

HOLY TRINITY CATHOLIC ACADEMY GEOGRAPHY CURRICULUM PROGRESSION

Geography Intent:

Through high quality teaching of the geography curriculum, it is our intention that all pupils will:

- Enjoy and love learning about geography through experiences both in the classroom and in fieldwork and educational visits
- Develop a secure knowledge and understanding of where we live, our world and their role as global citizens
- Develop a curiosity about the diverse places and people in the world within both natural and human environments
- Confidently use maps, globes, compasses to find out about places

The majority of our Geography Units of work link with the Catholic Social Teaching Principle of Stewardship, unless otherwise noted.

EYFS – Our Geography curriculum learning journey begins in the Early Years' Foundation Stage's 'Understanding the World' curriculum and all subsequent learning is built upon these foundations. (For further EYFS detail, please see EYFS Medium Term Plans)

During Nursery children will be able to:

Continue developing positive attitudes about the differences between people.

Know that there are different countries in the world and talk about differences they have experienced or seen in photos

During F2, children will be able to:

- Draw information from a simple map
- Understand that some places are special to members of their community
- Recognise some similarities and differences between life in this country and other countries
- Explore the natural world around them
- Describe what they see, hear and feel outside
- Recognise that some environments are different to the ones in which they live
- Understand the changing effects of the seasons on the natural world around them

ELG:

People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- Know some similarities and differences between different (religious and) cultural communities in this country, drawing on their experiences and what has been read in class;
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps

The children will have explored this through a variety of means – weekly Forest School sessions, different learning themes, stories and links to the Book of the Week, outdoor learning opportunities, continuous provision, visits etc. Links also will have been made to other aspects of the EYFS curriculum. Refer to the separate EYFS section on the website for further information.

ADVENT TERM UNITS 'WHERE DO I BELONG?'			
YEAR	SUBSTANTIVE KNOWLEDGE	KEY VOCABULARY	DISCIPLINARY KNOWLEDGE
F1 Year B BY THE END OF ADVENT TERM I	I know that I live in Newark I know that Newark is in England I know that we speak English I know that there are other countries in the world I know that countries have flags	Newark England English Country World Flags	I can talk about the differences experienced or seen in photos.
F2 Year A BY THE END OF THE ADVENT TERM I	To know that families can come from different countries not just England / the UK – to be able to remember some of the names of these countries pertinent to the year group, eg Poland To know that the town we live in is called Newark To know some of its landmarks: it has a river, a castle, a market To know that Newark is in the United Kingdom To know that the United Kingdom is an island	England United Kingdom island Newark River Castle Market	To be able to make simple maps
F2 Year B BY THE END OF ADVENT TERM I	I know where Great Britain / England is on a map I know that Great Britain is an island I know that London is the capital city I know what the Union Jack flag looks like I know that some of my/my friends families live in other countries such as Poland and Lithuania I know that some of my /my friends families live in countries a longer distance away such as India or Africa I know that you can travel on a ferry and a car or by aeroplane to get to Poland I know that you travel on an aeroplane to get to India or countries in Africa that my friends families come from	Great Britain England Island Capital City Flag Poland Lithuania India Aeroplane Ferry Car	I can draw information from a simple map

<p>Y1/2 Year A</p> <p>BY THE END OF THE ADVENT TERM UNIT</p> <p>CST Principle Link: Stewardship</p>	<p>Location Knowledge</p> <p>Topic: I belong in the UK</p> <p>To know:</p> <ol style="list-style-type: none"> 1. The location of the UK on a world map and to be able to locate the four countries that make up the United Kingdom on a map of the UK <ul style="list-style-type: none"> • To know that England, Scotland, Wales and Northern Ireland are the four countries that make up the United Kingdom 2. To know the three main seas that surround the United Kingdom (North Sea, Irish Sea, English Channel) and to be able to locate these on a map of the UK <p><i>To know the names of the capital cities of the four countries of the UK and recognise some characteristics and famous landmarks within them:</i></p> 3. To know that the capital city of England is London. Some famous landmarks in London are the Houses of Parliament and Buckingham Palace. England is the largest country in the UK and most people in the UK live in England. 4. To know that Scotland is in the North of the UK. The capital city of Scotland is Edinburgh. A famous landmark is Edinburgh Castle. The Highlands are mountains in Scotland. 5. To know that the capital city of Wales is Cardiff. A famous landmark is Cardiff Castle. Snowdon is the highest mountain in Wales. Wales is to the west of England. 6. The capital city of Northern Ireland is Belfast. A famous landmark is Titanic Belfast. Northern Ireland is to the West of England. Slieve Donard is the highest mountain in Northern Ireland. 	<p>Ocean - Atlantic Sea – North Sea, Irish Sea, English Channel Continent Capital city Landmark England Scotland Wales Northern Ireland United Kingdom London Tower of London St Paul's Cathedral Scotland Edinburgh Edinburgh Castle Wales Cardiff Cardiff Castle Northern Ireland Belfast Titanic</p>	<p>Use maps to name and locate areas of study</p> <p>Recognise landmarks</p> <p>Recognise basic human and physical features</p>
--	--	---	--

