Geography Vertical Subject Progression

Subject intent:
By the time a Willowbrook pupil leaves our school they will have developed a rich and broad understanding of the world around them. They will gain knowledge about diverse places, people, natural and human environments with an understanding of the earth's key physical and human processes.

	Geography	Subject-specific strands / NC links
EYFS	**Understanding the world** **ELG: People, Culture and Communities** • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps • 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. **ELG: The Natural World** • Explore the natural world around them, making observations and drawing pictures of animals and plants • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	
Year 1	Seasons & Weather	• 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 • Use basic geographical vocabulary to refer to physical features including: beach, cliff, coast, sea, ocean, season, weather.
	Growing and farming in different locations	• 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 • Use basic geographical vocabulary to refer to human features: farm, house, port, harbour, shop. • 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

	Seasides •	• understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom • Use basic geographical vocabulary to refer to physical features including: beach, cliff, coast, sea, ocean, season, weather. • Use basic geographical vocabulary to refer to human features: farm, house, port, harbour, shop.
Year 2	Brilliant Britain •	• name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas • Use basic geographical vocabulary to refer to physical features including: forest, hill, mountain, river, soil, valley, vegetation. • 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 • 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
	Australia	• name and locate the world's seven continents and five oceans • 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** • 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 • Use basic geographical vocabulary to refer to human features: city, town, village, factory, shop, office. • 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 •
	Natural vs. man-made environments (e.g. Forest vs. a city) •	• Use basic geographical vocabulary to refer to physical features including: forest, hill, mountain, river, soil, valley, vegetation. • Use basic geographical vocabulary to refer to human features: city, town, village, factory, shop, office. • 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 • 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. • 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. •
Year 3	Devon detectives (Dartmoor focus)	• 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 • understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom • physical geography, including: climate zones, biomes & vegetation belts & rivers. • Human geography, including: types of settlement and land use, economic activity including trade links

		• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • 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 • 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.
	Italy (including Pompeii and volcanoes)	• 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 • 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) • understand geographical similarities and differences through the study of human and physical geography of a region in a European country • physical geography, including: mountains & volcanoes • Human geography, including trade links. • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
Year 4	North & South poles (& climate change) Sci - Living things and their habitats (food chains)	• 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 • 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)

		• physical geography, including: climate zones • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied •
	Africa (Kenya)	• 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 • 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) • physical geography, including: climate zones & rivers. • 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 • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • 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 wider world
Year 5	South America v UK– inc rivers	• 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 • 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) • understand geographical similarities and differences through the study of human and physical geography of a region within North or South America

		• physical geography, including: climate zones, biomes and vegetation belts. • 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 • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied •
	Natural Disasters	• 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 • 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) • physical geography, including: climate zones, volcanoes and earthquakes, • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
Year 6	Hong Kong & Water Cycles	• 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 • 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) • physical geography, including: biomes and vegetation belts, mountains and the water cycle • Human geography, including: types of settlement and land use, economic activity including trade links. • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied