

## Our Lady of Perpetual Succour Catholic Academy Geography Curriculum

### Progression of Knowledge, Skills and Vocabulary Foundation to Year 6

EYFS- Nursery			
<b>30-50m- The world</b>  (additional 40-60m see below)	<ul style="list-style-type: none"> <li>To comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world.</li> <li>To talk about some of the things they have observed, such as plants, animals, natural and found objects.</li> <li>To talk about why things happen and how things work.</li> <li>To develop an understanding of growth, decay and changes over time.</li> <li>To show care and concern for living things and the environment.</li> </ul>		
	Autumn: Where I live	Spring: Space and China	Summer: Holidays
Knowledge, Vocabulary and Skills	<b>30-50m and 40-60m:</b> To <b>know</b> where I live and where my school is. To <b>know</b> my door number To <b>talk</b> about how I get to school and what I see on my <b>journey</b> . To <b>identify</b> key features of a <b>house e.g. window, door, rooms, garden</b> To <b>talk about</b> what is in my local area e.g. goose fair To <b>Observe</b> the <b>weather</b> where I live	<b>30-50m and 40-60m:</b> To <b>know</b> about my local area and know that it is in <b>Nottingham</b> , which is in <b>England</b> .  To <b>compare</b> the different colours on a <b>globe</b> and know that the blue is <b>water</b> and green is <b>land</b> . I can use a <b>globe</b> to look at different <b>countries China</b> , and my country is on it (England). To explore looking at the <b>globe</b> and that all around <b>Earth</b> is <b>space</b> .	<b>30-50m and 40-60m:</b> To <b>talk</b> about some similarities and differences in relation to family going on <b>holiday</b> .  To <b>explore</b> the different activities you may experiences visiting places.  To <b>discuss</b> features of places they visit, <b>sand, sea, forest, country names</b>  To <b>know</b> different modes of <b>transport, planes, rockets, cars, boats</b>

EYFS-Reception			
<b>40-60m The World</b>	<ul style="list-style-type: none"> <li>To look closely at similarities, differences, patterns and change.</li> </ul>		
<b>ELG- People and Communities</b>	<ul style="list-style-type: none"> <li>To talk about past and present events in their own lives and the lives of family members</li> <li>To know about similarities and differences between themselves and others, and among families, communities and traditions.</li> </ul>		
<b>ELG- The World</b>	<ul style="list-style-type: none"> <li>To know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.</li> </ul>		
	Autumn:	Spring:	Summer:
Knowledge, Vocabulary and Skills	<b>30-50m - 40-60m:</b> To <b>know</b> where I live and where my school is. To <b>know</b> my door number To <b>talk</b> about how I get to school and what I see on my <b>journey</b> . To <b>identify</b> key features of a <b>house e.g. window, door, rooms, garden</b> To <b>talk about</b> what is in my local area e.g. goose fair To <b>Observe</b> the <b>weather</b> where I live	<b>40-60m:</b> To <b>know</b> about my local area and know that it is in <b>Nottingham</b> , which is in <b>England</b> . To explore looking at the globe and know that I can use a <b>globe</b> to find different <b>countries</b> , and my country is on it (England). To <b>compare</b> my local area with another <b>habitat</b> e.g. where minibeasts live.	<b>ELG:</b> To <b>discuss</b> my own <b>traditions</b> (what I do with my family) and what other families do around the world.  To <b>explore</b> flags from around the world and what country they come from. To then discuss similarities and differences between where I live and that country.
Year 1			

