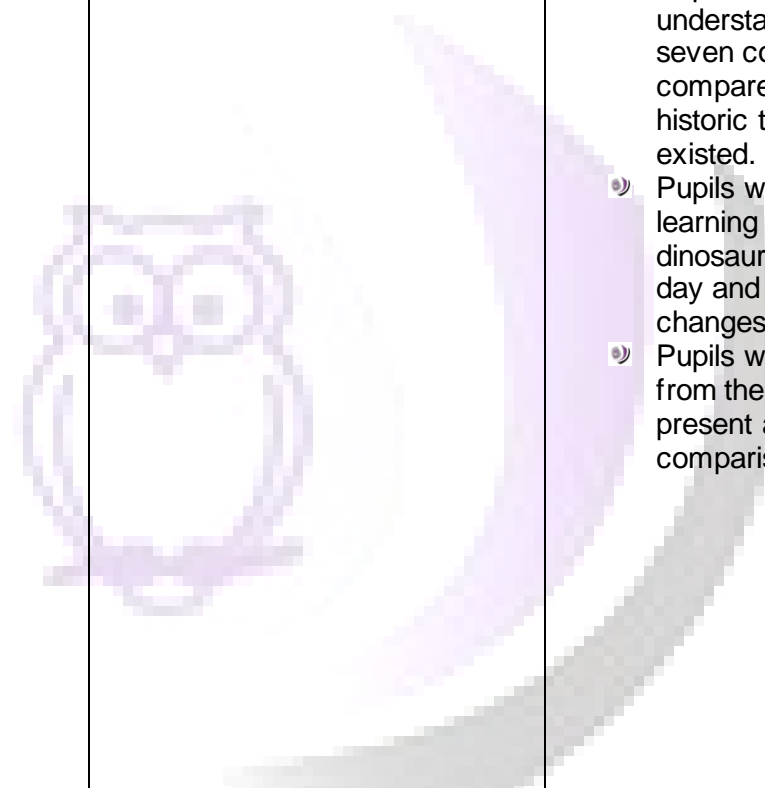


## Geography Planning and Progression of Skills



**Year 1**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<i>What's going on?</i>	<i>Dinosaurs</i>	<i>Animals around the World</i>	<i>Can you Dig it?</i>	<i>Art Attack</i>	<i>On Holiday with Barnaby Bear</i>
	<i>What is happening around us?</i>  <i>The United Kingdom, the Seven Continents and the four seasons</i>	<i>The United Kingdom, the Seven Continents and the four seasons</i>	<i>Human and physical features of our environment</i>  <i>The Four Seasons</i>	<i>What is the same and what is different? - exploring the four seasons and also similarities and differences between the UK and another country</i>	<i>Using maps, compasses and directional language to reach a destination</i>	<i>The Seaside- human and physical features</i> <i>Comparing environments</i>
<b>Geography</b>	<p><u>Previous Learning</u> The children spoke about the season when we completed the calendar every single day last year, and also the weather.</p> <p><u>What we will learn</u></p> <ul style="list-style-type: none"> <li>☛ Label a map of the United Kingdom, stating where the four countries are that make up the UK</li> <li>☛ Learn the names of each continent in the world through the 7 continents song on You Tube. Pupils will be able to name them from largest to smallest. They will point out each continent on a flat map.</li> <li>☛ During the celebration of learning the pupils will work with their parents to create a globe, identifying and placing each continent in the correct place.</li> <li>☛ Pupils will identify weather patterns in the UK and gain an understanding of the four seasons through our daily calendar</li> </ul>	<p><u>Previous Learning</u> The children will develop and consolidate their learning and understanding of the 7 continents and the 5 oceans and locating the UK within this from Autumn 1.</p> <p><u>What we will learn</u></p> <ul style="list-style-type: none"> <li>☛ Pupils will use a globe to identify the 7 continents and the 5 oceans.</li> <li>☛ Identify the four seasons and link them to the associated months, which the pupils will recite in order.</li> </ul>	<p><u>Previous Learning</u> The children know the four 4 seasons and associate different weathers with each. They are beginning to understand which months the seasons fall.</p> <p><u>What we will learn</u></p> <ul style="list-style-type: none"> <li>☛ The pupils will understand what beaches, cliffs, coasts, forests, hills, mountains, seas, oceans and rivers are.</li> <li>☛ Pupils will use geographical vocabulary to identify and label the features of an environment within a photograph</li> <li>☛ Pupils will identify and label geographical features, making comparisons between two different locations.</li> </ul>	<p><u>Previous Learning</u> The children have an awareness of the four countries within the United Kingdom and a basic understanding of the seven continents. They can talk about the different weather we see over the four seasons in the UK.</p> <p><u>What we will learn</u></p> <ul style="list-style-type: none"> <li>☛ Pupils will compare the UK to Australia, identifying similarities and differences in the weather/seasons and physical geographical features.</li> <li>☛ Pupils will continue to develop their understanding of the four seasons and the associated months within each season.</li> <li>☛ Pupils will research Australia using the internet, books and travel brochures. They will identify facts about Australia's features and weather patterns, and then present their findings in small groups</li> </ul>	<p><u>Previous Learning</u> The children have previously used compasses to support their understanding of direction and navigation. They have explored aerial maps of the school and the surrounding areas.</p> <p><u>What we will learn</u></p> <ul style="list-style-type: none"> <li>☛ Pupils will continue to learn how to use aerial maps to locate the different features of the school.