



Geography Intent:

At Aston and Cote CE Primary we believe that understanding of the interdependence of the earth's human and physical systems are vital for our pupils to be future decision-makers for our planet. There has never been a better or more important time to study geography. Geography helps us to make sense of the world around us. It's hands on, relevant, and fun. Our curriculum encourages a passion for the world - whether it is a fascination with landscapes or concerns about sustainability. Our Geography curriculum will provide pupils with knowledge and transferable skills that will reward curious and enquiring minds whilst exploring the worldwide classroom that surrounds us.

"Geography explains the past, illuminates the present and prepares us for the future. What could be more important than that?"
Michael Palin.

Substantive Concept/ Strand- Locational Knowledge

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Topic	Marvellous Me To Infinity and Beyond Wonderful Winter Six Weeks of Spring Going on Safari Once Upon a Time	Precious Planet Come to China Enchanted Forest	Up, Up and Away Make a World of Difference Carnival Time	What is Awesome about the Earth?	My Place Your Place Europe Explored	Amazon Adventure	Going Global
National Curriculum Objective	Explore the natural world around them. Describe my immediate environment using knowledge from observation, discussion,	<ul style="list-style-type: none"> name and locate the world's seven continents and five oceans. name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. 		<ul style="list-style-type: none"> 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. 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. identify the position and significance of latitude, longitude, Equator, Northern 			

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	stories, non-fiction texts, and maps.			Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).			
Sticky Knowledge/ Retrieval	I can play outside and enjoy exploring the natural world around me. I can make observations and draw pictures of the things I find and see.	Know what a compass is and the four compass points NSEW. Know where in the world the North and South Poles and Equator are. Know features of hot and cold places. Know what continents and oceans are and know we live in Europe. Know name, locate, and identify the countries and capitals of the UK.	Know where in the world the North and South Poles and Equator are. Identify, name, and locate the 7 continents. Name, locate, and identify the 5 oceans. Name, locate and identify the seas surrounding the UK.	Know the names of and locate at least eight major countries and capital cities across the world, four from the southern and four from the northern hemisphere. Know the names of and locate at least eight counties and at least six cities in England.	Know the names of and locate at least eight European countries. Know, name and locate the main rivers in the UK. Know where the equator, Tropic of Cancer, Tropic of Capricorn and the Greenwich Meridian are on a world map. Know what is meant by the term 'tropics'	Know the names of a number of European countries and capitals. Know the names of and locate a number of South American countries.	Know about time zones and work out differences
Skill	I can describe my immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps.	I can name and locate some of the world's seven continents and five oceans. I can talk about physical and human geographical similarities and differences between a small area of the UK, and of a small area in a	I can name and locate the world's seven continents and five oceans. I can talk about physical and human geographical similarities and differences between a small area of the UK, and of a small	I can name and locate countries I am learning about. I can name and locate major cities in the countries I am learning about. I can locate human and physical characteristics in the countries I am learning about.	I can name and locate countries I am learning about. I can explain how the location of different European countries affects the climate. I can name and locate the major cities of Europe on a map.	I can locate human and physical characteristics of the locality I am studying. I can locate land-use features of the locality I am studying. I can discuss how some features and land-use patterns	I can name and locate countries of the world and explain where they are in relation to one another. I can name and locate major cities of the countries I am learning about. I can locate human and physical characteristics of the world.

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		contrasting non-European country. I can name and locate the four countries and capital cities of the UK. I can find the equator and north and south poles and I can use maps, atlases, aerial photos and compasses to support my learning.	area in a contrasting non-European country. I can name and locate the four countries and capital cities of the UK. I can name and locate the seas surrounding the UK.	I can locate land-use patterns in the countries I am learning about. I can talk about physical and human similarities and differences between different parts of the United Kingdom.		have changed over time	I can correctly use the terms latitude, longitude, Equator, North and South Hemisphere, Tropics of Cancer/Capricorn, Artic/Antarctic Circle and time zones. I can identify physical and human geographical similarities and differences of a region or North/South America, comparing to the United Kingdom.
Substantive Concept/ Strand- Place Knowledge							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum Objective	Recognise some environments that are different from the one in which they live.	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.		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 within North or South America.			
Sticky Knowledge/ Retrieval	I can compare life in this country to life in another country and pick out some similarities and differences between the two places.	Know some physical and human geographical similarities and differences between a small area of the UK, and of a small area in a contrasting non-European country-China.	Know different physical and human geographical similarities and differences between a small area of the UK, and of a small area in a contrasting non-European country-Brazil.	Understand why the UK may not experience volcanoes and earthquakes like other countries do.	Know at least five differences and similarities between living in the UK and a Mediterranean country.	Know key differences and similarities between living in the UK and in a country in South America.	Know key differences and similarities between living in the UK and in a global world, comparing with countries examined.