<p>Y1/2 Year B</p> <p>BY THE END OF THE ADVENT TERM UNIT</p> <p>CST Principle Link: Stewardship</p>	<p>Location Knowledge</p> <p>Topic: I belong to Our World; I belong to our school</p> <ol style="list-style-type: none"> To know the name and the location of the 7 continents to know how to use maps, atlases and globes to identify these continents To know the name and the location of the 5 Oceans to know how to use maps, atlases and globes to identify these oceans 	<p>Earth England Great Britain United Kingdom Northern Ireland Scotland Wales Continent Island Ocean Sea Country Europe Africa Asia North America South America Australasia Antarctica Pacific Ocean Atlantic Ocean Indian Ocean Arctic Ocean Southern Ocean</p>	<p>Use maps to name and locate areas of study</p>
<p>Y3/4 Year A</p> <p>BY THE END OF THE ADVENT TERM UNIT</p> <p>CST Principle: Stewardship</p>	<p>Location Knowledge</p> <p>Topic: Rivers and our local river - The River Trent</p> <ol style="list-style-type: none"> To know that a river flows from a source and ends at the mouth where it flows into another body of water <p>To know the features of three sections of a river:</p> <ul style="list-style-type: none"> Upper course- the beginning of a river, when it flows very quickly with lots of energy. The water can cut narrow channels through rocky hills or mountains. Middle course - the river starts to slow down. It gets wider, and travels in winding loops called meanders Lower course - the river is at its slowest and widest as it approaches the sea. 	<p>Source Mouth Course Tributary Stream Meander Current Lock Estuary</p>	<p>Use maps to name and locate countries and cities in area of study</p> <p>Compare similarities and differences</p> <p>Use maps and atlases to identify position of country of study</p> <p>Describe keys aspects of area of study</p>

	<p>2. To know five UK rivers: Trent, Thames, Taff, Bann, Tay and name a city that the river runs through: <i>Trent – Nottingham, Thames – London, Taff – Cardiff, Bann – Belfast, Tay – Edinburgh</i></p> <p>To know which rivers are N, S, E & W of the River Trent</p> <p>To know where the River Trent is located (source, mouth and the counties it flows through) and be able to identify it on a map of the UK; To know whereabouts Newark is on the River Trent's course</p> <p>3. To know that water on Earth is constantly recycling – this is called the Water Cycle To know that heat from the sun makes water from the sea, lakes and rivers evaporate into water vapour.</p> <p>To know that as the water vapour rises, it cools and condenses to form clouds, then falls as rain. Clouds are condensed water vapour – tiny droplets of water hanging around in the air.</p> <p>4. To know the causes and impact of flooding and give examples of this (River Trent visit)</p> <p>5. River Field Visit</p>		
--	---	--	--

