



THE
ROBERT DRAKE
PRIMARY SCHOOL

CURRICULUM PROGRESSION FOR GEOGRAPHY

EYFS	YEARS 1 and 2	YEARS 3 and 4	YEARS 5 and 6
<p>Children will observe, comment and ask questions about aspects of their familiar world such as the place where they live.</p> <p>Children will recognise, identify and describe features of their own immediate environment and how they might vary from one another. They will be provided with opportunities to listen to and use the language of Geography. They will know the environment is influenced by human activity and show care and concern for their environment, describing some actions which people in their community do to maintain the area they live in.</p> <p>Children will begin to use positional and directional language as they play. They will begin to experiment with simple mapping skills when exploring their learning environment (e.g. locating items/creating a map</p>	<p>Pupils will begin to understand human and physical geography in different parts of the world.</p> <p>Pupils will use globes, atlases, aerial photographs, plan perspectives and maps (including Digimap). They will locate and name the seven continents and five oceans of the world. They will identify and name the four countries of the United Kingdom and their capital cities.</p> <p>They will begin to categorise, classify and recall the human and physical features, jobs, lifestyles, animals and seasonal weather patterns of different locations around the world. They will develop a basic understanding of sustainability, farming and importing goods through the exploration of food. They will use simple fieldwork and observational skills to study the geography of their school and their local environment.</p>	<p>Pupils will develop their understanding about the human and physical geography in different parts of the world by synthesising and summarising their knowledge to explain why the world is the way it is.</p> <p>They will take a more focused look at environmental regions within a number of countries and major cities that they will locate within the Northern and Southern Hemispheres. They will begin to understand the interactions between the human and physical features. They will draw comparisons between the locations of study and the UK. Pupils will study deserts, jungles, rivers, mountains, megacities and national parks. They will develop their understanding of sustainability and will observe and understand how different climates or actions affect habitats for animals and humans.</p>	<p>Pupils will build upon and extend their prior learning to evaluate, make judgements, empathise and critique the reasons behind the human and physical geography in different parts of the world. This will support them to reach informed conclusions.</p> <p>Pupils will develop their ability to empathise with people living in different parts of the world through the study of pollution and Fair Trade. They will hypothesise about how things may change in the future and critique how things are now. Pupils will build a wider understanding and acceptance of other cultures. This is explored when learning about how physical geography affects human geography. Through the study of pollution, the pupils will build upon their prior understanding of sustainability by evaluating their own impact and the influence of</p>

<p>of their classroom using marks or physical objects) and also be introduced to Digimaps.</p>	<p>They will discuss, speculate and reason to understand how the geography relates to their position in relation to Equator and the North and South Poles. This will enable them to compare and contrast these locations with their local area.</p> <p>Pupils will be introduced to simple compass directions and will begin to use basic geographical vocabulary including locational and directional language.</p>	<p>This will enable them to explain and demonstrate their understanding of how humans and animals have to adapt to their surroundings and different living conditions.</p> <p>Pupils will use fieldwork tasks, which will develop their skills of observation, measurement and recording, in order to explain and demonstrate their learning. Pupils will develop their map, atlas, globe and digital mapping skills (including the use of Digimap) and will begin to use the eight points of a compass and four and six-figure grid references.</p>	<p>others on the world. They will build upon their fieldwork skills to justify, hypothesise and critique the use of single-use plastics in their local environments and will present their findings. The pupils will further develop their mapping skills through the use Ordinance Survey maps (as well as Digimap) to study altitude through contours when studying the Canvey Floods. They will also explore the locations of the tectonic plates, earthquakes and volcanos. Pupils build upon their understanding of tourism when studying Florida's Magic Kingdom and their understanding of biomes when exploring the Trans-Siberian Railway.</p> <p>Pupils will be introduced to the Tropics of Cancer and Capricorn, the Prime/Greenwich Meridian and time zones to further enhance their studies.</p>
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