






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. 	
	<p><u>Key Vocabulary</u></p> <p>Home, school, Guilden Sutton, Chester, England, London, world, map, flag, China, South Pole, directions.</p>					
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 		<p>Weather and the Seasons </p> <ul style="list-style-type: none"> Identify seasonal and daily weather patterns in the United Kingdom Location of 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 		<p>Our World </p> <ul style="list-style-type: none"> Identify the North pole and South pole are on a globe or atlas Introduce 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 	

	<ul style="list-style-type: none"> • 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 • Draw a simple map using basic symbols as a key <p>Walk around Guilden Sutton</p>	<ul style="list-style-type: none"> • Use basic geographical vocabulary to refer to key physical features <p>COP∞ – Climate change</p> <p>Seasons – observations of hot and cold weather</p>	<ul style="list-style-type: none"> • Use fieldwork and observational skills to find geographical similarities and differences of a small area in a contrasting non-European country <p>Parent volunteer from non-European country</p> <p>Map skills – identifying countries and climate</p>
<p>Key Vocabulary</p> <p>Home, school, house, address, map, personal, local, directions, human features, physical features, aerial map, atlas, globe, continent, North pole, South pole, weather, seasons.</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 the 7 continents and 5 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>

			Fieldwork within local area
<p><u>Key Vocabulary</u></p> <p>The UK- United Kingdom, British Isles, England, Scotland, Wales, Northern Ireland, Republic of Ireland, English Channel, North Sea, Atlantic Ocean, Capital city, London, Edinburgh, Cardiff, Belfast.</p> <p>The World- World, countries, continents, ocean, equator, Northern hemisphere, Southern hemisphere, North Pole, South Pole, Australia, Australasia, Europe, climate, Daintree Rainforest, Great Barrier Reef, green belt, human features, physical features, rainforest, rural, village.</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"> • Locate and recall the 5 oceans and 7 continents • Use maps to identify counties and capital cities • Human and physical features of the 4 capital cities of the UK • Compass directions (NSEW) • Key and OS map symbols of the local area including using an atlas. • Changes over time to human and physical features • Read and use 4 figure grid references to locate places on a map • Use atlases and maps to locate coasts, rivers and mountains • Compare the region of Cheshire to Attica (a region in Greece) <p>Year 2-The UK</p> <p>COP∞ - Pollution and climate change</p>	<p>Geography Links</p> <ul style="list-style-type: none"> • Map work-location of ancient civilisations and the rivers they settled on • Landscape/climate/geographical features of Egypt <p>Year 1 – Weather and the seasons (equator)</p>
<p><u>Key Vocabulary</u></p>			

	<p>The UK- ocean, map, continents, Edinburgh, Cardiff, London, Belfast, United Kingdom, counties, human feature, physical feature, North pole, South pole, compass directions (North, South, East, West), grid references, hill, mountain, coast, river, atlas, index.</p>		
<p>4</p>	<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 including digital 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</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 • Carry out fieldwork to identify the features of the River Dee and its usage <p>COP∞ – flooding/climate change</p>
<p>Key Vocabulary</p> <p>Europe, map key, symbol, compass, Netherlands, Syria, climate, border, physical geography, human geography, volcanic eruption, tectonic plate, ring of fire, active, dormant, extinct, lava, magma, Richter scale, water cycle, river, River Dee, upper course, middle course, lower course, waterfall.</p>			

<p>5</p>	<p>Anglo Saxons & Vikings – Invaders & Settlers</p> <ul style="list-style-type: none"> • Use Atlases to find 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"> • Locate the countries of Central America – for example: Mexico, Belize, El Salvador, Honduras and Guatemala • Understand the importance of tourism - Mexico as a holiday destination • Chichen Itza and its location using maps and atlases • Locating and researching into geographical features, mountains, rainforests, seas & ocean that surround Central America • Why do earthquakes happen in Central America? • Understand the lines of Longitude & latitude and their usage <p>COP∞ – Climate Change</p> <p>Year 4 – Volcanoes and Earthquakes</p>	<p>North America and The U.S.A.</p> <ul style="list-style-type: none"> • Locate the countries that make up North America • Research and understand different biomes: tundra, deserts, everglades, rivers, mountains • Locate and compare and contrast the environmental regions that make up North America • Identify Physical & Human Geography: for example: Mississippi, Niagara Falls, Rockies, Disneyland etc • Map skills – locating states, major environmental regions etc  <p>COP∞ – Climate Change</p> <p>Liverpool and Mersey Ferry identifying the features of the river, Fieldwork opportunities.</p>
<p>Key Vocabulary</p> <p>The UK- fell, hill, ford, by (farm or village), ness (coastal headland), ham (village), stow/stowe (meeting place or holy place), barrow (woodland), ton/tun (enclosed village), farmland, manorhurst (wooden hill), wick/wich (produce of a farm) port (market town), mouth (mouth of a river or estuary), stead/sted (place), leigh/lee/ley (forest clearing), toft (small village), bury/borough/burg (fortified place), kirk/kir (church), holme (marshy, wet farmland, or island), counties, borders.</p> <p>The world- volcano, magma chamber, earthquake, tectonic plate, continent, Central America, land mass, equator, hemispheres.</p>			
<p>6</p>		<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 	<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, to consolidate understanding

		<ul style="list-style-type: none"> • 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 • Record data in line graphs for projected rising sea levels • Be able to explain and use key vocabulary related to this topic <p>COP∞ – Global Warming</p> <p>Visit to Chester Zoo.</p>	<p>of the lines of longitude and latitude, and understand their purpose</p> <ul style="list-style-type: none"> • 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"> • To Locate the continent of South America in the World • Name the 12 countries that make up South America and the position of these • Locate and name the capital cities for the 12 countries • Understand what the physical and human features of a country are • Understand trade and imports and exports from South America • Using the physical and human geographical features, carry out an in- depth study of one of the countries within South America. This could include – maps, diagrams, graphs, tables, pictures and written explanations • Comparing geographical similarities and differences Chester to Caracas (Venezuela)
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Key Vocabulary

Longitude, latitude, hemisphere, compass points, ordnance survey, grid reference, scale, contour line, relief, continent, biome, climate change, carbon, fossil fuels, deforestation, greenhouse gasses, carbon footprint, climate zone, global warming.