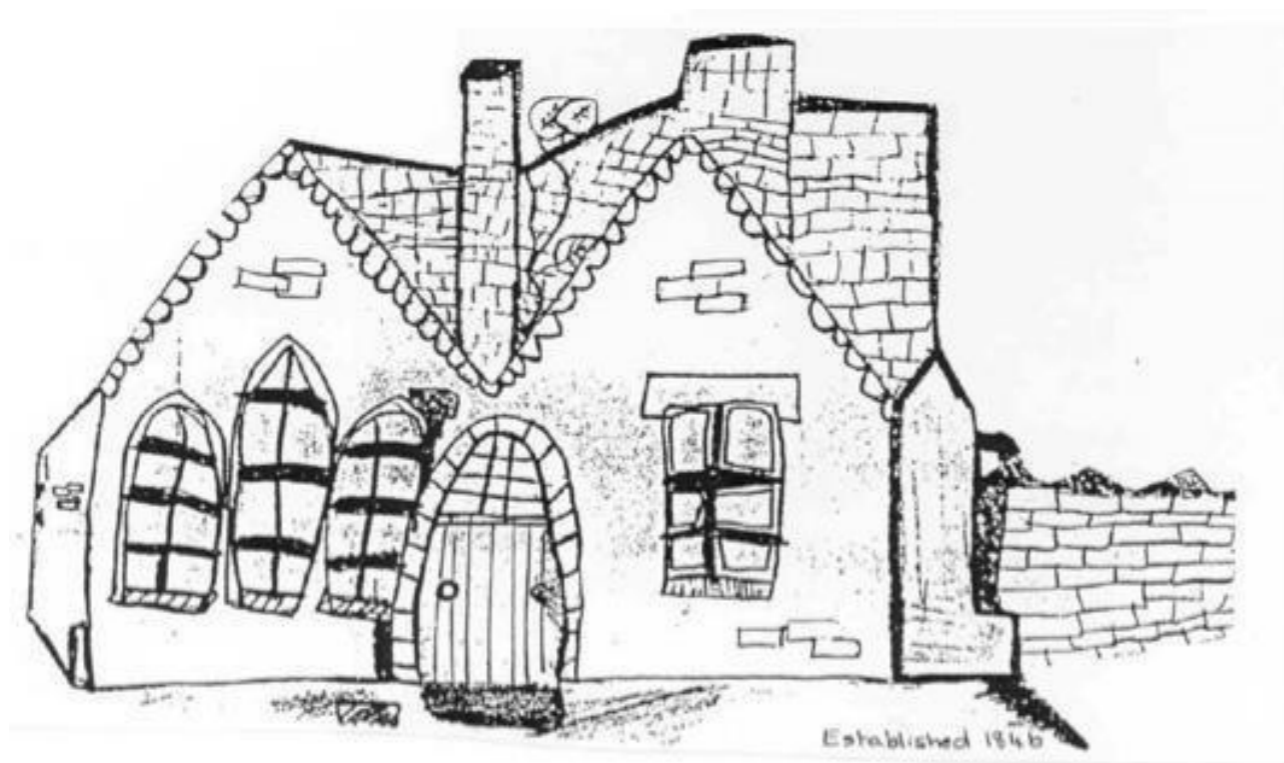




Geography Progression of Knowledge Map



Our curriculum is driven by our Christian Vision and values, the culture and diversity of our local, National and global community.

'Fullness of life for all, through working together with the love of Christ.'

At Quinton Church Primary School, we believe that everyone should have life in all its fullness. Therefore, our aim is for everyone to be part of our **Christian community** where everyone is happy, safe and supported, feels **loved** and demonstrates kindness; understands **justice** and shows fairness to all; and receives high quality education and is empowered to live life to the full (John 10:10).

We are not only inspired by John 10:10, but by Micah 6:8, which shows us how to live life in all its fullness.

'The LORD has told us what is good. What he requires of us is this: to do what is just, to show constant love, and to live in humble fellowship with our God.'

Be kind, be fair, be thankful.

Fullness of life for all, through working together with the love of Christ.

