

Maybury Primary School

Geography Curriculum

Progression

Maybury logoGeography Long Term Plan: KS1 Becoming a Geographer

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|  | Unit | Unit | Unit |
| Y1 | **And now for the weather…**Identify seasonal and daily weather patterns in the UK  Running geography unit alongside Science ‘Seasonal Changes’ to observe changes across the four seasons and observe and describe weather associated with the seasons and how day length varies | | |
| **Life as a Child: My School, My Area**  Geography of the school and its grounds:  -Use simple fieldwork and observational skills to study the geography of the school, its grounds and key human and physical features of its surrounding environment  -Use simple maps/plan of school/local area around school  -Use locational directional language (near and far, left and right)  -Name and locate the 4 countries of the UK  -Know own address | **Where do the Wheels on the Bus Go? Local Area: Hull**  How has the local area changed within living memory, settlement, trade, importance of River Hull and Humber Estuary:  -Use maps to locate   * School/home within area of Hull * 4 capital cities of UK * Surrounding seas * London | **Why Can’t a Penguin Live Near the Equator?** World Geography (Oceans and Continents)  -Use world maps, atlases and globes to identify countries, continents and oceans studied  -Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the equator and the North and South Poles  -Name and locate the world’s seven continents and five oceans  -Develop knowledge about the world |
| Y2 | **My School, My Area**  The place of the school within the local and surrounding area:  **-**Use compass directions North, South, East and West; and locational language to describe where a feature or a route on a map is to be found  -Recognise landmarks, physical and human features of Hull and surrounding area on a map  -Devise a map and key of the local area  -Use observational skills to study the physical and human features of the local surrounding environment  -Compare landmarks, physical and human features of London -past and present; and with Hull | **Where would you prefer to Live: England or South Africa?**  Similarities and differences of a small area of the UK and a small area of a contrasting Non-European Country – South Africa  -Use map/atlas/globe to name and locate world’s seven continents a d five oceans  -Identify equator, north and south poles on world map  -Describe physical and human differences in landscape of hot and cold places | **Famous Addresses: In and beyond the UK**  -Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans relating to people studied  -Use simple compass directions (North, South, East and West) to describe the locations of places studied |

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| Y3 | **The Regions of the UK**  Geographical Regions of the UK  -Use maps to identify where the counties are within the UK  -Name and locate the cities of the UK  -Identify and describe human and physical characteristics of the geographical regions of the UK  -Observe how key physical and human characteristics of the regions of the UK have changed over time  -Interpret a range of sources of geographical information regarding the UK  -Use eight points on a compass to describe the location of the geographical regions of the UK  -Use four figure grid references and OS map symbols to locate specific places within the UK | **Why is the City of Hull built on a river?**  Water Cycles and Rivers; settlement, trade, European and World significant rivers  -Identify key topographical features of rivers  Investigate land use patterns and how they have changed over time  -Describe key aspects of rivers both physical and humans  -Investigate the importance of rivers to the first settlements  -Use maps to identify different parts of a river  -Use eight points of a compass to describe a river’s journey  -Use four figure grid references to plot a river’s journey  -Fieldwork to gather data and analyse from visit to River Hull/ River Humber  -Use world maps to name and locate rivers of the UK and world  -Describe and understand the key aspects of the water cycle | **Egypt**  -Use and interpret maps, atlases, globes and digital/computer mapping to locate the world’s countries focussing on Africa (Egypt)  -Make comparisons between UK and Egypt using aerial photos/pictures  -Describe the landscape of Egypt  -Understand geographical differences between the UK and Egypt  -Identify key topographical features of the River Nile |
| Y4 | **Bella Italia! Europe with a study of Italy**  Comparison of East Yorkshire and region in Italy  -Use maps and atlases to name and locate European countries and describe features studied  -Describe the key physical and human characteristics of Italy  -Use eight points on a compass to describe the location of one European country to another  -Use four figure grid references to locate specific places within Italy  -Compare weather data between Hull and an Italian town/cities  -Understand why there are similarities and differences between places | **Volcanoes and Earthquakes: What makes the Earth Angry?**  Describe and understand key aspects of volcanoes and earthquakes  -Understand and use a widening range of geographical terms-volcanoes and earthquakes Identify the world’s volcanoes and earthquakes on a map  -Use eight points on a compass to describe the location of the world’s volcanoes and earthquakes  -Identify OS map symbols | **The Amazing Americas**  -Locate the world’s countries focusing on North and South America  -Understand geographical similarities of a region within North/Central America – Mexico/Guatemala |

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| Y5 | **Marvellous Maps**  A focus on maps, map work and key geographical vocabulary  -Use maps, atlases, globes and digital/computer to locate countries and describe features studied  -Identify the equator, Northern/Southern Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian time zones (including day and night) | **Climb Every Mountain!**  A study of mountains with a focus on Mount Olympus in Greece  -Describe and understand the key aspects of mountains  Explain how mountains are formed  -Locate mountain ranges on different maps  Use relief maps to identify mountain height  Use eight points on a compass to describe the position  Use six figure grid references to locate mountains on an OS map | **Oh! I Do Like to be Beside the Seaside!**  Learn about the geography of coasts with a comparison of the Florida coast to that of east Yorkshire (– link to launch of space exploration)  - Know about the physical features of coasts  North America: Florida  -locate North America on a map  -Identify the countries of North America on a map  -Study the geographical similarities and differences of an area of the UK with an area of North America  -Use maps, atlases, globes to locate countries and describe features within North America  -Use eight points on a compass to describe the location of one North America country to another  -Use six figure grid references to locate specific places within a North American country |
| Y6 | **Allies and Enemies: Exploring Europe (Eastern and Western)**  Investigate the countries of the Second World War  -Locate the world’s countries using maps, atlases and globes to focus on Europe (including Russia)  -Use the eight points of a compass, considering longitude and latitude when describing the position of a place  -Understand geographic similarities and differences in a region in a European country | **Biomes: Why should the Rainforests matter to all of us? South America**  Learn about the rainforest  -Describe and understand key aspects of physical geography including climate zones, biomes and vegetation belts  -Describe and understand key aspects of the Amazon River  -Describe and understand key aspects of human geography including land use and trade links  -Understand geographical similarities and differences of a region in South America  -Use maps, atlases, globes and digital/computer mapping to build knowledge of South America | **Fieldwork**  Draw on geographical skills learned to explore the local environment  -Use fieldwork to observe the human and physical features in the local area using a range of methods (sketch maps, plans and graphs)  -Use the 8 points of a compass, considering longitude and latitude when describing the position of a place |