

# Marston Moreteyne VC School

## Geography Coverage and Progression

Pupils will develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness

### Pre-School objectives linked to Geography

Mathematics -To describe a familiar route Discuss routes and locations, using words like 'in front of' and 'behind' Understanding the World Use all their senses in hands-on exploration of natural materials. Begin to understand the need to respect and care for the natural environment and all living things. Know that there are different countries in the world and talk about the differences they have experienced or seen in photo

### Reception objectives linked to Geography

**We have selected the Early Learning Goals that link most closely to the Geography National Curriculum.**

Understanding the World (People and Communities) - Children know about similarities and differences between themselves and others, and among families, communities and traditions.  
Understanding the World (The World) - Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.

Stand	Year 1	Year 2	Year 3	Year 4
<b>National Curriculum for Geography (DfE 2013) shows coverage for the End of each Key Stage (up to Y6)</b>				
<b>Locational Knowledge</b> - General geographical knowledge, position and significance, UK and Global	North and South Poles, Equator, 4 Compass points N, S, E, W Locational language, name & locate: 7 continents & 5 oceans. Name, locate, identify: 4 countries and capitals of UK & surrounding seas.		Latitude, longitude, Equator, N. & S. hemispheres, Tropics Cancer & Capricorn, Arctic and Antarctic Circle, Prime / Greenwich Meridian & time zones, 8 Compass points, 4 & 6 figure grid references. Locate world's countries, Europe, (including location of Russia), Americas, concentrating on regions, key physical and human characteristics, countries, major cities. Counties, cities, geographical regions, characteristics, topographical features, land use & changes over time.  Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time	
<b>Ongoing Elements</b>	Games with globes, atlases & different maps, storybooks & fieldwork		Fieldwork, mapwork, regions, key physical and human characteristics, countries, major cities. Counties, cities, geographical regions, characteristics, topographical features, land use & changes over time.	

<p><b>Place knowledge-</b> Compare and contrast</p>	<p>Local scale study UK &amp; Non - European country understand geographical similarities and differences through studying the human and physical geography</p>	<p>Regional comparison UK, European country, North or South America understand geographical similarities and differences through the study of human and physical geography</p>
<p><b>Human and physical</b> (Local and Global scales)</p>	<p>Identify seasonal &amp; daily weather patterns (UK &amp; local scales. Identify hot &amp; cold areas of the world in relation to Equator &amp; North &amp; South Poles  Ongoing- Seasonal + daily weather patterns -to be carried throughout school year including in Science.</p>	<p>Describe and understand key aspects of: Climate zones, biomes, vegetation belts, rivers, mountains, volcanoes, earthquakes, water cycle, types of settlement &amp; land use, economic activity, trade links, distribution of natural resources: energy, food, minerals, water cycle.</p>
<p><b>Geographical Skills and fieldwork</b></p>	<p>Begin to ask questions.. use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>	<p>Develop questioning. Locate, describe, explain using maps (including OS maps), atlases, globes, digital mapping, measure, record and communicate using a range of methods including maps, plans, graphs, writing at length. Fieldwork in local &amp; wider localities &amp; more distant locality - residential.</p>