<p>Y3/4 Year B</p> <p>BY THE END OF THE ADVENT TERM UNIT</p> <p>CST Principle: Stewardship</p>	<p>Location and Human and Physical Geography</p> <p>Topic: How is land used in my locality?</p> <ol style="list-style-type: none"> 1. To know what a county is. To know that our school is in the county of Nottinghamshire. To know the names of the counties which border Nottinghamshire (Lincolnshire, Derbyshire, Yorkshire, Leicestershire) 2. To know that land can be used for different purposes; urban, rural, residential, recreational, industry, agriculture, retail and give examples of these. 3. To know how to draw and label a sketch map to show how land is used in our local area (inc. local area walk to gather data) 4. To know the main symbols used on an OS map and what they represent 5. To know what 4/6 figure grid references are and how to use them to locate key locations/land use in Newark on an OS map 	<p>Agriculture Cartographer County Key Rural Urban Retail Residential Recreation Industry</p>	
<p>Y5/6 Year A</p> <p>BY THE END OF THE ADVENT TERM UNIT</p> <p>CST Principle: Stewardship</p>	<p>Place Knowledge</p> <p>Topic: How do Physical and Human features in London and Warsaw compare, with a particular focus on their Rivers and Tourism</p> <ol style="list-style-type: none"> 1. To know how to use maps, atlases, globes and digital/computer mapping to locate European (including Russia) countries; focussing on England/the UK and Poland To know, use and understand 4-point and 8-point compass directions; To know how to use grid references to find locations on a map; 2. To know about a geographical region of the UK – London; with a focus on the physical feature of the River Thames -To know about its source, mouth, length, counties that it flows through; flooding - To know why London developed around the River Thames 3. To know how to describe the Top 5 tourist destinations in London; including eg. Thames River tourism and their impact on its economic activity – benefits and drawbacks; (challenge: linked to seasonality) 4. To know about a geographical region of Poland – Warsaw: with a focus on the physical feature of the River Vistula To know about its source, mouth, length, regions that it flows through; flooding; to know why Warsaw developed around the River Vistula 	<p>atlas compass: digital map: eastings: grid references National Grid northing: Ordnance Survey maps: symbols: Scale:</p> <p>country county human features physical features landmark population topographical urban rural</p>	<p>Use maps and atlases to locate world's countries</p> <p>Identify environmental regions, key physical and human characteristics, key topographical features, land use patterns</p> <p>Understand how these have changed over time</p> <p>Compare geographical similarities and differences</p> <p>Describe and understand key aspects of human geography</p> <p>Use fieldwork to observe, measure and present human and physical features using sketching maps, plans and graphs and ICT</p>

	<p>5. To know how to describe the Top 5 tourist destinations in Warsaw; including eg. River's tourism and their impact on its economic activity – benefits and drawbacks; (challenge: linked to seasonality)</p> <p>6. To know how to compare and contrast London and Warsaw's River and Tourist Attractions</p>		
<p>Y5/6 Year B</p> <p>BY THE END OF THE ADVENT TERM UNIT</p> <p>CST Principle: Stewardship and Solidarity</p>	<p>Location and Place Knowledge and Physical Geography Describe and understand key aspects of Physical Geography</p> <p>Topic: How do forests of the UK compare to the Amazon Rainforest?</p> <ol style="list-style-type: none"> 1. To know how to use fieldwork to observe, measure record and present the physical features in Sherwood Forest 2. To know the location North and South America to know the meaning of latitude, longitude, Equator, N/S Hemisphere and Tropics and identify where these are; to know the location of the rainforest in relation to the Equator <p>To know the 5 Biomes of the world, with a particular focus on the Forest Biome</p> <ol style="list-style-type: none"> 3. To know and locate forests in the UK with a particular focus on Sherwood Forest; to know vegetation of Sherwood Forest, its climate; its wildlife; and its conservation 4. To know and locate forests of South America, with a particular focus on the Amazon Rainforest; to know about the layers of the Rainforest with a focus on its vegetation and its wildlife and climate 5. To know the reasons for and the impact of de-forestation on the locality and on the Earth; with a particular focus on the Rainforest 6. To know how to compare and contrast Sherwood Forest with the amazon Rainforest, focussing on vegetation, wildlife, climate and conservation 	<p>Biome</p> <p>Climate</p> <p>Climate Change</p> <p>Climate Zones: polar, temperate and tropical</p> <p>Deforestation:</p> <p>Equator</p> <p>South America</p> <p>North Pole</p> <p>South Pole Global</p> <p>Natural Resources: the land, forests, energy sources and minerals</p> <p>Pollution</p> <p>poisonous chemicals</p> <p>Tropics: Tropic of Cancer, 23½° north of the equator, and the Tropic of Capricorn, 23½° south of the equator. Humid climate</p> <p>Vegetation: plants, trees and flowers</p>	