</li> <li>☛ Directions using compasses will be practically taught to describe locations of and routes to features on a map.</li> <li>☛ Pupils will further their understanding and usage of directional language to create instructions</li> <li>☛ Plotting routes on an aerial map to a specific point using compass directions and locational and directional language</li> <li>☛ Using their learning pupils will direct other</li> </ul>	<p><u>Previous Learning</u> The children have explored different climates when learning about dinosaurs, comparing climates from then to the present day. They can discuss and describe features within the local area, including within school and use directional and locational language to describe their locations within this area.</p> <p><u>What we will learn</u></p> <ul style="list-style-type: none"> <li>☛ Pupils will use atlases and maps to identify, name and compare different environments</li> <li>☛ Pupils will know where the seaside is in location to Peterborough.</li> <li>☛ Pupils will learn geographical terms for features of the environment (physical and human) and identify them.</li> <li>☛ Compare seaside locations across the world, including the impacts weather and the physical and human features they have.</li> </ul>

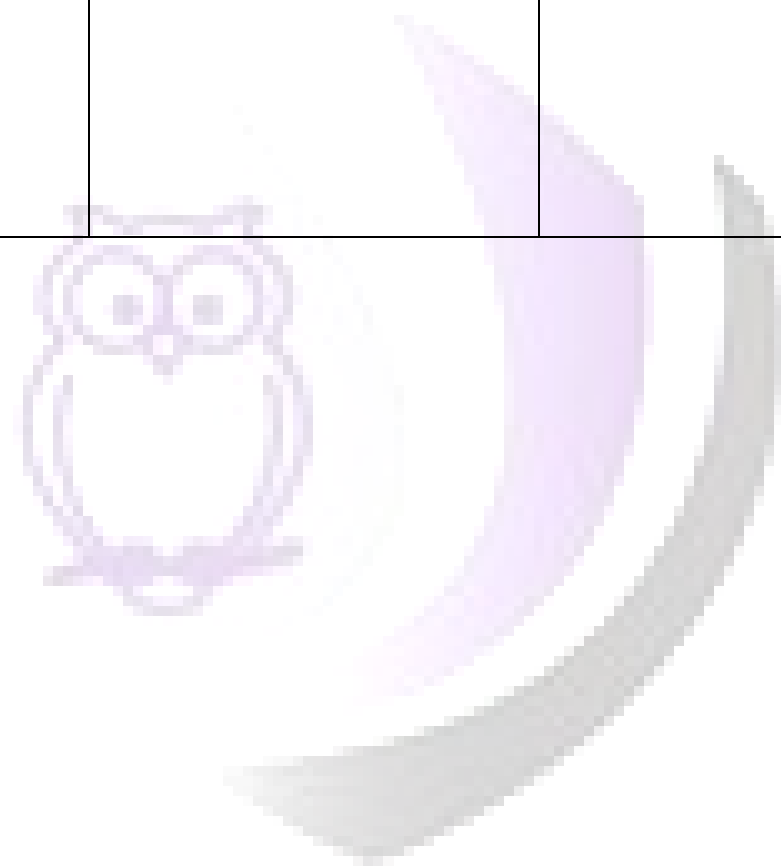
	<ul style="list-style-type: none"> <li>• Pupils will identify the location of the school and other features in our local area by going on a walk of the local area. Also through continuous provision making replicas of the features of the local area with recyclable materials</li> <li>• Using an aerial photo, locate the features of the local area – label the photo</li> </ul>			<p>with comparisons made to the UK.</p> <ul style="list-style-type: none"> <li>• Through exploring the features of the current season (spring) within the local area- pupils will observe seasonal changes.</li> <li>• Through various media pupils will continue to learn songs to support their learning of the months of the year and seasons they are in.</li> <li>• Pupils will further their understanding of the seven continents and compare this to pre-historic times before we existed.</li> <li>• Pupils will link their learning from the dinosaur era to present day and discuss the changes.</li> <li>• Pupils will label maps from the past and present and make comparisons.</li> </ul>	<p>pupils to a certain location/feature within the school grounds using compasses and aerial maps.</p>	<ul style="list-style-type: none"> <li>• Pupils will identify the different features, sort them into human and physical and label them. They will also explain why they have labelled it.</li> <li>• Through using the internet (webcams/ Google maps) pupils will explore a location and identify the type of environment it is. They will then locate it on a map and label accordingly.</li> <li>• Pupils will use brochures, the internet, books and their own experiences of different locations/ environments to compare different seaside destinations. Pupils will work in small groups and present their findings back to the rest of the class.</li> </ul>
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# Year 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Geography</b>	<b>Discovering London</b>		<b>All creatures great and small</b>		<b>Exciting Explorers</b>	
	<b>The United Kingdom and their capital cities. Using maps, compasses and directional language to reach a destination</b>				<b>Continents, Countries and oceans Compare weather patterns and the four seasons Explore the similarities and differences between journeys to explore New Worlds</b>	