KNOWLEDGE PROGRESSION MAP – GEOGRAPHY at Quinton Church Primary School

National Curriculum Aims:	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Locational Knowledge	<p>UNDERSTANDING THE WORLD ELG: The Natural World</p> <p>Children at the expected level of development will:</p> <p>- Explore the natural world around them, making observations and drawing pictures of animals and plants.</p>	<ul style="list-style-type: none"> 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 		<ul style="list-style-type: none"> 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	<p>- 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.</p>	<ul style="list-style-type: none"> 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. 		<ul style="list-style-type: none"> 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	<p>- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<ul style="list-style-type: none"> 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 		<ul style="list-style-type: none"> 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		<ul style="list-style-type: none"> 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. 		<ul style="list-style-type: none"> 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. 			

Fullness of life for all, through working together with the love of Christ.

Core knowledge	EYFS	Key Stage 1		Key Stage 2			
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>UNDERSTANDING THE WORLD ELG: The Natural World</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Explore the natural world around them, making observations and drawing pictures of animals and plants. - 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 and changing states of matter 	<p>MY LOCAL AREA Autumn 1</p> <p>Through this unit of work pupils will:</p> <ul style="list-style-type: none"> • learn about their school, and what it is like there • learn what it is like in their local area through going on local walks • explore what makes their local area significant • explore where people live and work in their local area by looking at different types of homes and jobs • understand what a map is and draw a map of the local area using symbols and keys. • explore things they like and do not like about their local area and suggest changes for the future. 	<p>PLANET EARTH SPRING 1 & 2</p> <p>Through this unit of work pupils will:</p> <ul style="list-style-type: none"> • learn the names of the world's seven continents and five oceans • recognise and identify the world's seven continents and five oceans on a globe and on a world map. • understand the location and significance of the Equator, the Arctic and Antarctic Circles, and the Tropics • identify hot and cold places around the world • explore the key human and physical features of each of the seven continents. 	<p>UK: SETTLEMENT & LAND USE Autumn 1</p> <p>Through this unit pupils will:</p> <ul style="list-style-type: none"> • understand what mountains and hills are • learn the names of and locations of key mountains, mountain ranges and hills across the United Kingdom • understand what seas, coasts and rivers are • learn the names and locations of seas, coasts and rivers surrounding/within the United Kingdom. • understand what a settlement is and that settlements can be urban or rural • know the key land features looked for and valued by the earliest settlers • understand the similarities and differences between hamlets, villages, towns and cities • know the names of hamlets, villages, towns and cities within the United Kingdom • know what a county is and the names of some of the counties of the United Kingdom • understand the ways in which land can be used • compare the way land is used in the different countries of the United Kingdom 	<p>AMAZON: RIVERS & RAINFORESTS Spring 1 & 2</p> <p>Through this unit, pupils will:</p> <ul style="list-style-type: none"> • identify South America on maps and on a globe • know the 13 countries which make up South America (including French Guiana) • understand the key human features of South America – countries, major cities, population, and languages • identify and locate the key physical features of South America – including the Amazon River and Rainforest • understand how and why the climate differs across South America • investigate what life is like in Brazil • discover what a rainforest is and where in the world tropical rainforests are located. • know that rainforests have different layers and that each layer has certain characteristics. • investigate who lives in the Amazon Rainforest – animals, plants, and people • discover what is happening to the Amazon Rainforest • understand what a river is and where in the world different major rivers are located • understand and identify the features of rivers • discover how rivers shape the land • understand how the Amazon and other rivers are used both positively and negatively • discover what happens when a river floods • compare this region to their own locality 	<p>ASIA: MOUNTAINS, VOLCANOES & EARTHQUAKES Spring 1 & 2</p> <p>Through this unit, pupils will:</p> <ul style="list-style-type: none"> • identify Asia on maps and on a globe • identify and locate some of the key physical features across Asia • understand the climate across Asia • identify and locate some of the key physical features across Asia including countries and major cities • explore the range of cultures and people across Asia • understand how different mountain ranges form • explore the Himalayas as a significant mountain range • understand how volcanoes form and explore the different types of volcanoes • explore how and why natural disasters occur • understand the impact of volcanoes and other natural disasters on people through case studies • compare these localities to their own 	<p>GLOBAL CHALLENGES Autumn 2</p> <p>Through this unit, pupils will:</p> <ul style="list-style-type: none"> • discover what is meant by the term 'global citizen' • understand how climate influences the way in which and is used. • discover what is meant by the term 'natural resource' • investigate how we distribute the world's natural resources and question how and why this distribution is unequal. • explore the idea of 'overconsumption' • understand how the world trades and investigate the idea of 'fair trade' • investigate the global challenge of sustainability and how this impacts the globe • investigate the global challenge of climate change and how this impacts the globe. • research key figures: Greta Thunberg, David Attenborough, Wangari Maathai and Isatou Ceesay • investigate the global challenge of the movement of borders and people.

