

Lees Primary School - Geography Progression

Subject overview:	
Why do we teach geography? Geography inspires children to be curious about the world and people around them. It allows them to understand what world they live in. As pupils progress, their understanding of the world will expand on their knowledge of the human and physical processes, and of the formation and use of landscapes and environments.	**What will be the impact of our teaching?** Pupils will be provided with the knowledge about diverse places, people, resources, human and physical environments and at a deeper level, of the Earth's key physical and human processes. Pupils will understand the impact humans have on the planet and how we have to the responsibility to make sure it survives.
Sequencing of content Sequencing is organised in the following strands: • Location and place knowledge • Human and physical knowledge • Mapwork • Fieldwork	**Retrieval practise** Retrieval practise allows children to have regular visits to specific focus areas across the year groups: • Continents and oceans around the world • Key countries and cities in the UK and the world • Key mountains, rivers and lakes • Key human and physical features • Mapping skills • Use of compass points and grid references (KS2)



Lees Primary School

Putting Children First

Long-term overview for Geography

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	**Magical Me** Talk about what they see – Autumn and seasonal changes	**People Who Help Us** Talk about what they see – Winter and seasonal changes	**Our Wonderful World** Talk about what they see Know that there are different countries in the world	**Amazing Animals** Spring and seasonal changes Climate change	**Ready, Steady, Grow!** Know that there are different countries in the world	**Bears, bears everywhere!** Summer and seasonal changes Know that there are different countries in the world Maps/small world environments
Reception	**The Gingerbread Man** Describe what they see, hear and feel whilst outside Changing seasons Autumn		**Adventures of Space Dog** Planet Earth – made up of land and sea Winter	Spring	**The Mysterious Egg** Know that there are different countries in the world and talk about the4 differences they have experienced	**Welcome to my house** Understand the effects of changing seasons Summer
Year 1			**Our Village** Naming a village, town & city Human & physical features in our local area Four countries of the UK	**African Adventure** Human & physical features of Africa Comparison of our village and an African village (in Kenya)	**Our Allotment** Use of fieldwork and observational skills to study the geography of the allotment and surrounding areas.	
Year 2			**Brilliant Britain** Countries & capital cities of the UK Where is Great Britain on a map? Comparison of Yorkshire and London	**Plant Detectives** World's 7 continents and 5 oceans Comparison of Yorkshire and Jamaica Human & physical features of Jamaica		**Habitats** Seasonal and daily weather patterns of the UK Location of hot and cold areas in relation to the Equator and the North & South Poles Use simple compass directions and directional language to describe the location of features and routes on a map
Year 3	**Invaders and Anglo Saxons** Key Europe – France, Spain (To be introduced)		**Rivers and Mountains** Settlement and land use What are rivers and mountains? Where are they found in France? How are they formed? Features of the River Aire		**Roots and Shoots**	**Keeping Healthy** Food around the world
Year 4	**Frozen Planet** The Equator, Northern & Southern Hemisphere, Tropics of Cancer &	**Ancient Greece** Types of settlements	**Rainforests** Where are the main tropical rainforests in the world? South America Layers of the rainforest			

	Capricorn, Arctic & Antarctic Circle Cold parts of the world Climate zones Settlement and land use		Settlement and trade Deforestation			
Year 5	**Romans** Roman maps & roads		**Contrasting Coastlines - Whitby** Coastal towns around the UK Where is Whitby? Physical features of Whitby Coastal erosion Land use and effects of tourism	**Contrasting Coastlines – North America** Locate the world's countries, focusing on North & South America (environmental regions, human & physical features, countries and major cities) Compare the UK with a region within North America Use of maps, atlases, globes and digital mapping Use of the 8 points of a compass and 4 & 6 figure grid references	**Super Scientists** Understand the key aspects of volcanoes	**Victorians in Haworth** Compare maps from the past with the present, focusing upon land use in Haworth
Year 6	**Ancient Egyptians** Location of the River Nile	**Evolution** Climate zones, biomes and vegetation belts	**Earth Matters** Variety of maps – locating the world's countries Time zones Prime/Greenwich Meridian Vegetation belts Earthquakes Effects of climate change Trade and economic activity North America and regions for earthquakes Vegetation belts Volcanoes and earthquakes – tectonic plates and the ring of fire			

Knowledge and skills sequencing:

