

Geography Progression Map			
Year	Autumn	Spring	Summer
EYFS	<p>Year A- Miraculously Made: How does my body work and how can I keep it working well? Keeping warm/cool, staying safe. Places: doctors and hospitals.</p>	<p>Year A- People, Places and the Past: How do people's lives in towns and cities and around the world differ from mine? Similarities and differences in our class, our school and our families. How do people's lives/food/clothes/homes differ around the world and in urban areas?</p>	<p>Year A- Wet and Wild: What does water do in our world and how can we look after our lakes, rivers and oceans? Rivers, streams and ponds, outdoor water play, pond dipping. Seas and oceans, rock pools, life in the sea, ships and pirates, keeping our seas clean.</p>
	<p>Year B- Kingdoms and communities: What is it like to live in Northumberland now and long ago? Local community, farming, local area, making maps, visits to castles.</p>	<p>Year B- Wonderful World: What exists above the sky and how does it affect life on earth? Our planet, weather systems, day and night, water and rain.</p>	<p>Year B- Forest Fun What makes its home in in our forest and why is it a great place to live? Trees, growth, planting, Forest School adventures, rainforests, forest creatures and tracks, forests around the world, saving the forests. Natural and built environments and points of view on the quality of the environment.</p>
1/2	<p>Year A- Coming and Going: Where is Northumberland? Location Knowledge- name, locate and identify characteristics of the four countries of the UK, capital cities and surrounding seas. Human & physical knowledge: Identify seasonal and daily weather patterns in the UK. Geographical Skills and Fieldwork: use maps, globes, aerial photos; locational/directional vocabulary.</p>	<p>Year A- Eureka!: What does the Earth look like from the air? Location and Place knowledge: Locate five oceans; locational patterns. Human and Physical geography: UK weather patterns Geographical Skills and Fieldwork: use globes and satellite images; compass directions. Change: comparing and contrasting.</p>	<p>Year A- Globetrotters: Where would you like to go in the world, and why? Location and Place knowledge: Continents, Europe; the influence of location. Human and Physical geography: identifying the characteristics of places and the impact of location. Geographical Skills and Fieldwork: devising simple maps and keys. Planning and Decision Making: choices and suitability.</p>

	<p>Year B- From Farm to Fork: <i>Why is farming so important in the North-East?</i></p> <p>Location Knowledge- name and describe some key places in the locality, e.g. Alnwick.</p> <p>Geographical Skills and Fieldwork: use maps, globes etc. Visit a local farm.</p> <p>Human & physical knowledge: identify human features related to farming, on a range of maps and images. Planning and Decision Making: choices; topical environmental issues.</p>	<p>Year B - Time Travellers: <i>How has the view of Earth changed over time?</i></p> <p>Location and Place knowledge: Locate continents and oceans; locational patterns.</p> <p>Human and Physical geography: use basic geographical vocabulary for key physical and human features.</p> <p>Geographical Skills and Fieldwork: satellite imagery; comparing maps and satellite images.</p> <p>Change: comparing and contrasting.</p>	<p>Year B- Towers, Tunnels and Turrets: <i>Place Knowledge: Why are there so many castles in Northumberland?</i></p> <p>Location Knowledge: Develop an understanding of pupils' local area. Place Knowledge: Compare local area to a small area in a contrasting non-European country.</p> <p>Geographical Skills and Fieldwork: use basic locational/directional language; routes on maps and plan views.</p>
3/4	<p>Year A 1st $\frac{1}{2}$ term- Mountains and Poles: <i>How are mountains formed?</i></p> <p>Location knowledge: identify Northern and Southern hemispheres, Arctic and Antarctic Circles, highest mountains.</p> <p>Human & Physical Knowledge: understand climate, mountains and volcanoes.</p> <p>Geographical Skills and Fieldwork: use maps and globes.</p>	<p>Year A- Walk like an Egyptian: <i>What was it like to live in Ancient Egypt compared to now?</i></p> <p>Location knowledge: locate the world's countries.</p> <p>Human and Physical geography: compare similarities and differences between Egypt and UK.</p> <p>Geographical Skills and Fieldwork: World maps and maps of Europe.</p> <p>Decision Making: choices and power.</p>	<p>Year A- Primitive People: <i>What did they leave behind?</i></p> <p>Location and Place knowledge: where did early Britons live in UK; creating shelter; location of famous cave paintings in Europe.</p> <p>Human and Physical geography: distribution of natural resources.</p> <p>Geographical Skills and Fieldwork: symbols, keys eight points of the compass and six-figure grid references.</p> <p>Year A 2nd $\frac{1}{2}$ term- Wonderful Water: <i>What is the water cycle?</i></p> <p>Location knowledge: longest rivers, coasts, seas and oceans.</p> <p>Human & Physical Knowledge: rivers and the water cycle, including the River Aln. Change: comparing and contrasting.</p>