		Spring: Hot and Cold places	Summer: The Seaside
Knowledge, Vocabulary and Skills		<p>Use maps and a globe to identify hot and cold locations. Children will know that the North Pole, South Pole are cold locations and continents that are closer to the Equator such as Africa are hot locations. They will know the northern and southern hemispheres. Children will know that even though we think they should be, not all deserts are hot and that the largest hot desert in the world is the Sahara and the largest cold desert is Antarctica. Two of the world's biggest deserts are in the North and South Poles.</p> <p>Study pictures of a locality and ask geographical questions about what it is like to live there and how it is different to where I live. Children will know that despite the low temperatures over 4 million people live in the polar regions.</p> <p>Study animals that live in hot and cold locations. Children will know that penguins, polar bears, Arctic foxes, seals, reindeer and walrus live in cold locations. Polar bears and penguins are able to keep warm because they have blubber inside their skins. Children will know that meerkats, lizards, scorpions, camels live in hot locations.</p> <p>Use basic geographical vocabulary to describe human and physical features of hot and cold locations - humid, snow, ice, beaches, sea, greenery, icebergs</p> <p>Draw and label pictures to show how places are different. Children will compare the Arctic, a cold location, to Jamaica, a hot location, knowing that Jamaica has white beaches, warm sea and greenery and the Arctic has less greenery, cold water and it has icebergs.</p>	<p>Locate seaside locations on a map. Children will know Weymouth was the first seaside resort in Britain and was established more than 200 years ago. (Scarborough, Tenby, Blackpool, Poole, Brighton, Newquay in Cornwall, Whitby)</p> <p>Use basic geographical vocabulary to describe human and physical features of a seaside. Children will know that coasts have many different features, such as caves, cliffs, mudflats, beaches, cliff, rockpool, tide, lighthouse.</p> <p>Talk and write about similarities and differences between a seaside location in England and abroad. Children will know that beach locations differ around the world, some beaches have white sand, yellow sand, pebble beaches, fairgrounds. lifeboat, postcards, ocean, island,</p> <p>Express own views about living by the seaside, knowing that in the United Kingdom no one lives more than 130Km from the sea. Children will know that most sandy beaches are well known for children using their bucket and spade to build sandcastles and that the song 'Oh, I do love to be beside the seaside' was first recorded more than 100 years ago.</p>
	<b>Year 2</b>		
	<b>Autumn: Busy Bulwell</b>	<b>Spring: Comparative study - Kenya</b>	
Knowledge, Vocabulary and Skills	<p>Use maps to locate Bulwell, study their locality and express own views and opinions about it.</p> <p>Study maps and aerial photographs to find where they live and observe and record the features of different types of houses in Bulwell (terraced houses, semi-detached, flats, detached, bungalow)</p> <p>Use basic geographical vocab to describe features of Bulwell, refer to key human (River Leen) and physical features (town, houses,</p>	<p>Use maps and globes to locate UK and Kenya and know the Kenya lies on the equator and has 2 seasons, dry and rainy unlike our 4 seasons.</p> <p>Identify and label capital cities in UK London and Kenya Nairobi.</p> <p>Identify the equator and locate the places which are on the equator, Kenya, discuss northern/southern hemisphere and make predictions about which are the hottest places and coolest places as you move further away from the equator.</p> <p>Study pictures of two differing localities, Kenya and UK and ask geographical questions, what it's like to live in the place, how is it different to where I live, how is the weather different, how are lifestyles different?</p>	

	<p><b>offices, shops, roads, library, school, church, river)</b></p> <p><b>Make sketches</b> of how Bulwell has changed over the years.</p> <p><b>Make suggestions for the cause of the differences and communicate their findings in different ways – report, graph, sketch, diagram, pictures.</b></p>	<p><b>Use basic geographical vocab to refer to key human and physical features</b> of UK (Nottingham) - <b>city, urban, shops, parks, factories, schools, churches, roads, railway, bridge, library, station</b> and Kenya - Mombasa – <b>beach, sea, waves, ocean, Nairobi – capital city , polluted, overcrowded, busy, shops, traffic, factories, poverty and Masaii Mara – savannah, plain, wildlife, national parks, tribes, rural, peaceful, safari .</b></p> <p>Roads,</p> <p><b>Draw pictures</b> to compare 3 different localities in Kenya; <b>beach resort - Mombasa, rural area – Masaii Mara and capital city - Nairobi.</b></p>
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**Year 3**