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Location and place knowledge	Use all their senses, hands-on exploration of natural materials. Materials to the local area such as pine cones, leaves, twigs, bracken, wool. Know that there are different countries in the world.	Explore the natural world around them. Be able to say where they live and go to school. Recognise some similarities and differences between life in this country and life in another country. Begin to look at aerial photos.	Name and locate the 4 countries in the UK. Identify their local environment: Cross Roads/Lees Village Compare and contrast different types of houses in their local area. To look at the continent of Africa (non-European country). To explore our local area and compare with a contrasting non-European location: Cross Roads and Kenya (Africa)	Recap on the 4 countries of the UK and identify their capital cities. Name the 7 continents and 5 oceans. To know the location of hot and cold areas of the world in relation to the North and South Poles (E.g equator and poles). To explore our local area and compare with a contrasting non-European location: Keighley and Tulum, Mexico	Recap on the 4 countries of the UK and their capital cities. Identify the important rives and land use. Locate the countries that make up Europe (e.g., France). Identify and compare rivers in the UK and France. Recap on Mexico (Y2) and link to Mayans.	To name and locate the main countries of Europe, with a focus on Greece and South America, including the rainforest. Identify position and significance of the Equator, Northern and Southern hemisphere, Tropics of Cancer and Capricorn and explain their significance. On a world map, locate areas of similar environmental regions, either the poles, desert, rainforest, or temperature regions Locate the European country of Greece. To study South America (Rainforest) and describe geographical differences and similarities we see in relation to UK.	Linking with the local area, compare land use maps from the past with the present – describe geographical features of Saltaire and its purpose. Name and locate key topographical features, including coast, features of erosion, hills, mountains and rivers. Identify how these features have changed over time (e.g., Whitby and east coast – contrasting coastlines). Look at North America.	Compare Continents and oceans of the world. Label and compare key cities of the world. Identify regions for earthquakes. Identify position and significance of latitude/ longitude and Greenwich Meridian. Identify and describe geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic circles. Continents and oceans of the world Cities of the world (e.g., Egypt - similarities and differences. Nile and its importance). Identify the fault lines in North America.
Human and physical knowledge	Talk about what they see.	Describe what they can see, hear and feel whilst outside.	Identify less familiar human geography features in their own community (e.g. castles)	Identify key features of a location:	Identify the types of settlement in Early Britain (linked to History).	Understand the water cycles and accurately use key terminology to describe its process.	Describe key aspects of human geography of the Roman period.	Describe and understand key aspects of climate zones, biomes and vegetation belts.

		Identify familiar human geography features in their local area (e.g. shop, house, road) Identify familiar physical geography features in their local area (e.g. hill, tree) Name the four seasons and describe the weather (e.g. it is summer so it might be sunny) Use maps to find known locations (e.g. school) Draw information from a simple map. Explore the natural world around them. Begin to understand the need to respect and care for the natural environment and all living things.	Recognise different components of the physical geography in their local area. To identify seasonal and daily changes in the UK. Use simple compass directions (North, South, East and West) and locational and directional language (e.g. the field is behind the school) to describe the location of features and routes on a map in their local area (allotment). Devise a simple map of where they live (Our Village). Participate in simple fieldwork activities (allotment) Show care and concern for living things and their environment (fieldwork – risks and safety).	Physical features – forest, hill, mountain, sea, ocean, river Human features – city, town, village, factory, farm, house, office, port, harbour, shop Compare the physical and human features of two locations (e.g. Yorkshire and London). Identify features that give places character (e.g. Bronte) and recall information about significant landmarks, historical sites and natural features.	Identify why early people chose to settle in Britain (link to rivers). Physical features – rivers, stages of a river estuary (mouth, upper, middle and lower course). Identify why physical features differ in one location to another. Human features – types of settlement, landmarks and climate. Compare and contrast physical and human geography of a region in the UK and in a European country.	Describe and understand key aspects of climate zones. Physical features – water cycle, rainforest Human features – types of settlements, land use Identify and compare key physical and human features in Canada. Explain why one physical area is more suited to a purpose than another. Explain the water cycle and its role in shaping the Earth's physical environment.	Use a range of geographical resources to give detailed descriptions and opinions or the characteristic features of a location (e.g. Whitby). Physical features – coastal features Human features - types of settlement and purpose (e.g. in the Roman period). Describe and understand the impact of human land use and the distribution of natural resources. To know how natural resources are distributed across the world – energy, food, minerals and water. Identify and describe at least 3 different biomes. Explain the characteristics and adaptations of plants and animals in different biomes.	To understand geographical similarities and differences through the study of physical geography of differing biomes. To study volcanoes and earthquakes, looking at tectonic plates and the ring of fire. Using links to human geography, identify the trade links and settlements of the Nile. Nile: Physical features – earthquakes, climate zones, biome and vegetation belts Describe and understand vegetation belts. Identify how the conditions in a geographical area dictates what can grow and live there. Human features – types of settlements
Mapwork and Fieldwork				Recognise and understand basic symbols and keys on maps and atlases. Use letter/number coordinates on maps and atlases to	Use compass directions (North, South, East and West) and locational language and directional language (e.g. near and far, left and right) to describe the location	To learn the eight points of a compass, 2 figure grid reference (Maths co-ordinates) and basic symbols and key references. Navigate and recall information about	Use maps, atlases, globes, and digital/computer mapping (Google Earth) to locate countries and describe features studied.	Know the importance of reflecting on their fieldwork experiences and learning outcomes. Evaluate the strengths and limitations of their