LENT TERM UNITS - LIVES / COMMUNITY THEME			
YEAR	SUBSTANTIVE KNOWLEDGE	KEY VOCABULARY	DISCIPLINARY KNOWLEDGE
F2 Year B BY THE END OF THE LENT TERM	To know how food grows To know where food comes from by looking at a map of the world	Food Map of the World Countries	
Y1/2 Year A BY THE END OF THE LENT TERM CST Principle: Stewardship	Human and Physical Geography – The Isle of Coll 1. To know that Human features are man made To know that examples of human features include houses, roads, bridges, churches, ports, shops. 2. To know that physical features are natural To know that examples of physical features include mountains, rivers, deserts and oceans 3. To know simple compass directions North, South, East and West; to know that the Isle of Coll is in the West of Scotland, to know that this is far away from Newark 4. To know that the physical features identified in the Isle of Coll are: that it is an island and this means it is surrounded by water; that it has 23 sandy beaches and sand dunes, and moors 5. To know the human features on the Isle of Coll: <ul style="list-style-type: none"> - It has a harbour and that you can get there on the ferry - It has a very small airport - It has one village with two shops and a post office - It has two castles - It has one school 	Human features Physical features Locate City Town Village House Port Harbour Shop Beach Cliff Background teacher knowledge: Coll is coastal and it is on the Atlantic coast, Human features of Coll - It has a doctor's surgery and a fire station It has one school with only 3 children	Use maps to name and locate areas of study Identify seasonal and daily weather in UK Locate hot and cold areas of the world Use maps to identify UK, continents and oceans and countries etc in area of study Use simple compass directions Describe features and routes on a map Compare similarities and differences of UK to an other area Recognise landmarks Recognise basic human and physical features Devise a simple map Use and construct basic symbols Use simple observational skills in fieldwork
Y1/2 Year B BY THE END OF THE LENT TERM	Human and Physical Geography <ol style="list-style-type: none"> To know that the 4 seasons in the year are Spring, Summer, Autumn and Winter To know the UK has a cold and a damp winter and a warm and light summer 	<i>Weather and related vocabulary</i> United Kingdom England Scotland Wales Northern Ireland	

<p>CST Principle: Stewardship</p>	<ol style="list-style-type: none"> To know that the equator is an imaginary line around the middle of the planet - To know the closer to the equator, the hotter the place and the further from the equator, the colder the place To know countries near the equator like Brazil and Jamaica have hot climates and Greenland and Norway that are further away from the equator have much colder climates To know the Arctic and Antarctic have a cold climate because they are closer the North Pole and South Pole; and further away from the Equator 	<p>Equator North Pole Northern Hemisphere South Pole Southern Hemisphere</p>	
<p>Y5/6 A</p> <p>BY THE END OF THE LENT TERM</p> <p>CST Principle: Stewardship</p> <p>Link also to Option for the Poor and Solidarity</p> <p>(impact on natural disasters on poorer countries)</p>	<p>Physical Geography - Volcanoes and Earthquakes</p> <p>To describe and understand key aspects of Volcanoes and Earthquakes</p> <ol style="list-style-type: none"> To know and locate volcanoes of the world To know what a volcano is and its features: To know that the Earth has a rigid outermost shell called the crust and the layer below this is the upper mantle. To know magma rises through the cracks of the Earth's crust To know pressure builds up inside the Earth, eventually a volcano erupts. To know plates move and the pressure, when released, makes magma explode To know lava from the eruption cools to form a new crust. To know that over time, after several eruptions, the rock builds up to form a new volcano. To know why people settle near a volcano – tourism, farming, access to minerals To know what an Earthquake is and that they are caused when tectonic plates move suddenly along a fault line To know that the Richter scale measures the strength of an Earthquake <p>To know how to research and present the location of the Earth's strongest Earthquakes</p>	<p>Volcano</p> <p>Magma</p> <p>Lava</p> <p>Crater</p> <p>Earth's Crust</p> <p>Eruption</p>	<p>Use maps and atlases to locate world's countries</p> <p>Identify environmental regions, key physical and human characteristics, key topographical features, land use patterns</p> <p>Understand how these have changed over time</p> <p>Compare geographical similarities and differences</p> <p>Describe and understand key aspects of human geography</p> <p>Understand tropics of cancer, Capricorn, Arctic and Antarctic Circle, Greenwich meridian and time zones</p> <p>Use fieldwork to observe, measure and present human and physical features using sketching maps, plans and graphs and ICT</p>