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Skill	I can describe my immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps. I can compare my home to other people's homes. I can compare my holiday to other people's holidays. I can compare different buildings and environments.	I can name and locate some of the world's seven continents and five oceans. I can talk about physical and human geographical similarities and differences between a small area of the UK, and of a small area in a contrasting non-European country. I can name and locate the four countries and capital cities of the UK. I can name and locate the seas surrounding the UK.	I can name and locate the world's seven continents and five oceans. I can talk about physical and human geographical similarities and differences between a small area of the UK, and of a small area in a contrasting non-European country. I can name and locate the four countries and capital cities of the UK. I can name and locate the seas surrounding the UK.	I can name and locate countries I am learning about. I can name and locate major cities in the countries I am learning about. I can locate human and physical characteristics in the countries I am learning about. I can locate land-use patterns in the countries I am learning about. I can talk about physical and human similarities and differences between different parts of the United Kingdom.	I can name and locate countries I am learning about. I can explain how the location of different European countries affects the climate. I can name and locate the major cities of Europe on a map.	I can locate human and physical characteristics of the locality I am studying. I can locate land-use features of the locality I am studying. I can discuss how some features and land-use patterns have changed over time	I can name and locate countries of the world and explain where they are in relation to one another. I can name and locate major cities of the countries I am learning about. I can locate human and physical characteristics of the world. I can correctly use the terms latitude, longitude, Equator, North and South Hemisphere, Tropics of Cancer/Capricorn, Artic/Antarctic Circle and time zones. I can identify physical and human geographical similarities and differences of a region or North/South America, comparing to the United Kingdom.
Substantive Concept/ Strand- Human Physical geography							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum Objective	Talk about members of their immediate family and community. Name and describe people	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;		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; human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, 			

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	who are familiar to them. Recognise some similarities and differences between life in this country and life in other countries. Understand the effect of changing seasons on the natural world around them.	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.	minerals and water.				
Sticky Knowledge/ Retrieval	I can talk about members of my close family and community. I can understand the effect that the seasons have on the world that surrounds me.	Know and locate hot and cold areas of the world in relation to the Equator and North and South poles. Know which is the hottest and coldest season in the UK. Know and recognise main weather symbols. Know the main differences between city, town and village.	Identify the following physical features: mountain, lake, island, valley, river, cliff, forest and beach. Explain some of the advantages and disadvantages of living in a city or village.	Know what causes an earthquake Label the different parts of a volcano	Know and label the main features of a river. Know the name of and locate a number of the world's longest rivers. Know the names of a number of the world's highest mountains. Explain the features of a water cycle. Know why most cities are located by a river	Know what is meant by biomes and what are the features of a specific biome Label layers of a rainforest and know what deforestation is.	Know the names of and locate some of the world's deserts. Know why are industrial areas and ports are important. Know main human and physical differences between developed and third world countries
Skill	I can explain some similarities and differences between life in this country and life in other countries, drawing	I can locate hot and cold areas of the world in relation to the Equator and North and South poles.	I can locate hot and cold areas of the world in relation to the Equator and North and South poles.	I can describe some aspects of physical geography e.g. river, mountains, coasts, the water cycle.	I can identify significant physical and human landmarks in European countries.	I can accurately describe some aspects of human geography e.g. types of settlement, land use and economic	I can accurately describe some aspects of physical geography e.g. climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and

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	<p>on knowledge from stories, non-fiction texts and - when appropriate - maps.</p> <p>I can 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.</p> <p>Observational</p>	<p>I can identify seasonal and daily weather patterns in the UK.</p> <p>I use geographical words for physical features: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p>I can use geographical words for human features: city, town, village, factory, farm, house, office, port, harbour and shop.</p>	<p>I can identify seasonal and daily weather patterns in the UK.</p> <p>I use geographical words for physical features: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p>I can use geographical words for human features: city, town, village, factory, farm, house, office, port, harbour and shop.</p>	<p>I can describe some aspects of human geography e.g. types of settlement and land use.</p>	<p>I can describe the physical and human geography of a region in a European country.</p> <p>I can describe how the location of a place can affect the human activity e.g. tourism in a hot country.</p> <p>I can give the similarities and differences between a region of the UK and a region in Europe.</p> <p>I can describe some aspects of physical geography - rivers, mountains, volcanoes and earthquakes.</p>	<p>activity including trade links.</p>	<p>earthquakes, and the water cycle</p> <p>I can accurately describe some aspects of human geography e.g. types of settlement and land use and distribution of natural resources including energy, food, minerals and water</p>
Substantive Concept/ Strand- Geographical and Fieldwork							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum Objective	<p>Draw information from a simple map.</p>	<p>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.</p> <p>Use simple compass directions (North, South, East and West) and locational</p>		<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use the eight points of a compass, four and six-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.</p> <p>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</p>			

