countries, using maps to focus on Europe and North/South America</li> <li>-Identify the key physical and human characteristics, countries and major cities e.g. rivers, mountains, capitals, landmarks.</li> <li>-Know the position and significance of the Equator, the Tropic of Cancer and the Tropic of Capricorn.</li> <li>-Compare a region of the UK with a region of Italy with a different climate. Identify similarities and differences between this region of Italy and a region of the UK.</li> </ul>	<p>Describe aspects of physical geography including rivers, mountains (avalanche) and the water cycle</p> <p>Identify key landmarks within Italy and later a focus on New York</p>	<p>Understand the 8 compass points and use them to explain/identify points on a map and to describe one country in relation to another in terms of position</p> <p>Orienteering: using the correct skills and equipment to plan and carry out on site orienteering around school</p>

Year 4	<ul style="list-style-type: none"> <li>-Identify and plot the location of famous mountains/ranges and volcanoes within the UK and across Europe/the world on a map / atlas.</li> <li>-Revise mountains of the UK.</li> <li>-Recap continents and label on map alongside mountains.</li> <li>-Locate highest mountain in world (Mount Everest).</li> <li>-Locate and plot volcanoes on world map.</li> <li>-Locate where earthquakes happen around the world.</li> <li>-Locate and colour tectonic plates on world map.</li> <li>-Locate Greece on world map and atlas.</li> </ul>	<ul style="list-style-type: none"> <li>-Definition and features of mountains</li> <li>Study of mountains (including avalanches) volcanoes and earthquakes, identifying specific regions that have the above. How these form/happen/are measured and how people learn to live in these regions.</li> <li>-Compare x2 mountain ranges in Europe and label on map e.g. Lake District, Alps. Match mountain facts to correct mountain ranges. Dangers of mountains to Humans</li> <li>-Natural disasters e.g. avalanches. Features of a glacier.</li> <li>-Discuss the climate on a mountain- compare charts of precipitation, which animals live there and how they have adapted. Draw two mountain animals and draw how they survive.</li> <li>-Definition of volcano. Describe what it is, name features and label a cross section of a volcano. Research using secondary sources of information. Layers of the Earth, how volcanoes are formed- research eruptions, design poster explaining chosen eruptions. Effects of volcanic eruptions on local population- plan newspaper reports to write about the features and effects.</li> <li>-Define earthquakes, explain how they happen, how measured, effects of earthquakes on population. How have people adapted their lives / buildings / warning systems e.g. Japan warning sound.</li> <li>-Label physical features of Greece on a world map.</li> <li>-Compare Greece &amp; UK- size, rainfall, sea temperatures, houses. Discuss pros and cons for both countries. Write blog post for tourist website- persuading tourists to visit.</li> <li>-Zoom in on various parts of Greece to observe terrain, coast, country, mountains, islands. Recap mountains- Mount Olympus. Compare climates with Athens &amp; Bridlington- discuss difference. Chn sample Greek food, cc link to History- Ancient Greece Olympic Games.</li> <li>Comparative study between UK and modern Greece – location and geology, weather, food</li> </ul>	<ul style="list-style-type: none"> <li>-Record on pas where mountain ranges are</li> <li>-Locating and plotting mountains and volcanoes using an atlas.</li> <li>-Interpret graphs / charts of precipitation.</li> <li>-Locate and plot volcanoes on world map.</li> <li>-Richter scale- how earthquakes are measured. Draw Richter scale and plot on recent earthquakes- draw the effects.</li> <li>-Locate and colour tectonic plates on world map.</li> <li>-Google Earth Greece- zoom in various parts of Greece to compare.</li> <li>-Map work- highlight Greece and border countries and surrounding seas.</li> <li>-Met Office weather data for Greece and UK. Draw bar chart and plot temperatures.</li> </ul> <p>Carry out independent research on a mountain/range of their choice (<b>can also be carried out for home learning/mini project</b>)</p> <p>Orienteering opportunities on school site</p> <p><b>Ed Visit- Cannock Chase- Compare temperature of forest to rainforest.</b></p>
I can...	Understand geographical similarities and differences of a region of the UK, European country and elsewhere	Describe and understand the key aspects of physical geography including mountains, volcanoes, earthquakes/avalanches e.g. naming the 5 types of mountain formation and how they are formed	Use maps, atlas, computers to locate and describe features studied

