



Curriculum Knowledge & Skills Progression

Geography

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Hollinhey Geography Skills & Knowledge Progression

At Hollinhey, it is our intention to teach Geography in alignment with our core values:

- Honesty – We aspire to encourage resilience, perseverance and an acceptance that mistakes are an important part of learning.
- Effort – We celebrate effort as much as attainment, promoting the importance of hard work to build success and the development of a growth mindset.
- Achievement – We intend to provide children with a secure grasp of core geographical knowledge and skills, along with the curiosity to continue to question and learn about the world as they move forward into their lives.
- Respect – We aim to inspire a lifelong love of learning about the world and its people among our children, and to challenge any misconceptions or stereotypes which they may encounter.
- Tolerance – Through learning about different places and peoples around the world, pupils will develop understanding of, and empathy towards, people living in different places around the world. We will teach Geography in an inclusive manner, with high aspirations for all our learners.

We place a focus on the disciplinary knowledge of:	We place a focus on the disciplinary concepts of:
<ul style="list-style-type: none">• Locational knowledge• Place knowledge• Human and physical geography• Geographical skills and fieldwork	<ul style="list-style-type: none">• scale• space• place• environment• interconnections• environmental impact and sustainability• cultural awareness and diversity

We implement our intentions through teaching Geography within the broader context of topics where appropriate, making links and connections between geographical learning and other areas of the curriculum in order to inspire pupils and support linking of concepts and ideas between subjects.

Our 'Golden Threads' of Substantive Concepts, run through the Units. These feature in most units of work:

- Location & Locality
- Landscape & Form
- Human Impact & Sustainability

In order for children to know more and remember more in each area of geography studied, there is a structure to the lesson sequence whereby prior learning is always considered and opportunities for revision of facts and geographical understanding are built into lessons. However, this is not to say that this structure should be followed rigidly: it allows for this revision to become part of good practice and ultimately helps build a depth to children's geographical understanding. Through revisiting and consolidating skills, our lesson sequences help children build on prior knowledge alongside introducing new skills and challenge. We have suggested a specific series of lessons for each key stage, which will offer structure and narrative but are by no means to be used exclusively, rather to support planning. The revision and introduction of key vocabulary is built into each lesson.

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception				Wonderful World Similarities and differences between life in this country and life in other countries		On the Beach Similarities and differences between the natural world around them and contrasting environments
Year 1	Island Life Countries and capital cities of the United Kingdom and its surrounding seas					Big City v Little Village Local Geography: Sutton Human and physical geography of a small area of the United Kingdom
	Weather (Continuous Unit) Seasonal and daily weather patterns in the United Kingdom					
Year 2	Down Under Continents, oceans and hot and cold areas of the world in relation to the Equator and the North & South Pole Comparative study of a contrasting non-European country (Australia)				Our School Human and physical features of school grounds and surrounding area Compass directions, compasses, OS maps	
Year 3			Fire & Earth Mountains, Volcanoes, Earthquakes Topographical features. Hills and mountains of the UK and elsewhere			Treasure Island 8 points of a compass. & letter-number coordinates.
Year 4	Secrets of the Forest Macclesfield Forest & Rivers Rivers of UK & locality. Physical geography, settlements, economic activity and natural resources. Maps and fieldwork	Water Cycle			European Life Location of European countries including Russia, similarities and differences between UK and Greece	
Year 5	All Around the World Lines of Longitude & Latitude, Position and significance, time zones, climate, vegetation belts & biomes			Another region of the United Kingdom: York UK counties and cities, change over time, physical and human characteristics	Macclesfield & The Silk Industry UK changes over Time Macclesfield: trade & human impact	

Year 6	South America & the Rainforests Countries, human & physical features, tropical biome, environmental threat, trade. Comparison with the UK & Macclesfield Forest					I'm a Y6, Get me out of here! 6-figure grid references. Different maps of same location, calculating distances & routes, field sketches, human & environmental impact
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Geography End Points

	Locational Knowledge	Place Knowledge	Human and Physical Geography	Disciplinary Knowledge (skills and fieldwork)
EYFS	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.	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. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.	Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	Be able to observe the immediate environment. Be able to describe maps.
Y1	Name and locate the countries and capitals of the UK on a map. Know the location of each country in relationship to Sutton and Hollinhey Primary School (North, South, East, West). Name the seas surrounding the UK.	Know and describe the main characteristics of Sutton. Know and describe some key features of England, Scotland, Wales and Northern Ireland. Know how some characteristics of London compare with Sutton, including size, rivers, transport and buildings.	Know the difference between village, town and city. Name some of the human and physical features of Sutton, including the church, pub, village shop and Post Office, playground and Rossendale Brook. Describe the seasons and daily weather patterns of the UK.	Know the compass points are North, South, East and West. Know that a plan is a birds-eye view. Know that London is considerably bigger than Sutton. Be able to label a field sketch and a photograph.