				describe the location of places. Refer to landmarks and directions when using maps. To know the different fieldwork techniques such as surveys, interviews and observations.	of features and routes on a map. Use latitude and longitude to locate and recall specific places on the Earth's surface. Organise and analyse fieldwork date using tables, graphs and diagrams. Understand the important of representing date accurately and clearly. Present fieldwork results through written reports or verbal presentations.	countries, capitals and significant landmarks worldwide using maps and atlases. To identify the importance of careful planning and preparation for fieldwork. Identify potential hazards or risks associated with fieldwork activities. Understand the need to follow safety guidelines and procedures during fieldwork.	Revisit an eight compass and apply to reading 4 figure grid reference using maths co-ordinates. Use symbols and keys (including use of OS maps) to build their knowledge of UK and the wider world. Collect and analyse data using digital mapping tools and satellite imagery. Understand the ethical considerations in geographical fieldwork, including respect for local communities and the environment.	fieldwork methods and date. Critically analyse and communicate the wider significance and implications of their fieldwork findings. To create maps of locations, identifying patterns; land use & climate zones. Use different types of fieldwork sampling (random and systematic) to observe, measure and record human and physical features in the local area.

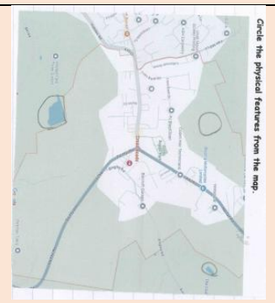
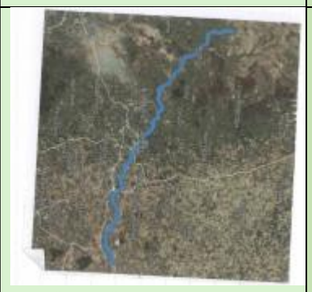
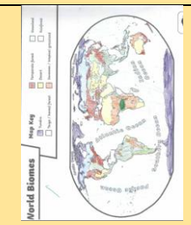
Vocabulary progression:

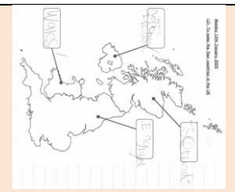
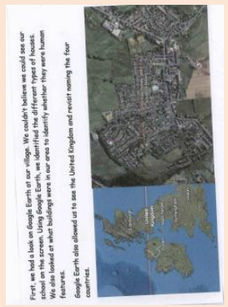
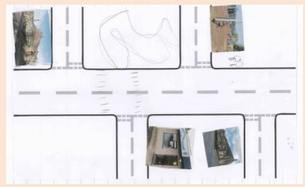
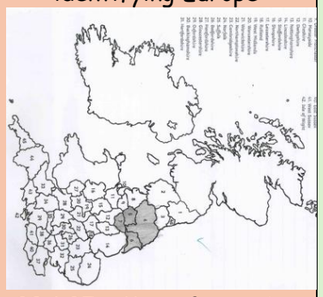
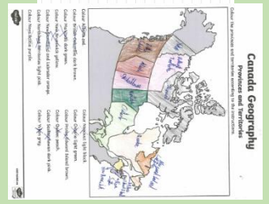
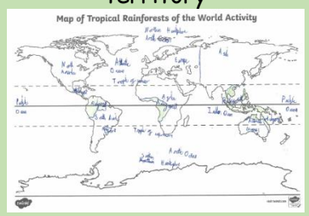
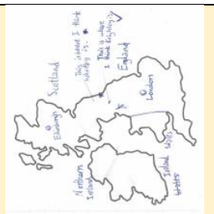
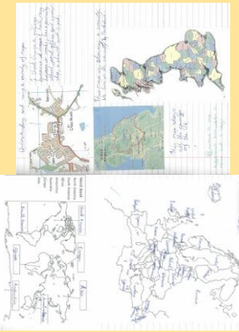
Each year group should be using vocabulary from previous learning, recapping on geographical techniques, human and physical features, human and physical processes and geographical diversity. Locations (e.g. countries that have been studied) can be used during flashback opportunities.