	<p><u>Previous Learning</u> Children have learnt in Year 1 about Peterborough as a town where they live.</p> <p><u>What we will learn</u></p> <ul style="list-style-type: none"> <li>• Through the eyes of Paddington Bear, pupils will use maps and atlases to find London.</li> <li>• Pupils will name and locate the capital cities of the countries of UK. What is a capital city?</li> <li>• Use simple compass directions (north, south, East, West) and directional language to direct Paddington to our classroom.</li> <li>• Through research, pupils will explore key landmarks in London houses of parliament, St Paul's, Paddington station, London eye and present their findings on a map.</li> <li>• Pupils will use the internet and books to identify key similarities and differences between London and Peru through studying the daily diary of a child in Peru.</li> <li>• Identify and compare seasonal and daily weather patterns in the United Kingdom and</li> </ul>				<p><u>Previous Learning</u> Children have learnt about the 7 continents, and weather patterns relating to the poles and equator. Children know that the world is a sphere.</p> <p><u>What we will learn</u></p> <ul style="list-style-type: none"> <li>• We will learn about the explorers Christopher Columbus and Neil Armstrong. We will compare their journeys, how they knew where they were going, and the impact of their discoveries on what we know today.</li> <li>• Use world maps, atlases and globes to track Christopher Columbus's journey to the new world. Identifying continents, countries and oceans.</li> <li>• Use basic geographical vocabulary to refer to key physical features, including beach, cliff, coast, forest, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</li> <li>• We will research how Christopher Columbus knew where he was going without a map. We will include our knowledge of compass skills and directional language</li> <li>• We will learn about what is the same / different in the planning undertaken for these two epic voyages? Identify seasonal weather patterns and location of hot / cold areas of the world that he had to plan for (e.g. Equator, north/south poles)</li> </ul>	

	<p>Peru and present this in a table.</p> <ul style="list-style-type: none"><li>• To understand basic subject specific vocabulary relating to human geography e.g. City, town, village, port, shop, factory,</li><li>• To understand basic subject specific vocabulary relating to physical geography e.g. River, sea, ocean, weather, forest,</li><li>• We will use simple field work and observational skills to study the geography of the school and its grounds and create a map for Paddington bear to visit the school.</li></ul>				
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# Year 3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Geography</b>	<b>Discovering Dinosaurs Pre-historic Landscape</b>		<b>Opposites Attract</b>		<b>Bella Italia</b>	
	<p><b>Compare Peterborough's pre-historic landscape to the modern day</b></p> <p><b>Explore topographic features of human early settlements</b></p>		<p><b>Iron Age</b></p> <p><b>Locate United Kingdom's countries and cities</b></p> <p><b>Explore the importance of waterways for survival</b></p> <p><b>Use Ordnance Survey Maps to locate key iron age settlements in Britain</b></p>		<p><b>Comparing Britain with a European Country</b></p> <p><b>Compare Britain and Italy in the past and present</b></p> <p><b>Interpret maps, 8-point compasses and directional language to locate countries on a map</b></p>	
	<p><u>Previous Learning</u> While studying the journey of Paddington Bear, pupils compared Paddington's homeland of Peru with the UK and explored the landmarks of London.</p> <p><u>What we will learn</u> In Year 3 the pupils will explore Peterborough in prehistoric times and compare pre-historic living with modern living. Particularly focusing on the physical characteristics, such as rock formation.