

Subject: Geography

Progression and Coverage Document

National Curriculum Key Stage 1

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Year 1

NC Objective	Larkhall targets	Term	Topic
Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas	3,6	Autumn 1	<ul style="list-style-type: none"> All about me
Name and locate the world's 7 continents and 5 oceans	3,7	Spring 2	<ul style="list-style-type: none"> Just Julia
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	5,10,11,12	Spring 2 Summer 1 Summer 2	<ul style="list-style-type: none"> Just Julia Outdoor learning Week Get, set, go!
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	1,4,5,8,14	Autumn 1	<ul style="list-style-type: none"> Spanish Day - comparing the UK with Mexico
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	9	Spring 1	<ul style="list-style-type: none"> Is anybody out there? (Link to science and distance from the sun)
Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features	5	Summer 1	<ul style="list-style-type: none"> Time Machine compare images/maps from before the Great fire of London and after
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	4	Summer 1 Summer 2	<ul style="list-style-type: none"> Outdoor Learning Week Get, set, go! features of local environment and use of land incl around the school

Year 2

<u>NC Objective</u>	<u>Larkhall Targets</u>	<u>Term</u>	<u>Topic</u>
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	1,3	Autumn 1 Autumn 2	<ul style="list-style-type: none"> • Super me • Castles and Dragons
Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas-	3,6	Autumn 1 Autumn 2	<ul style="list-style-type: none"> • Super me • Castles and Dragons
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	1,4,5,8,14	Autumn 1 Summer 1	<ul style="list-style-type: none"> • Spanish Day-comparing the UK with a spanish speaking country • Amazing Africa
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	5,10,11,12	Autumn 1 Summer 1	<ul style="list-style-type: none"> • Spanish Day-comparing the UK with a spanish speaking country • Amazing Africa
Name and locate the world's 7 continents and 5 oceans	7	Spring 1 Spring 2	<ul style="list-style-type: none"> • Wet, wet, wet, explorers • Only Oliver
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	13,14	Spring 1 Spring 2	<ul style="list-style-type: none"> • Wet, wet, wet, explorers • Only Oliver - revisiting previous terms objectives
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	5,14	Spring 1 Spring 2 Summer 1	<ul style="list-style-type: none"> • Wet, wet, wet, explorers • Only Oliver • Amazing Africa looking at aerial photographs
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	9	Summer 1	<ul style="list-style-type: none"> • Amazing Africa
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	4	Autumn 1 Summer 1 Summer 1	<ul style="list-style-type: none"> • Spanish Day • Amazing Africa • Outdoor learning week

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Year 3

NC objective	Larkhall Targets	Term	Topic
<i>Locational Knowledge</i>			
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	1,2,3,7,9	Autumn 1	<ul style="list-style-type: none"> Who am I?
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	3,6,9,10	Autumn 2	<ul style="list-style-type: none"> The Big Freeze
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)	8	Autumn 1 Autumn 2	<ul style="list-style-type: none"> Who am I? The Big Freeze
<i>Place knowledge</i>			
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 in North or South America	3,10	Autumn 1	<ul style="list-style-type: none"> Who am I?
<i>Human and physical geography</i>			
Describe and understand key aspects of: <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 	1,4,5,7,11	Autumn 2 Spring 1 Spring 2 Summer 1	<ul style="list-style-type: none"> The Big Freeze Discovering Dinosaurs Ridiculous Roald Excavating Ancient Egypt
Describe and understand key aspects of: <ul style="list-style-type: none"> 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 	1,4,5,7,12	Autumn 1 Autumn 2 Spring 1 Summer 2	<ul style="list-style-type: none"> Who am I? The Big Freeze Discovering Dinosaurs Excavating Ancient Egypt
<i>Geographical skills and fieldwork</i>			
Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	4,7,10	Autumn 1 Spring 2	<ul style="list-style-type: none"> Who am I? Ridiculous Roald
Use the 8 points of a compass, 4- and 6-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	13	Summer 1	<ul style="list-style-type: none"> Outdoor Learning Week
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	4,11,12,10,13	Autumn 1 Summer 1	<ul style="list-style-type: none"> Spanish Day Outdoor Learning Week