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		<p>and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.</p> <p>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.</p> <p>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.</p>	technologies.				
Sticky Knowledge/ Retrieval	<p>I can look at simple maps and talk about what I can see.</p> <p>I can use observation skills and knowledge to draw information from a simple map.</p>	<p>Know where the equator, North Pole and South Pole are on a globe.</p> <p>Know which is N, E, S and W on a compass.</p> <p>Use a compass to give N S E W directions.</p> <p>Know their address, including postcode.</p> <p>Use a variety of maps, including floor maps, globes, and street maps.</p> <p>Use photographs of the classroom to create their own 2-D plan of the classroom on paper.</p> <p>A simple key and symbols the</p>	<p>Know and use the terminologies: left and right; below, next to</p> <p>Know and find continents and oceans on a map and globe.</p> <p>Create a map of the school grounds with the photo locations as key landmarks.</p>	<p>Know and name the eight points of a compass.</p> <p>Know where the school is located within the wider world.</p> <p>Use eight compass points to describe the location of capital cities within the British Isles.</p> <p>Know the difference between the boundaries of Great Britain, the British Isles and the United Kingdom.</p> <p>Develop knowledge of England, Scotland, Wales and Ireland through hands-on activities.</p>	<p>Read Ordnance Survey maps and have basic map reading skills.</p> <p>Read map of the local area and discuss what they can see.</p> <p>Read four-figure grid references.</p> <p>Understand concept of scale, and map symbols.</p>	<p>Find and identify physical geography on OS maps.</p> <p>Know how hills and valleys are represented on OS maps, through the use of contour lines.</p> <p>Understanding maps are a 2D image of a 3D world.</p>	<p>Know what most of the ordnance survey symbols stand for.</p> <p>Know how to use six-figure grid references.</p> <p>Further understanding and pupils' use of OS maps locating the school, their house and significant buildings on a map of the local area through the use of hard-copy maps and digital maps.</p>

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		children may create.					
Skill	I can draw a simple map from what I've seen or played with.	<p>I can find the UK and its countries on a map, globe and in an atlas.</p> <p>I can use the four compass directions: N, S, E and W to describe the location of features and routes on a map.</p> <p>I can use locational and directional language.</p> <p>I can identify landmarks and basic human and physical features on a plan or aerial photograph.</p> <p>I can create a simple map of my own with a simple key.</p> <p>I observe the geography of my school grounds.</p>	<p>I can find countries, continents and oceans I have learnt about on a map, globe and in an atlas.</p> <p>I can use the four compass directions: N, S, E and W to describe the location of features and routes on a map.</p> <p>I can use locational and directional language.</p> <p>I can identify landmarks and basic human and physical features on a plan or aerial photograph.</p> <p>I can create a simple map of my own with a simple key.</p> <p>I observe the geography of my school grounds and surrounding environment.</p>	<p>I can find the UK and its counties using maps.</p> <p>I can use the eight compass directions to describe the location of features on a map.</p> <p>I can read four-figure grid references, symbols and keys.</p> <p>I can sketch maps of human and physical features</p>	<p>I can find countries, continents and oceans using a range of maps including digital sources.</p> <p>I can use the eight compass directions to describe the location of features on a map.</p> <p>I can read four-figure grid references, symbols and a key on a map.</p>	<p>I can use the eight points of a compass.</p> <p>I can read six-figure grid references, symbols and key on a map.</p> <p>I can make plans of the local area showing human and physical features.</p> <p>I can measure human and physical features in the local area and display data in graphical form.</p>	<p>I can find countries, continents and oceans using atlases, maps and digital maps, describing their features.</p> <p>I can read six-figure grid references, symbols and keys on a map.</p> <p>I can 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.</p>
Vocabulary	Animals Beach Building City	Autumn building beach capital city	Adapt Africa Antarctica Asia	Atlases capital cities climate zones compass	aerial photograph aftershock ash cloud	aerial photograph Amazon River climate	aerial photographs Antarctic circle Arctic Circle biomes

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	Countryside country Desert England Farm festivals flag forest globe hill house journey lake land language local map mountain park path people place pond rainforest river road sea seasons Shop town village water weather wildlife wood world	castle church city cloud clothes cliff coast cold compass country countryside desert equator farm forest freezing frosty ground hot island local area map misty month office place people Rain route season shop snow spring street summer sunshine symbol temperature The months of the year	Australasia atlas beach cliff coast compass continent diagram desert east England Europe facilities farm forest globe habitat harbour hill human island Ireland local area man-made maps mountain north Northern Ireland North America oceans (names of all oceans) office people photograph physical population port	continents destination east European countries famous volcanoes human features · index landscape land use locality map index Mediterranean · mountain range · north east north west Northern Hemisphere Ordnance Survey settlement physical feature · Pompeii precipitation region season south east south west symbols temperature trade tropical volcano weather station wilderness 4 figure-grid references	atlas avalanche British Isles cities compass - 8 points locality dormant earthquake economic activity · eruption European Union globe Great Britain human features island key maps measure Ordnance Survey · physical features · rainfall survey symbols topographical features trade links United Kingdom · villages 4 figure-grid references	countries distance economical features Europe fieldwork graph human features · itinerary journey land use locality maps mountain regions Ordnance Survey physical features river bank sketches source symbols water water cycle 4 figure -grid references 8 point compass	climate zones distribution energy food human features ·locality measurements ·minerals national resources Ordnance Survey physical features scale symbols settlements time zones Tropics: Cancer & Capricorn vegetation belts water 6 figure grid references
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		Thunderstorm town United Kingdom valley vegetation village warm weather weather chart wind windy winter	Scotland seaside south South America town United Kingdom valley village Wales west wildlife				
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