</p> <ul style="list-style-type: none"> <li>☛ Pupils will learn about the physical characteristics of prehistoric Britain</li> <li>☛ Pupils will explore how Peterborough was underwater during the dinosaur period</li> <li>☛ During Science children will experiment if specific rocks are permeable and consider the properties and uses of rocks</li> <li>☛ Studying Skara Brae, pupils will explore topographical features and identify early human settlements</li> <li>☛ Pupils will use a wider range of geographical terms such as settlement, location, vegetation, soil</li> <li>☛ While studying the Stone Age and Iron Age periods, pupils will learn about how the changes in weather patterns effected the way people lived and used the land</li> <li>☛ Pupils are encouraged to ask geographical questions as well using evidence to answer geographical questions</li> </ul>		<p><u>Previous Learning</u> Pupils will have learnt about the geography of the land during Stone Age and Bronze Age, this term the pupils will continue to explore the changes to the land and living as humans move into to the Iron Age.</p> <p><u>What we will learn</u> Pupils will study two Iron Age settlements and begin to talk about geographical similarities and differences through the study of human and physical geography.</p> <ul style="list-style-type: none"> <li>☛ Pupils will learn to locate the counties and cities of the United Kingdom</li> <li>☛ Study the hilltop forts of Borough Hill and Black Down Hills, comparing the geographical features using aerial photos and pictures.</li> <li>☛ Learn about the landscape and vegetation of the Iron Age and why this was important to the creation of human settlements</li> <li>☛ Recognise the importance of waterways to survival, and why Iron Age people would consider natural waterways before developing a settlement</li> <li>☛ Using the natural landscape for defensive purpose</li> <li>☛ Development of farming, using the geography of the land for survival</li> <li>☛ Use ordnance survey maps to locate Borough Hill and Black Down Hill</li> <li>☛ Explore features of ordnance survey maps i.e. using a key and meanings of symbols</li> <li>☛ Pupils will create their own maps for the local area</li> </ul>		<p><u>Previous Learning</u> While studying various explorers (i.e. Columbus, Neil Armstrong, Robert Falcon Scott) pupil explored maps of the world to map out their journeys, i.e. Columbus and the 'New World'. Pupils also used map skills during orienteering sessions.</p> <p><u>What we will learn</u> Pupils will be studying the Roman era in history lessons and developing their geography skills to compare Britain and Italy both past and present.</p> <ul style="list-style-type: none"> <li>☛ Pupils will learn how to use and interpret maps, atlases and digital technologies to locate countries, particularly focusing on the United Kingdom and Italy</li> <li>☛ Pupils will consider the geographical features of each country past and present</li> <li>☛ Pupils will locate and identify the Northern and Southern hemisphere on the globe</li> <li>☛ During PE lessons pupils will learn orienteering skills, particularly using a map and compass.</li> <li>☛ Using a map to locate and navigate</li> <li>☛ 8 points of a compass (N, NE, E, SE, S, SW, W, NW)</li> <li>☛ Use a key to understand the symbols on a map</li> <li>☛ During History lesson pupils will explore the Romans and link to geography studies</li> <li>☛ Pupils will use the Atlas during in History lessons to track the spread of the Roman Empire and invasion of Britain</li> <li>☛ Pupils will make comparisons of man-made features such as how the Romans started building rectangular houses instead of round houses. Roofs changed from thatched to clay tiles as new technologies and understanding of the natural resources developed.</li> </ul>	



# Year 4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Geography</b>	<b>The Americas</b>		<b>Invaders and Settlers</b>		<b>George's Marvellous Medicine</b>	<b>The Awesome Egyptians</b>
	<b>America</b> <b>North and South America and the countries within these continents</b> <b>Compare American landscapes to geographical landscapes in the United Kingdom</b>	<b>America</b> <b>Explore rainforests and the part they play in making chocolate</b> <b>Compare the difference in the climate of rainforests to those of the United Kingdom</b>	<b>Vikings</b> <b>Explore the human and physical geographic features of Scandinavian countries</b> <b>Research the impact of Viking emigration across England</b>			<b>Research the human and physical features of Egypt</b> <b>Analyse the climate of Egypt compared to the United Kingdom</b>