	<p>Year B- Invaders!: <i>What impact did the invaders have on Northumberland?</i> Location knowledge: Locate the main counties and cities around the school locality. Human and Physical geography: Types of settlements in Early/Modern Britain, e.g. village, town, city. Geographical Skills and Fieldwork: using symbols and keys on Ordnance Survey maps; sketch maps and plans. Planning and Decision Making: resolving conflict.</p>	<p>Year B- Remarkable Rainforests: <i>Why are the rainforests important to our planet?</i> Location knowledge: locate Equator, N and S hemisphere and Tropics of Cancer and Capricorn; changes in land use patterns. Place knowledge: comparing the Amazon rainforest with a European forested area. Human and physical geography: key aspects of climate zones, biomes and vegetation belts; natural resources and economic activity; similarities and differences between our locality and a locality in South America, including tourism and trade links. Geographical Skills and Fieldwork: Eight points of a compass, basic symbols and key. Planning and Decision Making: choices and power.</p>	<p>Geographical Skills and Fieldwork: observe, measure and record river data. Cause and Effect: causal chains.</p> <p>Year B- Roman Britain: Location knowledge: <i>What impact did the Romans have on Northumberland?</i> locate main European countries. Human & Physical Knowledge: features of settlements. Place Knowledge: compare a region of the UK with a region in Europe. Geographical Skills and Fieldwork: Comparing different scaled maps; use eight points of the compass; four and six-figure grid references. Change: comparing and contrasting.</p>
5/6	<p>Year A- Living Locally <i>Why are people attracted to live in a city?</i> Location knowledge: European countries and cities; overcoming location. Place Knowledge: Local city study. Human and Physical geography: types of settlement and land use; economic activity.</p>	<p>Year A- The Maya: <i>What caused the collapse of the Maya Civilisation?</i> Location knowledge: locate the world's countries and major cities. Place knowledge: geographical similarities and differences between UK and South America. Human and Physical geography: impact of</p>	<p>Year A- Healthy Humans: <i>How does hosting an Olympic Games change a city?</i> Location knowledge: Olympic Games locations; significance of latitude/longitude Human and Physical geography: land use patterns, economic activity. Geographical</p>

	<p>Geographical Skills and Fieldwork: use fieldwork to compare Ellingham to Newcastle upon Tyne and Berwick. Planning and Decision Making: choices; power and resolving conflict.</p> <p>Year B- The Might of Monarchs from 1066: Location knowledge: land use change over time. Place knowledge: similarities/differences over time. Human and Physical geography: types of settlements and land use; economic activity, including trade. Geographical Skills and Fieldwork: atlases and maps; political/ancient and modern.</p>	<p>climate; climate zones; natural resources. Geographical Skills and Fieldwork: use of transects; digital images and maps. Change: defining change over time.</p> <p>Year B- Early Civilisations: What did they achieve? Location knowledge: location of Ancient Sumer, Indus Valley, Ancient Egypt and Shang Dynasty; key topographical features; land use change over time. Place knowledge: similarities/differences over time. Human and Physical geography: types of settlements and land use; economic activity, including trade. Geographical Skills and Fieldwork: use globes, atlases and maps.</p>	<p>Skills and Fieldwork: digital/computer mapping.</p> <p>Year B- All Change: What impact did the railways have in the North-east? Location and Place knowledge: location and key human/physical features in the North-east. Human and Physical geography: Local land use changes over time. Geographical Skills and Fieldwork: sketch maps, plans and graphs. Planning and Decision Making: values and perspectives.</p>
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