	Strand	Children are taught to...	Topic	Lesson coverage
YEAR ONE	Locational Knowledge	Name and locate the world's seven continents and five oceans. (with support)	Dinosaur Planet	<ul style="list-style-type: none"> <li>Extinction- (Celebrate dinosaurs all over the world)-Using world maps and globes. Name the continents and oceans and plot on a world map.</li> </ul>
			Rio De Vida	<ul style="list-style-type: none"> <li>Find and name continents on a world map when locating England and Brazil</li> </ul>
		Begin to name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.  Be introduced to using simple compass directions (N, S, E and W) and locational and directional language** to describe the location of features and routes on a map.	Bright Lights, Big City	<ul style="list-style-type: none"> <li>All about the UK-looking at maps, identifying cities, make Fact Files about London.</li> <li>Our capital city, compare to where we live.</li> <li>A trip to London-using positional language to give directions -introduce compass directions.</li> </ul>
			Memory Box	<ul style="list-style-type: none"> <li>Learn address, find out about Marston Moretaine, use google earth and drone views to discuss features. Make a simple plan view with support.</li> <li>Find Bedford on a UK map and identify capital cities.</li> </ul>
	Place Knowledge	Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK.	Bright Lights, Big City	<ul style="list-style-type: none"> <li>Our capital city, compare to where we live- identify human and physical features of Marston and London.</li> </ul>
			Memory Box	<ul style="list-style-type: none"> <li>Use Google Earth and drone photos to teach ariel views and make simple representations drawings of the school grounds- focus on the language of human and physical features.</li> </ul>
		Develop knowledge with a contrasting non-European country.	Rio De Vida	<ul style="list-style-type: none"> <li>Locate Brazil on a world map.</li> <li>Packing for a tropical climate-Identify the similarities and differences between the local environment and Brazil.</li> </ul>
	Human and physical Local and Global scales	Identify seasonal and daily weather patterns in the UK	Bright Lights, Big City	<ul style="list-style-type: none"> <li>Life in the UK, using stories and "A Trip to London" with Marley</li> </ul>
			Enchanted Woodland	<ul style="list-style-type: none"> <li>Woodland day-observing weather (be able to identify)</li> </ul>
		Locate hot and cold areas of the world in relation to the equator  Use basic geographical vocabulary* to refer to key physical features	Rio De Vida	<ul style="list-style-type: none"> <li>Locate hot and cold areas of the world-use a map of the world and find the equator - link to Brazil, Use Geographical vocabulary to describe Brazil</li> </ul>
	Geographical Skills and fieldwork	Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.  Identify features and landmarks on an aerial photograph or plan perspective.	Memory Box	<ul style="list-style-type: none"> <li>Walk around school collecting natural objects of what they see and make a 3D map/model. Look at litter and pollution in the school grounds</li> </ul>
Enchanted Woodland			<ul style="list-style-type: none"> <li>Woodland experience with Forest School activities—focusing on human and physical features.</li> </ul>	
Bright Lights, Big City			<ul style="list-style-type: none"> <li>Identify landmarks (purpose) of London, find on a map, and make a plan view of London using real objects to represent landmarks.</li> </ul>	

YEAR TWO

Strand	Children are taught to...	Topic	Lesson coverage
Locational Knowledge	Name and locate the world's seven continents and five oceans.	Towers, Tunnels and Turrets	<ul style="list-style-type: none"> <li>Towers from around the world, identifying features and describing purpose of landmarks, locating which continent they are in.</li> <li>Navigate for Captain Cook- Recap a world map re-visiting learning from Year One, naming and identifying continents and oceans and describing features.</li> </ul>
	Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.  Use simple compass directions (N, S, E and W) and locational and directional language** to describe the location of features and routes on a map.	Scented Garden	<ul style="list-style-type: none"> <li>Where in the world are the rainforest located, locate on a world map.</li> </ul>
		Towers, Tunnels and Turrets	<ul style="list-style-type: none"> <li>Identify characteristics of the four countries and major cities of the UK. Locate the surrounding seas.</li> </ul>
	Scented Garden	<ul style="list-style-type: none"> <li>Children will be describing how a place has changed over time and replicating our own aerial maps of the school using compass directions and a key.</li> <li>Children will navigate the school grounds giving instructions using compass directions</li> </ul>	
Place Knowledge	Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK.	Scented Garden	<ul style="list-style-type: none"> <li>Study our local area and with a focus on different plants and trees that grow. How does our climate and weather effect the growth?</li> </ul>
	Develop knowledge with a contrasting non-European country.	Scented Garden	<ul style="list-style-type: none"> <li>Rainforest Flora - What grows in the rainforest and how does the climate effect it?</li> </ul>
		Towers, Tunnels and Turrets	<ul style="list-style-type: none"> <li>Amazing structures from around the world, use geographical language to describe locations.</li> </ul>
Human and physical Local and Global scales	Identify seasonal and daily weather patterns in the UK	Scented Garden	<ul style="list-style-type: none"> <li>How does the daily weather help flowers, plants and trees in the local environment grow? Describe weather patterns in hot and cold places.</li> </ul>
	Locate hot and cold areas of the world in relation to the equator	Land Ahoy	<ul style="list-style-type: none"> <li>Navigate for Captain Hook- Locate the equator and the North and South Poles on a world map or globe</li> </ul>
	Use basic geographical vocabulary* to refer to key physical features	Towers, Tunnels and Turrets	<ul style="list-style-type: none"> <li>World Famous Tunnels, how and why have people built these.</li> <li>Bridges in the local are, identifying features and describing locations.</li> </ul>
		Wriggle and Crawl	<ul style="list-style-type: none"> <li>Identify human and physical features when investigating the best place to search for minibeast.</li> </ul>
Geographical Skills and fieldwork	Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. Devise a simple map; and use and construct basic symbols in a key.  Identify features and landmarks on an aerial photograph or plan perspective.	Scented Garden	<ul style="list-style-type: none"> <li>Using aerial maps of the local area, we will be describing how a place has changed over time and replicating our own aerial maps of the school using compass directions and a key.</li> </ul>
		Wriggle and Crawl	<ul style="list-style-type: none"> <li>A minibeast hunt plan, simple sketch map of the area where they carried out their hunt, use a key to identify areas.</li> <li>Discover the best place for minibeast, carry out field work of the school field, woods and playground.</li> </ul>
		Land Ahoy	<ul style="list-style-type: none"> <li>Create Pirate treasure maps, including human and physical features as well as a key.</li> </ul>