Y5/6 B BY THE END OF THE LENT TERM CST Principle: Stewardship	Human and Physical Geography – North America Trade 1. To know that trading means the activity of buying and selling goods and services; To know the difference between imports - buying goods and exports - selling goods. To know that the physical geography of a country determines what resources can be provided by a country eg Lincolnshire county exporting eg potatoes/crops linking to agriculture 2. To know the three stages of production in the global supply chain are: Primary – Secondary – Tertiary 3. To know how to research countries the UK exports goods (including the USA, France and Italy) To know some goods exported from the UK include cars, gold and pharmaceuticals. 4. To know how to research countries the USA exports to (including the UK, France and Italy) To know some goods exported from the USA including food, feed, beverages, oil and gems. 5. To know and debate the positive and negative impacts of extracting and processing raw materials for products to trade (including farming and crude oil drilling.) Link to CST principle: Stewardship	Economic Activity Export Import Trade Energy- Minerals Resources	
--	--	--	--

PENTECOST TERM UNITS OUR LOCALITY / OUR WORLD THEME			
YEAR	SUBSTANTIVE KNOWLEDGE	KEY VOCABULARY	DISCIPLINARY KNOWLEDGE
F1 YEAR B BY THE END OF THE PENTECOST TERM UNIT	To know what a jungle is and name the animals that live there Jungles are similar to forests, but they have less trees and more sunlight. Jungles are in warm places with lots of rainfall. Usually found near the equator. Jungles are full of life: birds, insects, reptiles, monkeys, and often gorillas and other animals. They are dangerous places, even for some of the animals that live there Some animals that live in jungles are tigers, jaguars, elephants, and monkeys.	Jungle Forest Sunlight Birds, insects, reptiles, monkeys, gorillas Dangerous places	
F2 YEAR B BY THE END OF THE	Linked with Science unit: To know that Sherwood Forest is home to lots of different woodland animals and plants To know that the Amazon Rainforest is in Brazil The Amazon rainforest is the largest forest.	Sherwood Forest Amazon Rainforest Amazon River Brazil	

PENTECOST TERM UNIT	It is warm and wet. The Amazon river runs through the rain forest. Much of the rainforest is located in Brazil		
F2 YEAR B BY THE END OF THE PENTECOST TERM UNIT	Field Work and Map Skills (linked to transport unit /book of the week) To be able to name and identify different types of vehicles. To know that transport can be by land, water or air. Make maps and plans to represent places Use maps to see where things are in relation to other things Look at maps Create own maps to represent models they've built Create maps of familiar places and places in stories	Maps Transport Air, land, water Vehicle	
Y1/2 YEAR A BY THE END OF THE PENTECOST TERM UNIT CST Principle: Stewardship	Geographical skills and fieldwork - To know about the Geography of our school 1) To know the human features of our school and its grounds Physical Features - Sconce Park - The River Devon / Trent - Trees, plants and flowers 2) To know the physical features of our school and its grounds Human features - In Sconce Park – paths, café, bridge, playground - The Church; Market, Newark Castle 3) To know how to make a simple map of our school grounds and use basic symbols in a key 4-5) To use aerial photographs to recognise landmarks and basic human and physical features of our school's surrounding locality.	Human feature Physical Features School grounds Key Map Symbol Aerial photograph Locality Sconce Park Paths Café Bridge Playground Church Castle	Compare similarities and differences of UK to an other area Recognise landmarks Recognise basic human and physical features Use and construct basic symbols Use simple observational skills in fieldwork
Y1/2 YEAR B BY THE END OF THE PENTECOST TERM UNIT	Place Knowledge – Sherwood Forest v Ilulissat (Greenland) 1. To know that Sherwood Forest is in the UK. To know how to locate Sherwood Forest on a map. To know that Sherwood Forest is cooler in autumn and winter and warmer in summer 2. To know that the physical features of Sherwood Forest are: Oak (Major Oak), birch, chestnut and beech	Sherwood Forest Newark Ilulissat Greenland <i>Linked to seasonal vocabulary</i> Weather Trees and Plants Physical Features Human Features	Use maps to name and locate areas of study Use maps to identify UK, continents and oceans and countries etc in area of study Describe features and routes on a map