Year 4

<u>NC objective</u>	<u>Larkhall Targets</u>	<u>Term</u>	<u>Topic</u>
<i>Locational Knowledge</i>			
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	1,2,3,7,9	Autumn 1 Spring 1 Summer 2	<ul style="list-style-type: none"> • Yo, Me, Moi! • Roaming Romans • Mouse, Bird, Snake, Wolf
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	3,6,9,10	Autumn 1 Spring 1 Summer 2	<ul style="list-style-type: none"> • Yo, Me, Moi! • Roaming Romans • Mouse, Bird, Snake, Wolf
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)	8	Autumn 2	<ul style="list-style-type: none"> • Robots
<i>Place knowledge</i>			
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 in North or South America	3,10	Autumn 1 Summer 2	<ul style="list-style-type: none"> • Yo, Me, Moi! • Mouse, Bird, Snake, Wolf • Spanish Day
<i>Human and physical geography</i>			
Describe and understand key aspects of: <ul style="list-style-type: none"> • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 	1,4,5,7,11	Autumn 2 Spring 1 (1, 7, 11) Summer 2	<ul style="list-style-type: none"> • Robots • Roaming Romans • Mouse, Bird, Snake, Wolf
Describe and understand key aspects of: <ul style="list-style-type: none"> • 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 	1,4,5,7,12	Autumn 2 Spring 1 (1, 7, 12)	<ul style="list-style-type: none"> • Robots • Roaming Romans
<i>Geographical skills and fieldwork</i>			
Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	7,10	Autumn 1	<ul style="list-style-type: none"> • Yo, Me, Moi!
Use the 8 points of a compass, 4- and 6-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	14	Autumn 1 Autumn 2 Summer 1	<ul style="list-style-type: none"> • Yo, Me, Moi! • Robots • Outdoor Learning Week
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	4,11,12,10,13	Autumn 1 Summer 1	<ul style="list-style-type: none"> • Outdoor Learning Week

Year 5

NC objective	Larkhall Targets	Term	Topic
<i>Locational Knowledge</i>			
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	1,3,6,7,9,11,12	Autumn 1	<ul style="list-style-type: none"> • Same but different
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	6,9,10,11	Autumn 1 Spring 1 Spring 2	<ul style="list-style-type: none"> • Same but different • Radiant Rainforest • Mainly Marcus
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)	8,15	Spring 2	<ul style="list-style-type: none"> • Mainly Marcus
<i>Place knowledge</i>			
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 in North or South America	3,7,12	Autumn 1 Spring 1	<ul style="list-style-type: none"> • Spanish Day • Radiant Rainforest
<i>Human and physical geography</i>			
Describe and understand key aspects of: <ul style="list-style-type: none"> • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 	2,4,6,13	Spring 1 Spring 2	<ul style="list-style-type: none"> • Radiant Rainforest • Mainly Marcus
Describe and understand key aspects of: <ul style="list-style-type: none"> • 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 	2,4,6,14	Spring 1 Spring 2	<ul style="list-style-type: none"> • Radiant Rainforest • Mainly Marcus
<i>Geographical skills and fieldwork</i>			
Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	1,2,3,16	Autumn 1 Autumn 2 Spring 1 Spring 2 Summer 1	<ul style="list-style-type: none"> • Same but different • Vikings: Valiant or Vicious? • Radiant Rainforest • Mainly Marcus • Outdoor Learning Week
Use the 8 points of a compass, 4- and 6-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	15	Spring 1	<ul style="list-style-type: none"> • Radiant Rainforest
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	4,5,16,15	Summer 1	<ul style="list-style-type: none"> • Outdoor Learning Week

Year 6

NC objective	Larkhall Targets	Term	Topic
<i>Locational Knowledge</i>			
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	1,3,6,7,9,11,12	Autumn 1	<ul style="list-style-type: none"> This is me!
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	6,9,10,11	Autumn 1	<ul style="list-style-type: none"> This is me!
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)	8,15	Covered in Y3, 4 and 5	
<i>Place knowledge</i>			
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 in North or South America	3,7,12	Autumn 1	<ul style="list-style-type: none"> Spanish Day
<i>Human and physical geography</i>			
Describe and understand key aspects of: <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 	2,4,6,13	Autumn 1	<ul style="list-style-type: none"> This is me!
Describe and understand key aspects of: <ul style="list-style-type: none"> 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 	2,4,6,14	Spring 1	<ul style="list-style-type: none"> Friend or Foe
<i>Geographical skills and fieldwork</i>			
Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	1,2,3,16	Autumn 1	<ul style="list-style-type: none"> This is me!
Use the 8 points of a compass, 4- and 6-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	15	Spring 1	<ul style="list-style-type: none"> Friend or Foe
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	4,5,16	Spring 1 Summer 1	<ul style="list-style-type: none"> Friend or Foe Outdoor Learning Week

