



Geography Curriculum Progression

	Class 1	Class 2	Class 3	Class 4
<h3>Locational Knowledge</h3>	<p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Children to use Bretherton as a starting point, and locate surrounding countries and capital cities including landmarks</p>	<p>Name and locate the world's seven continents and five oceans.</p> <p>This objective will be taught in relation to Place knowledge topics as a starting point – where are we in the world?</p> <p>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 – small region of the UK study – the Lake District</p>	<p>Locate the world's countries, using maps to focus on Europe – a study of Reykjavik</p> <p>Name and locate counties and cities of the United Kingdom – the children will use this objective as a comparative element to their European region study.</p> <p>Locate North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities – regional study of Brazil, the Amazon and the Pantanal</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle – in relation to South American study</p>	<p>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) – used in relation to Climate change study on the polar ice, and a topic on geographical skills and map work.</p> <p>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 – examining Colombia, interdependence and trade.</p>
<h3>Place Knowledge</h3>	<p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom – a comparison of outside and inside the school grounds.</p>	<p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the <u>United Kingdom</u> – local study of Bretherton village including a trip to GA foods – and a small area in a <u>contrasting non-</u></p>	<p>Understand geographical similarities and differences through the study of human and physical geography of a <u>region in a European country</u> – Reykjavic Iceland - and a region within South America – Brazil, Amazon and the Pantanal. Introduction to</p>	<p>Understand geographical similarities and differences through the study of human and physical geography of a region within South America – interdependence and trade will examine the production of bananas in Colombia</p>

		<p><u>European country</u> – Masai Mara, Kenya</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a <u>region of the United Kingdom</u> – Lake District Study – and <u>a region in European country</u> – Amalfi and surrounding region</p>	<p>how farming affects the climate and in-turn, land use.</p>	<p>(specifically, Santa Marta and Magdalena). Children will study climate and topographical features to understand the place.</p>
<h2>Human and Physical Geography</h2>	<p>Identify seasonal and daily weather patterns in the United Kingdom.</p> <p>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Children to focus on transport, roads, clothes, settlement, weather, food/economic activity to notice differences between hot/cold place comparison (Oymyakon, Russia and Sydney, Australia)</p> <p>Use basic Geography vocabulary to refer to :</p> <p>Key physical features including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>Key Human Features including city, town, village, factory, farm, house, office, port, harbour and shop</p>	<p>Describe and understand key aspects of: <u>Physical Geography</u> - including volcanoes and earthquakes, looking at plate tectonics and include the Pacific Ring of Fire. Also examine the Human impact of eruptions; and consider why people choose to live near active volcanoes e.g. Naples/Pompei</p> <p><u>Human Geography</u> – transport, roads, clothes, settlement, weather, tourism – study of the Amalfi coast and surrounding area including Naples</p> <p>Use basic geographical vocabulary to refer to;</p> <p>Key physical features including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>Key Human Features including city, town, village, factory, farm, house, office, port, harbour and shop</p>	<p>Describe and understand key aspects of: <u>Physical geography</u> - including climate zones, biomes (a large region of the earth which has a certain climate and certain types of living things). Main types Tundra, Grassland, Desert, Tropical Rainforest.</p> <p>Describe and understand the Water Cycle including transpiration; and key aspects of rivers, including physical and human impact of flooding.</p> <p><u>Human Geography</u> – settlement, economic activity and the distribution of natural resources – examination of Reykjavik, Iceland including Geothermal and dam power.</p> <p><u>Human geography</u> - including: types of settlement and land use, services, economic activity, and the distribution of natural resources including energy, food, minerals and water. Examining human and physical push and pull factors related to urbanisation.</p>	<p>Describe and understand key aspects of: <u>Physical Geography</u>: topography, climate, precipitation levels – including how this impacts farming and trade in Colombia.</p> <p><u>Human Geography</u> - types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water – an examination into the Colombian banana trade and interdependence on the world for trade. Links to fair trade and ethics.</p> <p>The climate change study will focus on how the melting ice caps will impact the surrounding pacific islands – focus on settlement, tourism, changes over time, human impact on the world, environment issues and ethics.</p>

