







Guilden Sutton Church of England Primary School



Love and Justice for All


Geography Whole School Curriculum Progression Map

Our Christian Values: WISDOM, JUSTICE, COMPASSION, LOVE, FORGIVENESS, FRIENDSHIP

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	<ul style="list-style-type: none"> Share the story of the Gunpowder Plot. What is London like? Identify and link to London landmarks and locations. Locate our school on a map. Discuss our journey to school. Draw a map of the 3 Little Pigs' houses and follow and give directions. Follow directions to places in school. 		<ul style="list-style-type: none"> Learn all about penguins and identify different types. Describe the climate in which they live in the Antarctic. Locate China on a World map, identify the Chinese flag and look at and discuss the Great Wall of China and Pagodas. 		<ul style="list-style-type: none"> Walk around the local area and plot key buildings and features on a simple map. Discuss the difference between environments featured in books shared. Compare animal habitats i.e., desert, jungle, rainforest, ocean, forest. Look at photographs of famous bridges around the world and link to location on world map. 	
1	<p>My Home and School</p> <ul style="list-style-type: none"> Use directional vocabulary to find places in school and within the school grounds Follow simple instructions to locate places in school and within the school grounds Use an aerial map of school to locate places Locate children's houses on the map of their local area Use positional vocabulary to describe where something is located e.g. 'near, far, left, right and behind' Use basic geographical vocabulary to refer to human features within the local area 		<p>Weather and the Seasons </p> <ul style="list-style-type: none"> Identify seasonal and daily weather patterns in the United Kingdom Location the Equator and the North and South Poles on a map of the world Locate hot and cold areas of the world in relation to the equator on a map Explain how the weather changes within each season Use basic geographical vocabulary to refer to key physical features 		<p>Our World </p> <ul style="list-style-type: none"> Identify the north pole and south pole are on a globe or atlas Name and locate the world's seven continents on an aerial map Use basic geographical vocabulary to refer to key human and physical features to describe places on a world map Use fieldwork and observational skills to find geographical similarities and differences of a small area in a contrasting non-European country 	

	<ul style="list-style-type: none"> Draw a simple map using basic symbols as a key <p>Walk around Guilden Sutton</p>	<p>COP[∞] – Climate change</p> <p>Seasons – observations of hot and cold weather</p>	<p>Parent volunteer from non-European country</p> <p>Map skills – identifying countries and climate</p>
2	<p>4 countries of United Kingdom</p> <p>Capital Cities on a map and its surrounding seas</p> <ul style="list-style-type: none"> Use maps and atlases to identify the United Kingdom Use simple compass directions <p>Year 1 – Introduction to world map</p>	<p>Name and locate 7 continents and 5 oceans</p> <ul style="list-style-type: none"> Use world maps atlases and globes to identify continents and oceans Use simple compass directions and locational and directional language to describe the location of features on a map <p>Year 1 – Introduction to world map</p>	<p>Geographical similarities and differences between Guilden Sutton and Daintree, Australia (including seasonal and daily weather patterns)</p> <ul style="list-style-type: none"> Use world maps atlases and globes to identify continents and oceans Use simple compass directions and locational and directional language to describe the location of features on a map Create maps using natural materials Use aerial photographs to recognise landmarks and basic human and physical features  Devise a simple map; and use and construct basic symbols in a key Would you rather live in Guilden Sutton or the Daintree Rainforest? Why? <p>Year 1 – Local area</p> <p>Year 1 – Weather and the seasons (equator)</p> <p>Fieldwork within local area</p>
3	<p>Helsby Hill-History and geography links </p> <ul style="list-style-type: none"> Fieldwork-compass work, maps, observation sketches Identification of physical and human features Understanding of how features and land use how changed over time 	<p>The UK</p> <ul style="list-style-type: none"> Oceans and continents Counties and capital cities Human and physical features Compass directions Key and map skills including using an atlas. Changes over time 	<p>Geography Links</p> <ul style="list-style-type: none"> Map work-location of ancient civilisations Landscape/climate/geographical features of Egypt <p>Year 1 – Weather and the seasons (equator)</p>