	Locational Knowledge	Place Knowledge	Human and Physical Geography	Disciplinary Knowledge (skills and fieldwork)
Y2	<p>Name and locate the world's continents and oceans.</p> <p>Know the location of Australia and surrounding countries, including New Zealand and the Philippines.</p> <p>Know that Australia is South East of the UK.</p> <p>Name and locate the physical and human features of Australia: Great Victoria Desert, Botany Bay and Ayers Rock.</p>	<p>Know that Australia is considerably bigger than the UK in terms of land mass but that it has a smaller population.</p> <p>Know how some key characteristics of Botany Bay compare with Sutton.</p> <p>Know that Australia is connected to the UK through the voyages of Captain Cook.</p>	<p>Know where the hotter and colder areas of the globe are located in relation to the North and South Poles.</p>	<p>Know and use accurately the points of the compass for North, South, East and West.</p> <p>Know the terms: NE, NW, SE, SW.</p> <p>When using coordinates, know that bottom comes before side.</p> <p>Be able to draw a simple picture map.</p> <p>Be able to match aerial and plan views of buildings or features in Botany Bay and Sutton.</p> <p>Be able to draw a simple plan with objects relative to each other in position and size.</p> <p>Be able to add labels and a couple of features given to a field sketch.</p>
Y3	<p>Be able to name and locate mountain ranges and the countries in which they are located including North America.</p> <p>Be able to name and locate mountains and upland areas of the UK.</p>	<p>Know how some characteristics of Sutton compare with Pompeii (Vesuvius)</p>	<p>Know how different mountains are formed.</p> <p>Name and describe physical mountain features, including: ridge, summit, glacier.</p> <p>Know and describe some of the economic activity that occurs in mountain regions, including: tourism, mineral extraction, timber.</p>	<p>Know and use 8 points of a compass.</p> <p>Be able to use letter-number coordinates.</p> <p>Know the 1:50,000 OS symbols relating to mountain environments: contours, scree, viewpoints, triangular pillar/point.</p> <p>Know that a 1:25,000 map is a more detailed map than a 1:50,000.</p>

	Locational Knowledge	Place Knowledge	Human and Physical Geography	Disciplinary Knowledge (skills and fieldwork)
				<p>Be able to draw a simple, accurate plan on squared paper.</p> <p>Be able to add some of their own features and labels to a field sketch.</p>
Y4	<p>Name and locate major UK rivers, e.g. Thames, Mersey, Severn.</p> <p>Name and locate major UK ports, e.g. Liverpool, London, Hull.</p> <p>Name and locate major world rivers, e.g Nile, Amazon, Rhine.</p> <p>Name and locate Greece within Europe and the surrounding countries (including Russia) and seas.</p>	<p>Describe some key similarities and differences between Rossendale Brook and a major River Bollin</p> <p>Describe the similarities and differences between the UK and Greece, including landscape and climate.</p>	<p>Know and describe the physical geographical features of rivers, including meander, waterfall, source. Describe the formation of meander and waterfall.</p> <p>Know and explain the water cycle.</p> <p>Know how and why rivers are used for economic activity, including leisure and tourism, transport, fishing, hydro-electric power.</p> <p>Know why some settlements have developed along rivers.</p>	<p>Know and use 8 points of a compass with greater accuracy.</p> <p>Know that the numbers in a 4-figure grid reference represent a specific grid on a map.</p> <p>Know the 1:50,000 OS symbols relating to rivers: bridge, mudflats, lighthouse.</p> <p>Be able to measure a straight-line distance on a plan or map with a simple scale (e.g. 1cm = 1km) and calculate the distance.</p> <p>Be able to draw a simple field sketch with some scaffolding of a few key lines.</p>
Y5	<p>Locate the Equator, Arctic and Antarctic Circles, Tropics of Cancer and Capricorn on a world map and know why they're located in these positions.</p> <p>Name and locate the position of the Prime/Greenwich Meridian and time zones (including day and night) and be able to explain their significance.</p>	<p>Know key similarities and differences between Sutton, Macclesfield and York.</p>	<p>Understand what a biome is and identify different biomes in the world and their relation to lines of latitude</p> <p>Know and describe how the settlement of Macclesfield grew and developed as a result of the silk trade.</p>	<p>Know and use 8 points of a compass with greater accuracy.</p> <p>To accurately use 4-figure grid references.</p> <p>Use latitude and longitude in atlases and globes.</p> <p>To be able to draw a scale drawing of a small area, e.g. classroom or part of the playground.</p>

	Locational Knowledge	Place Knowledge	Human and Physical Geography	Disciplinary Knowledge (skills and fieldwork)
	<p>Be able to locate the different climate zones of the world.</p> <p>Name and locate some specific biomes & vegetation belts: forest, grassland, tundra, desert and ice sheet.</p> <p>Know that Sutton is located within the county of Cheshire, which is within the region of the North-West of England.</p> <p>Know some of the key UK counties, including Yorkshire, Merseyside, Derbyshire, Staffordshire, Greater Manchester and Lancashire.</p> <p>Know some of the key UK cities, including: Manchester, York and Liverpool, and explain how these have changed over time.</p>		<p>Know and describe how the physical geography of Macclesfield influenced the silk trade.</p>	<p>To annotate field sketches with descriptions.</p>
Y6	<p>Name and locate the rainforest areas of the world, including the Amazon and Congo.</p> <p>Name some of the countries which are found in South America</p>	<p>Describe some key similarities and differences between Macclesfield Forest and the Amazon Rainforest.</p>	<p>Know the major rivers, mountains and land types of South America</p> <p>Know about the different settlements, populations and languages of South America.</p> <p>Know the definition of the terms climate zone, biomes and vegetation belt in South America</p>	<p>Be able to use 6-figure grid references.</p> <p>Compare maps showing different projections of the globe.</p> <p>Be able to make comparisons and interpret different map scales of the same location.</p> <p>Be able to calculate the distance on a map with a more complex scale.</p>

	Locational Knowledge	Place Knowledge	Human and Physical Geography	Disciplinary Knowledge (skills and fieldwork)
			<p>Identify the different biomes in South America including looking in depth at the Amazon Rainforest</p> <p>Know some of the products that are traded from the rainforest and other parts of South America.</p> <p>Know that the rainforest is a natural resource of food and minerals.</p> <p>Know and describe the environmental threats to the rainforest.</p>	Decide on an appropriate view and draw and annotate a field sketch.