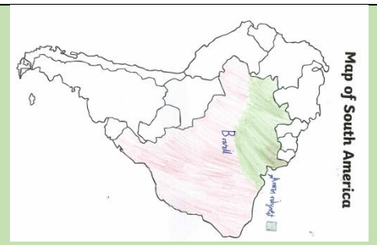
Topic	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geographical techniques		Map, world, directions, forwards, backwards, up, down	North, south, east, west, birds eye view, atlas, globe, photographs, observe	Directions, compass, search, similarities, differences, compare, plan, navigate, position, symbol, key, near, far	Atlas, aerial photograph, scale, bearing, compass, northeast (NE), southeast (SE), southwest (SW), northwest (NW), rain gauge, temperature, centimetres (cm), millimetres (mm), lowest, highest	Symbols, grid, reference	Ordinance survey, google map, political map, economic/resources map, latitude, longitude, coordinates	Six figure grid reference, grid box, kilometres (km), distance, measure, record
Human features	Road, school, house, shop, hospital, church, library	Build	Objects, man-made, town, house, shop, city, village, factory, farm, house, office, port, harbour, shop	Landmarks, railway, shopping centre,	Characteristic, structure, village, construct, lifestyles, watershed, floodplain,	Trade, population, architecture, World Heritage, tourism, culture, transport, community, landscape, farming, agriculture, facilities, reservoir	Recreation, language, religion, maintain, sustainable	Construction, resources, economy
Physical features	Sea, beach	Land	Seaside, cliff, sand, coast, ocean, forest, hill, mountain, river, soil, valley	Nature, coastal, hill, beach, ocean	Environment, mountain, volcano, waterway, channel, riverbank, estuary, mouth, slit, confluent	Stream, waterfall, vegetation, island, cape, delta, peninsula, gulf, plateau, plain, desert, valley	Prime meridian, current, belts, contour lines	Peninsula, fresh water, mountain range, tectonic plates, saltwater, bank
Human & physical processes	Weather, rainy, sunny, cloudy, snowy, windy				Natural, disasters, flood, drought, flow, rainfall	Sedimentary, water cycle, deforestation, climate, tropics climate, climate zone, countryside, landform, evaporation, transpiration, condensation, precipitation,	Deposition, erosion, distribution	Rrun-off, altitude, elevation, summit, peak, ascent, descent, colour layering, contour interval, cross section height about sea
Location	Place, home, world, town		Country, place, local, non-European, Lees, Cross Roads, Africa, Kenya, UK, England, Scotland, Wales, Northern Ireland	Keighley, Bradford, Yorkshire, London, Belfast, Cardiff, Edinburgh, North Pole, South Pole, continent, Africa,	Area, location, surrounding, Italy, France, Mediterranean, Rhone, Elbe, Oder, Tagus, Thames	Rural, urban, northern hemisphere, southern hemisphere, equator, arctic circle	Tropics of Cancer, Capricorn,	Antarctic circle, foreign

				North America, South America, Antarctica, Europe, Asia, Australia, Pacific Ocean, Atlantic Ocean, Indian Ocean, Southern Ocean, Arctic Ocean				
Geographical diversity	Season, hot, cold, summer, spring, autumn, winter					Pollution, humid, climate	Seasonal	Diverse, trend

Mapwork examples:

Topic	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geographical techniques								
Human features								
Physical features			 4.2.25 – Physical features on a map – Cross Roads		 5.2.25 – River Aire			 21.11.14 – World biomes
Physical processes								 23.1.25 – Time zones labelling  6.2.25 – Tectonic plates on a map

Location								
			 13.1.25 – Countries of the UK  27.1.25 – Our village  10.2.25 – Cross Roads – adding human features onto a map	 16.1.25 – Countries and capital cities of the UK  23.1.25 – World map – identifying Europe  29.1.25 – Map of counties in the UK  29.1.25 – Yorkshire on a map		 10.9.24 – Positions of the Equator, Northern and Southern Hemisphere, Tropics of Cancer and Capricorn.   1.10.24 – Map of Canada 1.10.24 – Canada provinces and territory  17.1.25 – Tropical rainforests of the world  21.1.25 – Brazil on a map and a key	  17.1.25 – Recap of the UK Contrasting coastlines	 19.9.24 – River Nile  16.1.25 – Variety of maps

