Wellsprings School Geography Progression Map 2023

| EYFS | Year 1/2 Year A | Year 1/2 Year B | Year 3/4 Year A | Year 3/4 Year B | Year 5/6 Year A | Year 5/6 Year B |
|---|---|---|---|---|---|---|
| Children will learn vocabulary to label physical geographical features e.g., sea, mountain, etc., which supports their onward learning journey into Year 1. | **Locational knowledge**<br>• name and locate the world's seven continents and five oceans<br>• name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas | | **Locational knowledge**<br>• 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<br>• 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<br>• 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) | | | |
| | **Breadth of Geographical Knowledge** | | | | | |
| In EYFS, each term will pose a question to support children's learning through geographical enquiry:<br><br>**What's it like where I live?**<br><br>**What is a map?**<br><br>**Are all homes the same?** | **What is the UK?**<br>We will learn about the countries of the United Kingdom and their characteristics. We will find out about children living in other parts of the UK to Taunton.<br><br>**Is our weather different to other places? (Kenya)**<br>Pupils will learn about local weather to Taunton. They will study the human and physical geography of an area of Kenya and contrast our own locality and weather to Kenya. | **Where in the World am I?**<br>Starting with the Wellsprings area of Taunton, pupils will use aerial photos to spot features and explore their local area. They will go out into the local area to identify human and natural features.<br><br>**What are cold places like?**<br>Pupils will identify seasonal and daily weather patterns in the United Kingdom and the North and South Poles | **Europe and beyond: How far has our food travelled?**<br>Pupils will investigate food miles and find out where food comes from. They will learn about global issues such as fairtrade and the distribution of where food types grow.<br><br>**Local area: How does the natural landscape help tourism in the SW?**<br>Pupils will focus on the physical features of the South West of England and relate their location to popular | **North America: How has the North American landscape been formed? (Inc volcanoes)**<br>Pupils will look at the physical geography of North America including volcanoes, plains and the Grand Canyon.<br><br>**How does the distribution of natural resources affect where we live?**<br>We will learn how different settlements develop with proximity to energy, food, minerals and water. | **What is it like to live in Japan? (Inc earthquakes/tsunamis)**<br>Pupils will focus on the physical geography of Japan and how human geography is affected by earthquake/tsunami planning.<br><br>**Europe: Why do so many people visit the Med for a holiday?**<br>Pupils will deepen their knowledge of settlements and land use in Europe by focussing on tourism around the Mediterranean. | **Biomes: Why do geographers study biomes?** Pupils will identify different biomes and what affects an ecosystem.<br><br>**Human geography: How is Taunton changing? (Shops, housing, traffic)**<br>We will look at the economic activity happening on our doorstep and how our area of Taunton is changing in our lifetime.<br><br>**South America/ Rainforests: How is the** |

Wellsprings School Geography Progression Map 2023

| | | | | | | |
|---|---|---|---|---|---|---|
| **What's around the world?**<br><br>**What is our garden like?**<br><br>**Where does our food come from?** | **What makes our school special?**<br>We will study the geography of our school and its grounds and the key human and physical features of its surrounding environment. We will devise our own maps and use them for orienteering. | **What is it like at the seaside?**<br>We will identify the key human and physical features of the seaside and compare them to our area of Taunton. | local tourism destinations.<br><br>**Rivers: Why are rivers important? Inc Tone (local area)**<br>Pupils will learn about significant rivers around the world and the economic activities that they support. We will do a field study of the Tone and look at flood prevention. | **Can things grow in a desert? (Equator, Arctic)**<br>Our work in KS1 introduced pupils to cold/hot climates and this unit will deepen their understanding of the features of a desert and how life is sustained there. | **Oceans and the Water Cycle: How green is our planet?**<br>In this unit pupils will extend their understanding of the water cycle with links to their work in science. | **Amazon Rainforest changing?**<br>We will learn about the physical geography of the Amazon, and how the types of settlement and land use have changed over time with a focus on global environmental issues. |
| In EYFS, children will access maps, globes and atlases as well as having opportunities to use plans and photographs. In fieldwork they will take notes using eg; technology, clipboards, etc. | **Geographical skills and fieldwork**<br>• 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<br>• 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<br>• 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<br>• 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. | | **Geographical skills and fieldwork**<br>• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied<br>• 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<br>• 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. | | | |