<p>CST Principle: Stewardship</p>	<ol style="list-style-type: none"> To know that Edwinstowe is a village near to Sherwood Forest; To know that the human features in Edwinstowe are: Church, houses, 2 schools, shops, visitor centre To know that Ilulissat is in Greenland. To know how to locate Ilulissat on a map. To know that this is far away from the UK. To know that it is cold all year round. To know that this is different to the weather in Sherwood Forest. To know that the human features in Ilulissat are: Houses, church, airport, museum, shop, visitor centre To know the physical features in Ilulissat are: Huge icebergs, coastline, snow and ice To know how to compare the similarities and differences between Sherwood Forest and Ilulissat Physical and Human Features 		<p>Compare similarities and differences of UK to an other area</p> <p>Recognise landmarks</p> <p>Recognise basic human and physical features</p> <p>Use and construct basic symbols</p> <p>Use simple observational skills in fieldwork</p>
<p>Y3/4 Year A</p> <p>BY THE END OF THE PENTECOST TERM UNIT</p> <p>CST Principle: Stewardship</p>	<p>Location Knowledge & Human and Physical Geography – Mountains</p> <ol style="list-style-type: none"> To know the location of key mountain ranges of the world – Himalayas (Asia), Andes (S America), Alps (Europe), Atlas (Africa), Rocky (N America) Great Dividing Range (Australasia) To know the location of key areas of high ground in the UK: Scottish Highlands, Mourne Mountains, Snowdonia, Lake District <p>To know the names the highest peaks in each of the four countries of the UK - Ben Nevis (Scotland), Scafell Pike (England) Snowdon (Yr Wyddfa) (Wales) Slieve Donard (N Ireland)</p> <ol style="list-style-type: none"> To know the key features of a mountain: base, plateau, face, ridge, tree line, summit, snow line, slope To know that the climate gets colder and wetter the higher up a mountain and explain the risks associated with the climate (hypothermia, travel problems, being stranded, power cuts. avalanches, altitude sickness) 	<p>Mountain Base Summit Face Slope Range Valley Plateau Snow Line Tree Line Climate Ridge</p>	<p>Use maps to name and locate</p> <p>Compare similarities and differences</p> <p>Use maps and atlases to identify position of country of study</p> <p>Describe keys aspects of area of study</p>

	<p>5. To know the positive and negative impact of tourism on a mountain region (+ve: investment, employment, -ve: pollution, noise, overcrowding, damage to natural environment)</p>		
<p>Y3/4 YEAR B</p> <p>BY THE END OF THE PENTECOST TERM UNIT</p> <p>CST Principle: Stewardship</p>	<p>Location Knowledge, Place Knowledge and Physical Geography – Coasts</p> <p>1. To know the names and locations of coastal towns and cities in the UK: Skegness, Swansea, Bangor, Dundee</p> <p>2. To know the key features of a coastal landscape: headland, bay, cave, arch, stack, cliff.</p> <p>3-4) To know what erosion is and how it changes a coastal landscape over time. To know the impact erosion can have on a coastal area: compare photographs etc. of changes to land – impact on homes etc. To know how coastal areas are protected from the effects of erosion: sea defence walls, groynes, planting vegetation</p> <p>5) To know the positive and negative impacts of tourism on a coastal area:</p> <ul style="list-style-type: none"> - Positives: Visitor numbers, good for the local economy, makes the area popular, more jobs for local people - Negatives – crowded in peak times – summer, very quiet in the winter, lack of community out of season; cost of housing too expensive for locals to live in the area 	<p>Coast Erosion Economic Activity Port Bay Cliff Headland Industry Tourism Stack Arch Cave</p>	<p>Use maps and atlases to name and locate coastal town and cities.</p> <p>Label features of a coastal landscape.</p> <p>Describe how erosion takes place over time and the impact this can have on coastal towns.</p> <p>Compare similarities and differences between the economic activity of coastal towns.</p> <p>Use observational skills to record findings.</p>