

**Ellingham C of E Primary School
Geography Progression Map**

Year	Autumn	Spring	Summer
EYFS	<p>Year A- Miraculously Made: How does my body work and how can I keep it working well? Keeping warm/cool, staying safe. Places: doctors and hospitals.</p> <p>Year B- Kingdoms and communities: What is it like to live in Northumberland now and long ago? Local community, farming, local area, making maps, visits to castles.</p>	<p>Year A- People, Places and the Past: How do people's lives in towns and cities and around the world differ from mine? Similarities and differences in our class, our school and our families. How do people's lives/food/clothes/homes differ around the world and in urban areas?</p> <p>Year B- Wonderful World: What exists above the sky and how does it affect life on earth? Our planet, weather systems, day and night, water and rain.</p>	<p>Year A- Wet and Wild: What does water do in our world and how can we look after our lakes, rivers and oceans? Rivers, streams and ponds, outdoor water play, pond dipping. Seas and oceans, rock pools, life in the sea, ships and pirates, keeping our seas clean.</p> <p>Year B- Forest Fun What makes its home in in our forest and why is it a great place to live? Trees, growth, planting, Forest School adventures, rainforests, forest creatures and tracks, forests around the world, saving the forests. Natural and built environments and points of view on the quality of the environment.</p>
1/2	<p>Year A- Coming and Going: Where is Northumberland? Location Knowledge: name, locate and identify characteristics of the four countries of the UK, capital cities and surrounding seas. Human & physical knowledge: identify seasonal and daily weather patterns in the UK. Geographical Skills and Fieldwork: use maps, globes, aerial photos; locational/directional vocabulary.</p>	<p>Year A- Eureka!: What does the Earth look like from the air? Location and Place knowledge: locate five oceans; locational patterns. Human and Physical geography: UK weather patterns Geographical Skills and Fieldwork: use globes and satellite images; 4 compass points/directions; locational language (left, right, near, far etc.) Change: comparing and contrasting.</p>	<p>Year A- Globetrotters: Where would you like to go in the world, and why? Location and Place knowledge: Continents; Europe; the influence of location. Human and Physical geography: identifying the characteristics of places and the impact of location. Geographical Skills and Fieldwork: devising simple maps and keys. Planning and Decision Making: choices and suitability.</p>

	<p>Year B- From Farm to Fork: <i>Why is farming so important in the North-East?</i></p> <p>Location Knowledge: name and describe some key places in the locality, e.g. Alnwick.</p> <p>Geographical Skills and Fieldwork: use maps, globes etc. Visit a local farm.</p> <p>Human & physical knowledge: identify human features related to farming, on a range of maps and images. Planning and Decision Making: choices; topical environmental issues.</p>	<p>Year B - Time Travellers: <i>How has the view of Earth changed over time?</i></p> <p>Location and Place knowledge: locate Continents and oceans; locational patterns.</p> <p>Human and Physical geography: use basic geographical vocabulary for key physical and human features.</p> <p>Geographical Skills and Fieldwork: satellite imagery; comparing maps and satellite images.</p> <p>Change: comparing and contrasting.</p>	<p>Year B- Towers, Tunnels and Turrets: <i>Why are there so many castles in Northumberland?</i></p> <p>Location Knowledge: Develop an understanding of pupils' local area. Place Knowledge: compare local area to a small area in a contrasting non-European country.</p> <p>Geographical Skills and Fieldwork: use basic locational/directional language; routes on maps and plan views; sketch maps.</p>
3/4	<p>Year A- 1st ½ term Earth Matters: <i>How are geographical features formed?</i></p> <p>Location knowledge: identify the Equator, Northern and Southern hemispheres, the Tropics, Arctic and Antarctic Circles, highest mountains.</p> <p>Place knowledge: the significance of latitude and longitude. Human & Physical Knowledge: identify and understand climate zones, rivers, oceans, mountains and the water cycle.</p> <p>Geographical Skills and Fieldwork: use maps, globes and atlases to locate and name countries and key physical features. Cause and Effect: causal chains.</p>	<p>Year A- Walk like an Egyptian: <i>What was it like to live in Ancient Egypt compared to now?</i></p> <p>Location knowledge: locate the world's countries, including a focus on North Africa and Mediterranean countries and cities. Place knowledge: the influence of location/overcoming location.</p> <p>Human and Physical geography: compare similarities and differences between Egypt and UK, incl. climate and topography; land use/settlement; natural resources; economic activity, incl. tourism.</p> <p>Geographical Skills and Fieldwork: use World maps and maps of Europe; use digital maps to explore places. Decision Making: choices and power.</p>	<p>Year A- Prehistoric Peoples: <i>What did they leave behind?</i></p> <p>Location knowledge: use maps of Europe, the UK and Northumberland to locate present European countries/settlements and relate to prehistoric settlements. Place knowledge: influence of location on prehistoric settlements.</p> <p>Human and Physical geography: types of settlement and land use; distribution of natural resources; economic activity and trade.</p> <p>Geographical Skills and Fieldwork: symbols, keys eight points of the compass and know six-figure grid references are used for accuracy. Cause and Effect: significance of factors.</p>