	<p><u>Previous Learning</u> Pupils have located a European country on a map and have learned about the human and physical features of a country.</p> <p><u>What we will learn</u></p> <ul style="list-style-type: none"> <li>• Pupils will use an atlas to locate North and South America and the countries within these continents.</li> <li>• Research and compare the similarities and differences between American landmarks and accurately identify the location on a map.</li> <li>• Identify how the physical landscape in America is similar and different to geographical landscapes located within the UK.</li> </ul>	<p><u>Previous Learning</u> Pupils have located and contrasted North and South America and have an understanding of how significant landmarks can be on a geographical landscape.</p> <p><u>What we will learn</u></p> <ul style="list-style-type: none"> <li>• Pupils will learn about the importance of rainforests in America in the manufacturing of chocolate.</li> <li>• How rainforests are made and to explore the different climates.</li> <li>• Dangers of the rainforest and animals which live there.</li> <li>• Researching how mountains are formed and the impact of these on the landscape and consider the differences in climate.</li> </ul>			<p><u>Previous Learning</u> Pupils have located countries and continents on a map.</p> <p><u>What we will learn</u></p> <ul style="list-style-type: none"> <li>• Research the human and physical geography of the Scandinavian countries where the Vikings invaded from.</li> <li>• Pupils will research the emigration of the Vikings across England and consider the impact that this had on the physical landscape of England.</li> </ul>	<p><u>Previous Learning</u> Pupils have accurately located countries and continents on a map and compared different human and physical landscapes.</p> <p><u>What we will learn</u></p> <ul style="list-style-type: none"> <li>• Pupils will research about the human and physical features in Egypt.</li> <li>• Research and compare how Egyptian landmarks are similar and different to American and British landmarks.</li> <li>• Analyse how the climate in Egypt compares to the weather and climate patterns in the UK and consider how this affects peoples' lives.</li> </ul>



# Year 5

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Geography</b>	<i>To infinity and beyond...</i>		<i>The Maya Civilisation</i>	<i>The Terrible Tudors</i>	<i>Mother Nature: Out of Control?</i>	<i>On the move!</i>
	<i>Earth and Space</i>		<i>Central America</i> <i>Explore locations of Mayan settlements in relation to modern day countries and cities</i>		<i>Europe/Natural Disasters</i>  <i>Explore locations of Mayan settlements in relation to modern day countries and cities</i>  <i>Research what effects natural disasters have on local/world populations.</i>	<i>Forces</i>  <i>Create maps of the local environment, using compasses and measuring equipment</i>  <i>Research transport and infrastructure of Peterborough to gain an understanding of why companies locate there</i>
			<p><u>Previous Learning</u> Children will be familiar with the concept of the rainforest (The Americas were studied in Year 4).</p> <p><u>What we will learn</u></p> <ul style="list-style-type: none"> <li>• Pupils will learn the locations of Mayan settlements in relation to modern day countries and cities</li> <li>• Resources that were being sought by the conquistadors</li> </ul>		<p><u>Previous Learning</u> Children will have previous experience of locating countries on a map – many will have first-hand experience of one or more European countries.</p> <p><u>What we will learn</u></p> <ul style="list-style-type: none"> <li>• Pupils will learn how and why earthquakes occur due to slippage of tectonic plates</li> <li>• Why volcanoes form/erupt with reference to tectonic plates.