<p>Year 5</p>	<ul style="list-style-type: none"> <li>-Locate and name Deserts around the world.</li> <li>-Use locations of deserts to analyse climate data and make links.</li> <li>-Locate and name rainforests around the world-label on a world map.</li> <li>-Locate polar regions around the world e.g. Arctic, Antarctic, Russia, Sibera.</li> </ul> <p>Deserts, rainforests and polar lands topics</p>	<ul style="list-style-type: none"> <li>-What make it a desert? Describe key features. Link to the term 'biome' and compare hot / cold deserts- similarities and differences of climates across both, climate data analysis.</li> <li>-Study of the animals which live in certain climates/environments (desert/rainforest/polar) and how they have adapted to these regions e.g. camels. What / where are their habitats?</li> <li>-How have plants adapted to survive in the desert? Comparison with British woodland plants.</li> <li>-Comparing the lives of people in the rainforest and in the desert and how climate can affect lives. Study nomadic tribe in desert and write survival tips.</li> <li>How do people earn a living in the desert using natural resources?</li> <li>-How have towns / cities that have been built in the desert have sufficient water?</li> <li>-Why are rainforests able to thrive there?</li> <li>-How is each layer of the rainforest suited to the plants / animals that thrive there?</li> <li>-Comparison- Is it harder to live in the Rainforest or England?</li> <li>-Study similarities / differences in each polar region.</li> <li>-Positives / negatives of migrating, hibernating and being a resident animal in a polar region.</li> <li>-Study of how 'Nenet people' survive in extreme polar regions of Russia / Siberia.</li> </ul>	<ul style="list-style-type: none"> <li>-Locate deserts, rainforests and polar regions on world map including the equator and tropics of cancer and Capricorn.</li> <li>-Analysis of climate data</li> <li>-Research- survival tips in desert/ desert cities.</li> <li>-Venn diagrams to compare Arctic and Antarctic and hot / cold deserts.</li> </ul> <p><b>Visitor: Rainforest Dave</b>- photos, artefacts and insects from his many visits e.g. blow pipe, vomit fruit. Q&amp;A session, creatures e.g. tarantula and millipede, tribal jewellery making and face paint.</p>
<p>I can...</p>	<p>Understand the difference between the Northern and Southern hemisphere.</p> <p>Understand the term 'climate zones' and identify some differing ones. Touch upon global warming and its implications.</p> <p>A focus on biomes: A <b>biome</b> is a large region of Earth that has a certain climate and certain types of living things e.g. Tundra, Desert, Grassland, Tropical Rain Forest.</p> <p>Identify these on the world map. Focus on biomes of Antarctica, Amazon rainforest (covered within existing topics).</p> <p>Whilst studying the Amazon and Antarctica, make comparisons with the UK.</p>	<p>Describe and understand key aspects of physical geography including climate zones and biomes that can be studied through desert/rainforest/polar lands</p> <p>Describe aspects of human geography: types of settlement and land use, plus the distribution of natural resources</p>	<p>Use maps, atlas, computers to locate and describe features studied</p> <p>Use maps, atlases, globes and digital mapping to locate countries and describe features studied</p>

Year 6	<p>Study of South America (linked to Mayan topic)</p> <ul style="list-style-type: none"> <li>-Recap of names / locations of continents.</li> <li>Locating and naming countries within South America using atlas (including labelling capital cities &amp; rivers)</li> <li>-Locate major cities of South America.</li> <li>-Identify where North America's natural resources are.</li> <li>-Locate Atacama Desert in Chile (on Tropic of Capricorn)</li> <li>-Locate and focus on Chile and explore features including comparison of climate, economic situation (physical and human features)</li> </ul>	<ul style="list-style-type: none"> <li>-Explore physical features of South America, population and life expectancy. Compare this to Europe.</li> <li>-Definition of human / physical features e.g. human-made with real life photo examples to compare.</li> <li>-Explore physical features of two contrasting South America countries</li> <li>-How do people survive living in Atacama Desert as one of the driest places in the world.</li> <li>-Humans can turn fog into water/</li> <li>-Definition of economic activity- what economic activity occurs in South America e.g. Argentina- beef / Columbia- coffee / Venezuela- oil rig etc...</li> <li>-Compare with the economic activity of UK.</li> <li>-Chile focus- explore physical / human features- choose own questions they want answering and research.</li> <li>-Double page spread comparison of Chile / UK including physical/human features, population, climate, wildlife, fun facts.</li> <li>-Population study- where are the world's people? Why does population change? Explore population pyramid. Review how UK population has changed birth / death rates, challenges of an ageing population with examples etc...Create a population pyramid and explore why they are useful.</li> <li>-Explore challenges of increased population density and why slums develop around rapidly growing cities. Focus on the slums of Rocinha, Kibera and Dharavi and the challenges of pollution.</li> <li>-Explore Globalisation- how it changes the way we communicate, how it affects trade, what does it have to do with food / fashion?</li> <li>-Discuss fair trade and the ethics that surround it.</li> </ul>	<ul style="list-style-type: none"> <li>-Locate continents, Tropic of Cancer and Capricorn on world map.</li> <li>-Locate South America and its 12 countries using world map, atlas.</li> <li>-Explore population pyramids and uses, create own.</li> <li>-Analysing world population growth data.</li> <li>-Converting population percentages into a population map.</li> <li>-Map and atlas skills, plus O.S. map skills</li> </ul>
I can...	<ul style="list-style-type: none"> <li>Locate the world's countries using maps to focus on Europe and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities</li> <li>Identify the position and significance of latitude/longitude, equator, hemisphere and tropics (plus time zones)</li> <li>Understand geographical similarities and differences through the study of human and physical geography of a UK region and a region in South America (Chile)</li> </ul>	<ul style="list-style-type: none"> <li>Identify the lines of latitude/longitude, equator and the hemispheres and tropics</li> <li>Describe and understand the key aspects of physical geography including climate zones</li> <li>Time zones (including Maths link)</li> </ul>	<ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital mapping to locate countries and describe features studied</li> <li>Use 6-figure grid references, symbols and keys, longitude and latitude</li> </ul>