	<p>Year A 2nd ½ term- Source to Sea: <i>What is the water cycle?</i> Location knowledge: longest rivers, coasts, seas and oceans. Human & Physical Knowledge: rivers and the water cycle, including the River AIn; physical, coastal features. Change: comparing and contrasting. Geographical Skills and Fieldwork: follow route of river on maps and digital images; observe, measure and record river/stream data. Cause and Effect: causal chains.</p> <p>Year B- Invaders!: <i>What impact did the invaders have on Northumberland?</i> Location knowledge: locate the main counties and cities of Northern England. Place knowledge: Human and Physical geography: types of settlements, e.g. village, town, city; compare and contrast early medieval and 21st Century York and North Northumberland. Geographical Skills and Fieldwork: using symbols and keys on Ordnance Survey maps; sketch maps and plans. Planning and Decision Making: resolving conflict.</p>	<p>Change: comparing and contrasting; change over time.</p> <p>Year B- Remarkable Rainforests: <i>Why are the rainforests important to our planet?</i> Location knowledge: locate Equator, N and S hemisphere and Tropics of Cancer and Capricorn, locate major cities in South America. Place knowledge: comparing the Amazon rainforest with European forested areas, e.g. boreal (taiga) in Russia; Kielder (man-made) in Northumberland; changes in land use patterns. Human and physical geography: key aspects of climate zones, biomes and vegetation belts; distribution of natural resources and economic activity; similarities and differences between our locality and a locality in South America, including tourism and trade links. Geographical Skills and Fieldwork: use atlases and</p>	<p>Year B- Roman Britain: Location knowledge: <i>What impact did the Romans have on Northumberland?</i> locate main European countries. Human & Physical Knowledge: features of settlements. Place Knowledge: compare a region of the UK with a region in Europe. (<i>Paris city studied in MFL-French curriculum.</i>) Geographical Skills and Fieldwork: compare different scaled maps; use eight points of the compass; use four and six-figure grid references, comparing accuracy; draw detailed maps. Change: comparing and contrasting.</p>
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5/6	<p>Year A- Living Locally <i>Why are people attracted to live in a city?</i> Location knowledge: locate European countries and cities; overcoming location. Place Knowledge: local city study- Newcastle upon Tyne or Berwick. Human and Physical geography: types of settlement and land use; natural resources; economic activity. Geographical Skills and Fieldwork: use fieldwork to compare Ellingham to Newcastle upon Tyne and Berwick. Planning and Decision Making: choices; power and resolving conflict.</p>	<p>Year A- The Maya: <i>What caused the collapse of the Maya Civilisation?</i> Location knowledge: locate the world's countries and major cities. Place knowledge: geographical similarities and differences between UK and South America. Human and Physical geography: impact of climate; climate zones; natural resources; trade links. Geographical Skills and Fieldwork: use of transects; digital images and maps. Change: defining change over time.</p>	<p>Year A 1st ½ term- Healthy Humans: How does hosting an Olympic Games change a city? Location knowledge: Olympic Games locations. Place knowledge: significance of latitude/longitude; time zones. Human and Physical geography: land use patterns/topography; climate; economic activity. Geographical Skills and Fieldwork: digital/computer mapping.</p> <p>Year A 2nd ½ term- Tectonics <i>What creates volcanoes and Earthquakes?</i> Location knowledge: tectonic plates and location of boundaries; overcoming location. Place knowledge: major volcanoes in North and South America and the UK and Ireland. Human and Physical geography: adaptations to life in danger zones. Geographical Skills and Fieldwork: use globes, atlases and maps. Cause</p>

	<p>Year B- The Might of Monarchs from 1066: How has the power and responsibility of Monarchs changed over time?</p> <p>Location knowledge: locate and name present day UK counties; geographical regions and major cities.</p> <p>Place knowledge: similarities/differences over time; City of London.</p> <p>Human and Physical geography: types of settlements and land use; kingdoms and the feudal system; economic activity, including trade.</p> <p>Geographical Skills and Fieldwork: atlases and maps- political/ancient and modern. Planning and Decision Making: power.</p>	<p>Year B- Early Civilisations: What did they achieve?</p> <p>Location knowledge: use World maps/atlas to locate Continents and countries; location of Ancient Sumer, Indus Valley, Ancient Egypt, Shang Dynasty and Ancient Greece; key topographical features.</p> <p>Place knowledge: similarities/differences over time; detailed focus on Ancient Greece.</p> <p>Human and Physical geography: types of settlements and land use changes over time; natural resources; economic activity, including trade.</p> <p>Geographical Skills and Fieldwork: use globes, atlases and maps- political/ancient and modern. Planning and Decision Making: values and perspectives.</p>	<p>and Effect: multi-causal; significance of factors.</p> <p>Year B 1st ½ term- All Change: What impact did the railways have in the North-east?</p> <p>Location and Place knowledge: location and key human/physical features in the North-east incl. counties and cities.</p> <p>Human and Physical geography: local land use changes over time; impact of the industrial revolution. Geographical Skills and Fieldwork: sketch maps, plans and graphs. Change: defining change.</p> <p>Year B 2nd ½ term- How has society dealt with crime since the Anglo-saxons?</p> <p>Continuity and Change: the location and impact of key developments to crime and punishment systems.</p>
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