</li> <li>• Locations of concentrations of volcanoes (including Pacific “Ring of Fire”)</li> <li>• Research what effects natural disasters have on local/world populations.</li> <li>• Research if natural disasters can be avoided.</li> </ul>	<p><u>Previous Learning</u> Children will have used maps/compass directions (cardinal points) during OAA PE sessions, and be familiar with some map symbols</p> <p><u>What we will learn</u></p> <ul style="list-style-type: none"> <li>• Pupils will learn to read and write four- and six-figure map references using an Ordnance Survey map.</li> <li>• Create maps of the local environment, using compasses and measuring equipment</li> <li>• Use standard OS map symbols</li> <li>• Understand what makes Peterborough a good place for Perkins Engines to be located, looking at transport infrastructure and availability of raw materials</li> </ul>

				<ul style="list-style-type: none"><li>• Learn why are so many major cities located on waterways.</li><li>• 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)</li></ul>	
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# Year 6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<i>The World at War</i>		<i>Ancient Greece</i>	<i>We are Scientists</i>	<i>Brilliant Business</i>	<i>Showtime</i>
<b>Geography</b>	<p><b>World War 2</b></p> <p><i>Plot the location of allied forces of Britain during WW2 using time-appropriate maps</i></p> <p><i>Compare the similarities and differences between city and country living during WW2</i></p>		<p><b>Trade and Economy</b></p> <p><i>Explore the trade routes, produce, currency and exchange of Ancient Greece comparing it with the modern day</i></p>			
	<p><u>Previous Learning</u> Previously, pupils will have learnt about the significance of the Prime Meridian and Greenwich Mean Time, gaining an understanding of the different time zones around the world. They will also have learnt about the key features of maps, using keys to help them locate human and physical points of interest. This term, the pupils will continue to use maps to help them understand the strategy involved in WW2.</p> <p><u>What we will learn</u></p> <ul style="list-style-type: none"> <li>Using a time-appropriate map of Europe, pupils will plot the location of the allied forces of Britain during WW2. Pupils will compare locations of the axis forces of Britain.</li> <li>Following research and a school trip to Stibbington, the pupils will make comparisons between countryside and city life from the evacuee's point of view.</li> <li>Using primary and secondary sources, the pupils will analyse the targets for The Blitz. The pupils will gain insight into why certain cities were targeted and where else was hit e.g. Hull and Coventry.</li> <li>The pupils will study the journey of a Jewish evacuee from Germany through Holland, Italy and France to England.</li> </ul>		<p><u>Previous Learning</u> Pupils will have previously learned about the key weather patterns around the world and the various climatic zones across the continents. Pupils will have studied different methods of erosion by sea and river. Pupils will also have gained insight into the effect of humans on the environment over time and why we seek to manage and sustain it. This term, pupils will develop an in depth understanding of the trade routes, economy and the natural resources of the UK in comparison with Greece.</p> <p><u>What we will learn</u></p> <ul style="list-style-type: none"> <li>Pupils will focus on human geography (trade routes and produce, currency and exchange) in Ancient Greece, drawing comparisons between modern day Greece and the UK. In order to contextualise this, pupils will study the shipwreck at Navagio Beach, Zakynthos.</li> <li>Using ICT, Pupils will research the trade between cities in both the Archaic and the classical periods, creating a Sway to present their findings.</li> <li>Using a range of sources, pupils will gain insight into the economic system of exchange in Ancient Greece and will then debate in groups the advantages and disadvantages of bartering.</li> </ul>			