Fullness of life for all, through working together with the love of Christ.

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Core knowledge		<p style="text-align: center;"><u>THE UNITED KINGDOM</u> Summer 1</p> <p>Through this unit of work pupils will:</p> <ul style="list-style-type: none"> • become familiar with maps of the United Kingdom and learn to recognise its shape. • locate the United Kingdom world map and a globe • identify England, Northern Ireland, Scotland and Wales, as well as their capital cities • locate their own town/city within the United Kingdom • develop contextual knowledge of the location of significant places within the United Kingdom – including key physical and human features. • recognise the individual flags of the four countries, as well as the Union Jack and what it represents. • begin to develop an understanding of the concept of union. 	<p style="text-align: center;"><u>LIFE IN KENYA</u> Summer 2</p> <p>Through this unit pupils will:</p> <ul style="list-style-type: none"> • understand where Kenya is located within the world and identify Kenya on a map and globe. • know some of the key human and physical features of Kenya • know what the weather And climate are like • explore the wildlife of Kenya • discover what life is like in urban Kenya • discover what life is like in rural Kenya • compare life in urban and rural Kenya • understand aspects of Kenyan culture • compare regions of Kenya to their own locality 	<p style="text-align: center;"><u>EUROPE: INCL. CASE STUDY – ITALY</u> Spring 1 & 2</p> <p>Through this unit, pupils will:</p> <ul style="list-style-type: none"> • identify Europe on maps and on a globe • discover the names, locations, flag and capital cities of the different countries within Europe • understand the United Kingdom is part of Europe • know that Europe can be separated into: northern, western, southern and eastern Europe • identify the key physical features of different European countries • identify the key human features of different European countries • describe the shape and location of Italy • identify regions and major cities within Italy • zoom in on Rome and the Lazio region of Italy • discover the key human and physical features of Rome and the Lazio region • investigate what life is like in modern-day Rome • compare this region to their own locality 	<p style="text-align: center;"><u>THE USA</u> Summer 2</p> <p>Through this unit, pupils will:</p> <ul style="list-style-type: none"> • identify North America on maps and on a globe • understand where the USA is located • discover how and why the climate differs across the USA despite the USA being a single country. • identify and locate some of the key physical features of the USA • identify and locate some of the key human features of the USA including the states, state capitals and significant man-made landmarks • discover what life is like in California and compare this region to their own locality • discover what life is like in Alaska and compare this region to their own locality • discover what life is like in New York and compare this region to their own locality • discover what life is like in Florida and compare this region to their own locality 		<p style="text-align: center;"><u>MAPPING THE WORLD</u> Summer 1</p> <p>Through this unit, pupils will:</p> <ul style="list-style-type: none"> • investigate different maps of the world and discover what we can learn from them • discover how and why maps are drawn • investigate what they can learn about their own locality from a range of different maps • use fieldwork to draw sketch maps of roads in their locality • use field work to draw field sketches of areas within their locality • plan and undertake fieldwork within their locality • learn to present the data from fieldwork in an organised and useful way

Fullness of life for all, through working together with the love of Christ.

Core knowledge		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
					<p><u>CLIMATE ZONES & BIOMES</u> Summer 1 Through this unit, pupils will:</p> <ul style="list-style-type: none"> • understand that climate zones are areas around the world with a similar climate • discover seven key climate zones: polar, sub polar, temperate, Mediterranean, arid, tropical and equatorial • understand the relationship between the position of a place on the globe and the climate in that place • know that biomes are large regions that have certain types of plants and animals (flora and fauna) • discover eight key biomes: savannah, desert, chaparral, grassland, tropical rainforest, boreal forest, deciduous forest and tundra • understand how climate zones and biomes are linked • know the location of biomes across the world • discover how the flora and fauna of Europe are suited to life within the biomes of Europe • understand the challenges faced by humans living in the biomes of Europe and how the land is adapted 		

Fullness of life for all, through working together with the love of Christ.