		<ul style="list-style-type: none"> • Coasts, rivers mountains <p>Year 2-The UK</p> <p>COP∞ - Pollution and climate change</p>	
4	<p>Small areas of the World – Europe</p> <ul style="list-style-type: none"> • Understand maps and be able to create my own key • Look at some different types of maps • Use simple maps to complete an orienteering course  <ul style="list-style-type: none"> • Research the geographical features of a country <p>Year 1 – Our World Year 2 – Geographical similarities and differences between Guilden Sutton and Daintree Year 3 - UK</p>	<p>Volcanoes and Earthquakes</p> <ul style="list-style-type: none"> • Explain what is under the surface of the Earth • Understand and describe the key aspects of a volcano • Debate if people should live near volcanoes • Understand and describe the key aspects of earthquakes • Plot the locations of volcanoes and earthquakes on maps <p>Year 3 Science – Rocks and fossils</p>	<p>Rivers/water Features of the Seaside</p> <ul style="list-style-type: none"> • Describe and understand the water cycle. • Explain how clouds and rain are formed • Understand how drinking water is cleaned • Explain the causes and effects of flooding • Look at the causes and effects of water pollution <p>COP∞ – flooding/climate change</p>
5	<p>Anglo Saxons & Vikings – Invaders & Settlers</p> <ul style="list-style-type: none"> • Atlas skills – finding cities with Anglo Saxon names (prefixes & suffixes) • Compare Anglo Saxon areas with current English counties • Locate and discover Lindisfarne & Holy Island • Explain why settlements develop in certain locations, using geographical features to support ideas • Describe key features on maps <p>Year 4 – Map Skills</p>	<p>The Ancient Mayan Civilization</p> <ul style="list-style-type: none"> • Central America – Mexico, Belize, El Salvador, Honduras, Guatemala • Tourism - Mexico as a holiday destination • Chichen Itza • Geographical features, mountains, rainforests, seas & oceans. • Why do earthquakes happen in Central America? • Longitude & latitude <p>COP∞ – Climate Change</p>	<p>North America and The U.S.A.</p> <ul style="list-style-type: none"> • North America and The U.S.A. • Biomes: tundra, deserts, everglades, rivers, mountains • Environmental regions • Physical & Human Geography: Mississippi, Niagara Falls, Rockies, Disneyland etc • Map skills – locating states, major environmental regions etc  <p>COP∞ – Climate Change</p> <p>Liverpool and Mersey Ferry</p>

		Year 4 – Volcanoes and Earthquakes	
6		<p>My World</p> <ul style="list-style-type: none"> • Explain the causes of climate change and the impact of these • Outline how climate change can be prevented • Be able to list the different climate zones and biomes around the World • Understand the importance of the Paris Agreement and ‘Fridays for Future’ (School Strikes – Greta Thunberg) Malala Y5 • Write a case study on the Australian bushfires and on Reykjavik, Iceland as a Sustainable City • Discuss the impact of some key people who have played a major role in helping prevent climate change • Be able to explain and use key vocabulary related to this topic <p>COP∞ – Global Warming</p> <p>Visit to Chester Zoo.</p>	<p>Mapping skills</p> <ul style="list-style-type: none"> • Draw a map of the World with no resources and label the 7 continents, 5 oceans, some of the major seas, equator, hemispheres and tropics • Using an atlas, identify the lines of longitude and latitude, and understand their purpose • Look at Ordnance Survey Maps, including some of the local area. Discuss: scale,  direction, symbols, grids, contour lines. Understand how different scaled maps are used for different activities • Read and use 4 and 6 figure grid references to locate places on a map • Draw own maps on a grid. Label grids, and using symbols, create map of own choice. Write some questions on finding and using grid references, direction, scale and contours <p>South America</p> <ul style="list-style-type: none"> • Location – where is South America in the World • Name the 13 countries that make up South America and the position of these • Name the capital cities for the 13 countries • Understand what the physical and human features of a country are • Using the physical and human geographical features, carry out an in- depth study of one of the countries within South America.

			Include – maps, diagrams, graphs, tables, pictures and written explanations
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