



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational Knowledge The UK	<p>We are learning to understand where we come from.</p> <p>We are learning to understand where our school is.</p>	<p>We are learning to understand where we live and locate it on a map.</p>	<p>We are learning to name and locate the four countries and capital cities of the UK.</p> <p>We are learning to identify characteristics of the four countries of the UK.</p>	<p>We are learning to use an atlas to name and locate the geographical regions of the UK</p> <p>We are learning to compare the landscape is in the UK.</p>		<p>We are learning to use an atlas to name and locate the counties and cities of the UK</p> <p>We are learning to identify and compare physical and human characteristics of counties in the UK.</p> <p>We are learning to understand settlement patterns in the UK.</p> <p>We are learning to understand how land use patterns have changed over time.</p>	<p>We are learning to understand how land-use patterns have changed over time.</p>



The wider world		We are learning to name and locate the world's seven continents and five oceans.	<p>We are learning to use atlases to locate North America, key cities and key topography.</p> <p>We are learning to describe physical characteristics of regions of the UK including mountainous, urban, rural and farmlands.</p>		<p>We are learning to use an atlas to locate countries, capital cities and key topography in Europe.</p> <p>We are learning to identify key physical characteristics of regions in Europe</p>		
Significance of latitude/longitude				We are learning to understand the significance of Latitude to the climate in Europe.	We are learning to identify the significance of latitude (including naming the Equator, Tropic of Capricorn, Tropic of Capricorn) on climate and the significance of longitude on time zones.		We are learning to compare the physical and human geography of Brazil with the UK, including looking at trade links.



Place Knowledge	We are learning to compare what London is like and what the beach is like.		We are learning to compare the human and physical geography of India with the human and physical geography of South East of England. We are learning to compare rural and urban areas and say why someone may choose to live there.	We are learning to compare the physical and human geography of Campania with South-East England.			
Human Geography	We are learning to identify amenities in our local area (shops, libraries).	We are learning to describe human geography of our local area.	We are learning to describe the human features of urban and rural areas in the UK using geographical vocabulary.	We are learning to describe and compare the human features of urban and rural areas in the UK using geographical vocabulary. We are learning to understand which areas of the USA are densely populated and start to explain why.	We are learning to compare the human geographical characteristics of Naples and London.	We are learning to describe and compare the human geography of the counties of the UK We are learning to understand the economic activity and trade links of the UK and how this changed over time.	We are learning to understand how land use and settlement in London has changed over time. We are learning to understand the distribution of natural resources including energy and food. We are learning to understand the importance of trade and exports from the Amazon region.



SEN Progression Map For Geography

	1 year cycle where necessary	3 year cycle of 2 repeating curriculums (1 is repeated)		3 year cycle following KS2 years 3-5
Content	<u>Reception and Nursery Links</u> -All About Me -Different Animals and where they live	<u>Year 1 Links :</u> -The Weather and seasonal changes : The Weather - People who live in hot and cold countries: Clothes in Hot and Cold Places <u>Year 2 Links</u> - Physical Features of Continents and seas: Pirates, , Lost and Found -Contrasting Localities Holborn and Jamaica: Transport Around London, Black History Month, On The Beach, Going Camping - Location of Hot and Cold areas of the world: Snail and the Whale, Bear Hunt, The Stick Man		Following year group curriculum plan: 2021-22 Year 4 2022-23 – Year 5 2023-24 Year 3 2024-25 Year 4
	Stage 1	Stage 2	Stage 3	Stage 4
Outcomes	<ul style="list-style-type: none"> To explore their immediate personal space Opportunity for contact with a range of people and experience and explore places and environments in their own surroundings and close to school. 	<ul style="list-style-type: none"> Opportunity to develop their awareness of familiar places and the people linked to them and participate in geography enquiry through observation inside and outside the classroom. To learn some geographical vocabulary and begin to learn about some of the geographical features in their locality and where appropriate, their purposes. 	<ul style="list-style-type: none"> Develop skills in interpreting geographical resources such as symbols, pictorial maps and photographs Use geographical vocabulary when communicating people, places and environments Notice similarities and differences between places 	<ul style="list-style-type: none"> Experience, explore and investigate a variety of people, places and environments near the school and in other contrasting areas. Investigate how people affect the environment and how they may be affected by it Develop skills in interpreting geographical resources such as symbols, pictorial maps and photographs Use geographical vocabulary when communicating about people, places and environments.