	Strand	In LKS2 Children are taught to...	Topic	Lesson coverage
YEAR THREE	Locational Knowledge	<p>Locate the world's countries, using maps to focus on S America, concentrating on environmental regions and key physical and human characteristics.</p> <p>Name and locate counties and cities of the United Kingdom, identifying human and physical characteristics</p> <p>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 -Using key vocab.</p>	Tremors	<ul style="list-style-type: none"> <li>Locate significant volcanoes using a world map.</li> <li>Plate boundaries; explain why they are important along the Ring of Fire.</li> <li>Locate where different earthquakes have occurred using latitude and longitude.</li> </ul>
			Scrumdiddlyuptious	<ul style="list-style-type: none"> <li>Discover glorious foods that are produced in different places.</li> <li>Use a map to locate origins of strange foods.</li> </ul>
			Gods and Mortals	<ul style="list-style-type: none"> <li>Greece Location fact finding.</li> </ul>
	Place Knowledge	<p>Understand geographical similarities and differences through the study of human geography of a region of the UK.</p> <p>Explore similarities and differences, comparing the human geography of a region of the UK and a region of S America.</p> <p>Understand geographical similarities and differences through the study of physical geography of a region of the UK. Explore similarities and differences comparing the physical geography of a region of the UK and a region of S America;</p>	Gods and Mortals	<ul style="list-style-type: none"> <li>Find and label the major cities or states of Ancient Greece on a map and understand how each state differs.</li> <li>Investigate what makes Crete a popular tourist destination.</li> <li>Find Greece and other countries of Europe on a map.</li> </ul>
	Human and physical Local and Global scales	<p>Describe and understand key aspects of: physical geography, including: Key Vocab</p> <p>use key vocabulary to demonstrate knowledge and understanding in this strand: mantle, outer core, inner core, magma, volcano, active, dormant, extinct, earthquake, epicentre, shock wave, magnitude, tsunami, tornado, climate, tropics, deforestation, evaporation, water cycle, evaporation, condensation, precipitation, cooling, filter, pollution, settlement, settler, site, need, shelter, food.</p>	Tremors	<ul style="list-style-type: none"> <li>Understand the different parts of a volcano or earthquake and how they form.</li> <li>Name and describe properties of the Earth's four layers.</li> <li>Describe how Earthquakes and Tsunami's around the world have changed landscapes in the short or long term.</li> </ul>
	Scrumdiddlyumptious		<ul style="list-style-type: none"> <li>What is Fairtrade?</li> <li>Journeys of food - reducing our carbon footprint, finding and explaining ways this can be reduced to protect the environment,</li> </ul>	
	Tribal Tales		<ul style="list-style-type: none"> <li>Describe the type and characteristics of settlements or land use in an area or region.</li> </ul>	
	Gods and Mortals		<ul style="list-style-type: none"> <li>Describe the physical Geography of Greece by looking at the type, purpose and use of different buildings, monuments, services and land, and identify reasons for their location.</li> </ul>	
	Geographical Skills and fieldwork	<p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied;</p> <p>use symbols and keys (including the use of Ordnance Survey maps), to build their knowledge of the United Kingdom and the wider world;</p> <p>use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and digital technologies;</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: sketch map, map, aerial view, feature, annotation, landmark, distance, key, symbol, land use, urban, rural, population, coordinates.</p>	Gods and Mortals	<ul style="list-style-type: none"> <li>Create a sketch map of Ancient Greece.</li> </ul>
	Predator		<ul style="list-style-type: none"> <li>Investigate where crocodiles and alligators are found in the wild by analysing maps, atlases and globes.</li> <li>Using a four- figure grid draw a detailed aerial view of the school to describe the location of objects and places on a simple map. Use keys within maps.</li> </ul>	
	Tremors		<ul style="list-style-type: none"> <li>Create a sketch map of Pompeii which demonstrates where Mount Vesuvius is.</li> <li>Using a four-figure grid make an emergency evacuation plan for a volcanic eruption.</li> </ul>	
	Tribal Tales		<ul style="list-style-type: none"> <li>Using maps and aerial images find a place to dig an Iron Age Hillfort.</li> </ul>	