	<b>Autumn: European Locations</b>	<b>Spring: Natural Disasters</b>	<b>Summer: Mapping Nottinghamshire</b>
<b>Knowledge, Vocabulary and Skills</b>	<p><b>Study maps to locate</b> the neighbouring countries to the UK and those found in the Mediterranean – <b>France, Spain, Belgium, Germany, Italy, Greece, Malta</b></p> <p><b>Use the language</b> of ‘north’, ‘south’, ‘east’, ‘west’ to relate countries to each other.</p> <p><b>Locate</b> capital cities of Europe – <b>London, Paris, Madrid, Brussels, Berlin, Rome, Athens. Valletta</b></p> <p><b>Identify</b> key <b>landmarks</b> within the UK and Europe and understand why they are a <b>tourist attraction-</b> London Eye, Berlin Wall, Eiffel Tower, St Paul’s Basillica.</p> <p><b>Compare</b> physical and human features of European countries and <b>regions</b> – Greek Islands and Britain</p>	<p><b>Understand</b> the <b>8 compass points</b> and use them to identify the <b>Equator, the Tropics of Cancer and Capricorn</b></p> <p><b>Locate the fault lines</b> around the <b>Pacific Ocean</b> and <b>compare</b> them to other countries and climates.</p> <p><b>Analyse evidence and draw conclusions</b> e.g. make comparisons between countries in the Pacific and UK using photos/pictures,</p> <p><b>Study the</b> physical features of <b>natural disasters</b> tsunami, tornadoes, flooding &amp; volcanoes – the <b>Pacific Ring of Fire.</b></p> <p><b>Draw diagrams</b> for each stage of the process of <b>volcanic eruption.</b></p>	<p><b>Study</b> maps and aerial photos using the <b>key</b> to <b>identify</b> physical features – <b>roads, rivers, fields, contours.</b></p> <p><b>Study</b> maps and aerial photos to <b>identify</b> physical features of the city of Nottinghamshire – <b>River Trent, Sherwood Forest, contours, motorways, fields, attractions</b></p> <p><b>Describe</b> how the structure of Nottingham city has changed over time.</p> <p><b>Identify</b> the human features of Nottingham - <b>population economies public buildings</b></p> <p><b>Undertake environmental surveys</b> of the school community - litter, noise, pollution making ideas for improvement</p> <p><b>Describe</b> how the local land is used for <b>trade and settlements</b></p>

**Year 4**

	<b>Autumn: Settlements</b>	<b>Spring: South America</b>	<b>Summer: Rivers</b>
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<b>Knowledge, Vocabulary and Skills</b>	<p><b>Describe</b> the differences between different settlements. Know the difference between a <b>hamlet, village, town, city</b>.</p> <p><b>Study maps</b> and <b>draw conclusions</b> about Roman settlements, <b>explaining reasons</b> for their location of <b>settlement</b>. Know that early settlers needed: shelter, food source, water and transport links.</p> <p><b>Compare</b> land use in different settlements, <b>classify buildings as:</b> residential, retail, professional, industrial, storage, entertainment and leisure, public authorities.</p> <p><b>Identify</b> main economies in the local area through undertaking surveys. <b>Consider why</b> this has changed.</p>	<p><b>Use and explain</b> the term 'climate zone'</p> <p><b>Locate and label</b> different countries/continents in the <b>Northern and Southern hemisphere</b>, naming all countries in <b>South America</b></p> <p><b>Identify</b> the major cities in South America and <b>consider how they differ</b> to other regions in the country.</p> <p>Define a <b>biome</b> and <b>explain</b> the main types are: <b>tundra, desert, grassland, tropical rain forest</b>.</p> <p><b>Study life</b> for a child living in Brazil, through <b>primary sources, asking questions and making comparisons</b> to life in the UK and consider how life in the UK may be similar. Know what a <b>favela</b> is.</p>	<p>Use an <b>atlas</b> to locate and name 3 rivers in the UK (<b>Thames, Trent and Severn</b>) and 5 rivers globally: the <b>Nile, Amazon, Mississippi, Ganges and Yangtze</b>.</p> <p><b>Explain</b> where the <b>source</b> of a river often begins in the mountains and that the <b>mouth</b> of a river connects it to the sea.</p> <p><b>Describe</b> the features of the <b>upper, middle and lower course</b> of a river. <b>Tributaries, confluence, rocky, wide, meander, flood plain, delta, estuary</b>.</p> <p><b>Describe</b> how water <b>erodes</b> a river bank and know how <b>deposition</b> changes the shape of a river.</p> <p>List some ways that rivers are used.</p> <p>Know what a <b>dam</b> is and give the location of one major dam.</p>
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**Year 5**