				 30.1.25 – Map of West Yorkshire		 21.1.25 – Map of South America		
Geographical diversity								

Fieldwork progression:

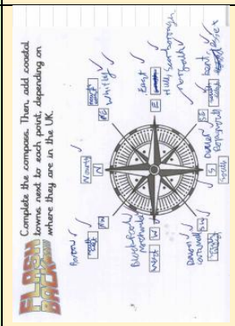
Term	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn								
Spring								

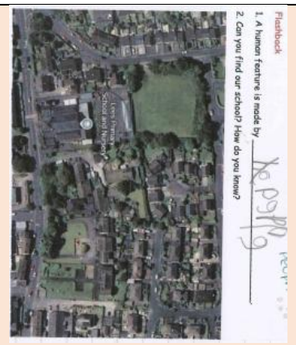
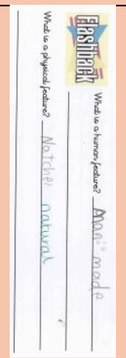
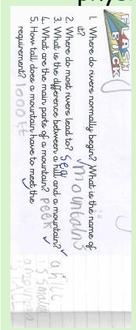
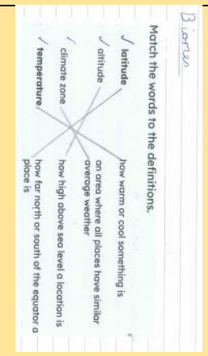
Summer								

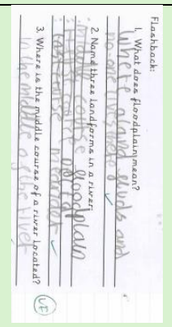
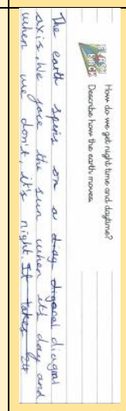
Fieldwork examples:

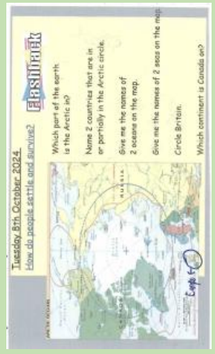
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Observational and investigational skills – What can you see? What can you hear?	Observational and investigational skills – What can you see? What can you hear?	What do you see on the way to school? What type of building is this? What type of house is this? What type of feature is this – human or physical?	Is this a village or a town? Are there any landmarks? What are the 7 continents and 5 oceans and where are they located?	What type of land use can we find? How is it similar or different to other areas we have looked at?	Are the cold parts near to or further away from the Equator? (Looking at a map) What are the features of a rainforest you can see by looking at this picture?	Can you identify where a coastline is? What was it like in the past and how does it compare to the present?	How do people use this land in different ways? What type of biome is this and how do you know? What does the map show?

Retrieval practise examples:

Topic	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geographical techniques					 6.2.25 – Compass directions and coastal towns	
Human features	 27.1.25 – Types of houses	 16.1.25 – UK and its capital cities Flashback: Example of a physical and human feature				

	 4.2.25 – Our school and where it is on a map	 23.1.25 – Four countries of the UK  6.2.25 – Human features of London				
Physical features	 10.2.25 – Physical and human feature examples	 29.1.25 – What are physical and human features	 20.1.25 – Seas, oceans, outer layer of earth and human and physical features  27.1.25 – Rivers, hills and mountains		 30.1.25 – Location plan of Whitby Harbour	 21.11.24 – Biomes Flashback: Definitions

Physical processes			 5.2.25 – Rivers			 23.1.25 – Time zones  30.1.25 – Climate zones and biomes
Location	 20.1.25 – Four countries of the UK			 17.9.24 – Colder parts of the world Flashback: Prior learning about different positions of the world		 19.9.24 – River Nile Flashback: Ancient Egypt prior learning

				 1.10.24 – Canada Flashback: Prior learning about Canada  8.10.24 – Settle and survive Flashback: Autumn 1 prior learning  15.10.24 – Climate change Flashback: Autumn 1 prior learning		

				 21.1.25 – Countries, continents and climate belts on a map		
Geographical diversity						