YEAR FOUR

Strand	Children are taught to...	Topic	Lesson coverage
<b>Locational Knowledge</b>	<p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics,</p> <p>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.</p>	<b>I Am Warrior</b>	<ul style="list-style-type: none"> <li>Compare Britain with another country (Italy) describing and comparing physical features.</li> </ul>
		<b>Road Trip UK</b>	<ul style="list-style-type: none"> <li>To research about the individual countries in the UK</li> <li>To research about different cities of the UK</li> <li>To name, locate and explain significant rivers and mountains.</li> </ul>
		<b>Blue Abyss</b>	<ul style="list-style-type: none"> <li>Study and draw conclusions about the equator and tropics.</li> <li>Identifying Seas and Oceans (Climates in relation to Equator).</li> </ul>
<b>Place Knowledge</b>	<p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.</p>	<b>I Am Warrior</b>	<ul style="list-style-type: none"> <li>Study and draw conclusions about places and geographical features.</li> </ul>
		<b>Road Trip UK</b>	<ul style="list-style-type: none"> <li>To locate UK countries and comparing climates between the UK and other countries.</li> <li>Locating the countries of the UK on a map.</li> <li>Locating the different counties in the England.</li> </ul>
<b>Human and physical Local and Global scales</b>	<p>Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.</p> <p>Describe and understand key aspects of physical geography. Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p>	<b>I Am Warrior</b>	<ul style="list-style-type: none"> <li>Street Maps of Rome to describe a range of human features and how they are connected.</li> </ul>
		<b>Road Trip UK</b>	<ul style="list-style-type: none"> <li>To name, locate the importance of significant mountain ranges in the UK</li> <li>To name, locate the importance of significant rivers in the UK</li> <li>To compare the land use in 3 different locations in the UK.</li> <li>To explain using specific geographical vocabulary and diagrams the water cycle.</li> </ul>
<b>Geographical Skills and fieldwork</b>	<p>Are competent in the geographical skills needed to: collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes; interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS); communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<b>I Am Warrior</b>	<ul style="list-style-type: none"> <li>Map Work to locate key geographical features of the UK.</li> <li></li> </ul>
		<b>Road Trip UK</b>	<ul style="list-style-type: none"> <li>Make notes of places of interest in the UK.</li> <li>Explain ways that settlements, land use or water systems are used in the UK and other parts of the world.</li> <li>Use specific geographical vocabulary and diagrams to explain the water cycle</li> </ul>
		<b>Blue Abyss</b>	<ul style="list-style-type: none"> <li>Study and draw conclusions about environmental issues facing the oceans and seas.</li> <li>Creating a campaign to argue about environmental issues facing the oceans and seas.</li> </ul>