		<b>Asia</b>
<b>Knowledge, Vocabulary and Skills</b>	<p><b>Rainforests</b></p> <p><b>Locate</b> the main rainforests of the world using atlases, maps and globes, knowing that they lie on and around the <b>equator</b>. Children will know that <b>6% of the earth</b> is taken up by rainforest and over half of the world's animals and plant species live there.</p> <p><b>Understand</b> the <b>impact</b> of humans on the rainforest due to <b>deforestation</b>, knowing equivalent of one football pitch of forest per minute is being lost due to our destructive ways (mining and farming big areas).</p> <p><b>Discover</b> which foods come from the rainforest, such as bananas, coffee and cocoa beans and know the <b>journey</b> that this food makes so that we can enjoy it.</p> <p><b>Discuss and debate Fairtrade</b>, knowing how this agreement helps producers in developing countries achieve better trading conditions.</p> <p>Use appropriate language to <b>explain and present</b> the process of rivers, knowing that the river starts in the <b>upper course</b> and <b>meanders</b> through the <b>middle course</b>, causing <b>erosion</b> until it reaches the</p>	<p><b>Locate</b> the main countries in Asia and use <b>four figure grid references</b> to read maps, making connections between Asia and the <b>tropics</b>.</p> <p><b>Study</b> the <b>Greenwich Meridian time</b>, knowing that there are 24 different <b>time zones</b> across the world and that in Asia alone, there are 11. Children will know that countries directly above and below the UK will follow the same time zone as <b>GMT</b>, and that GMT is in zone 0.</p> <p>Use appropriate language to <b>describe</b> the water cycle, knowing that <b>transpiration</b> is a vital process. (Reference to the Yangtze River).</p> <p><b>Identify</b> the main <b>environmental</b> regions, key <b>physical and human characteristics</b>, major cities and surrounding oceans of Asia, knowing that it is home to the <b>biggest mountain in the world – Mt Everest</b></p>

	<p><b>lower course.</b> Children will track the journey of the Amazon river from <b>source</b> to <b>mouth</b> and know that Amazon River is 6,400km long – the second largest river in the world.</p>	<p>(8,848m) and that it is the biggest <b>continent</b> in the world with the highest population of people.</p>
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<b>Year 6</b>		
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	<b>Autumn: Map Skills</b>	<b>Spring: Mountains</b>	<b>Summer:</b>
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<b>Knowledge, Vocabulary and Skills</b>	<p><b>To know</b> map making is called <b>cartography</b></p> <p><b>To know</b> there are two Norths – <b>true north and magnetic north</b></p> <p><b>To reflect</b> on maps changing over time, and know <b>Mappae Mundi</b> were expensive so used by royalty</p> <p><b>To show understanding</b> that the map we use is the <b>mercator projection</b> but it has several distortions</p> <p><b>To understand</b> that West was at the top on maps in the middle ages rather than north.</p>	<p><b>To know</b> that mountains take up one fifth of the Earth’s surface</p> <p><b>To compare</b> heights of mountains and know <b>Everest</b> is the highest</p> <p><b>To use maps to locate</b> mountains including those under the sea</p> <p><b>To recognise</b> that 80% of our oxygen comes from mountains</p> <p><b>To use the term mountain range</b> and know that the 14 highest mountains in the World are in the Himalayas</p> <p><b>To know</b> anything under 600m is a <b>hill not a mountain</b></p> <p><b>To describe</b> the different mountain landscapes including snow, rocks and barren landscapes</p>	
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