



St. Catherine's
RC Primary School

Subject Progression: Geography

Be who God wants you to be and so set the world on fire

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Overview of Learning Topics

Subject	Autumn	Spring	Summer
EYFS	Link to wider curriculum areas		Local Study – EYFS playground
Year 1	Autumn 1 Let's explore! (UK Countries, Capitals and surrounding seas) Where on Earth are we?		Our School (Local study – School) Where is my school?
Year 2		Spring 2 The whole wide world (Seven continents and five oceans (Benin West Africa) Where in the world are we?	A trip down School Lane Local study – School Lane Where does School Lane go?
Year 3		Spring One: Shake, Rattle and Roll - (Volcanoes – Pompeii) - What makes the Earth angry?	Locality, Locality, Locality - (Local study – Didsbury) - What is my local area like?
Year 4		Spring Two: Meanders and the Mersey - (Rivers) - How are Rivers formed?	The Major Metropolis - (Local study – Manchester) -What has made Manchester magnificent?
Year 5		Spring Two: From Didsbury to Nigran - (Nigran) - Is Nigran a world away from us?	Summer One: What a Wonderful World- (Comparison with South America)- Destination São Paulo – what do places have in common? Summer Two: The North South Divide - (Local study – Lancashire/Cheshire) - Why does Manchester have two counties?
Year 6		Always Take the Weather with You - (Climate Zones – Biomes) - Why are places on Earth so different?	Summer Two: What a Relief! - (Local study – North West) -Why is the topography of North West England different?

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EYFS			
Birth to Three	Mathematics	Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'.	
	Understanding the World	Explore natural materials, indoors and outside. Explore and respond to different natural phenomena in their setting and on trips.	
Three & Four-Year- Olds	Mathematics	Understand position through words alone. For example, "The bag is under the table," – with no pointing. 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 photos.	
Children in Reception	Understanding the World	Draw information from a simple map. Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. Recognise some environments that are different to the one in which they live.	
Early Learning Goals	Understanding the World	People, Culture and Communities	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.
		The Natural World	Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons.

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	Subject	Year 1	Year 2
Content Knowledge	Locational	Name the four countries in the United Kingdom and locate them on a map. Use simple observational skills to study the geography of my school and its grounds. I describe some of the features of an island	Name the continents of the world and locate them on a map Name the world's oceans and locate them on a map Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas
	Place	Explain some of the main things that are in hot and cold places Explain the clothes that I would wear in hot and cold places Explain where I live and tell someone my address Say what I like and do not like about the place I live	Say what I like and do not like about a place that is different to the one I live in Describe a place outside Europe using geographical words and can compare to an area of the United Kingdom
	Human and Physical Geography	Keep a weather chart and answer questions about the weather. Explain how the weather changes throughout the year and name the seasons Point to the equator, North and South pole on an atlas and globe.	Describe the key features of a place from a picture using words like beach, coast, forest, hill, mountain, ocean, valley

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	Subject	Early Years	Year 1	Year 2
Skills	Geographical Enquiry	Explore the natural world around them. Describe their immediate environment using knowledge from observation, discussion, stories and non-fiction texts	Use simple observational skills to study the geography of my school and its grounds. Keep a weather chart and answer questions about the weather.	Describe a place outside Europe using geographical words and can compare to an area of the United Kingdom
	Geographic skills, using maps and fieldwork	Draw information from a simple map. Describe their immediate environment using knowledge from maps.	Name the four countries in the United Kingdom and locate them on a map Use simple observational skills to study the geography of my school and its grounds 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.	Name the continents of the world and locate them on a map Name the world's oceans and locate them on a map Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas Use simple fieldwork skills to study the geography of the surrounding environment of my school, including the key human and physical features
	Constructing maps		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.	

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	Subject	Year 3	Year 4	Year 5	Year 6
Content Knowledge	Locational	Locate and name some of the world’s most famous volcanoes Name and locate many of the world’s most famous mountain regions Know whether country is located in the Northern or Southern hemisphere Sketch maps of the locality	Know Anglo-Saxon settlements and kingdoms: place names and village life. Appreciate how our locality today has been shaped by what happened in the past Locate the main islands that surround the UK	Name and locate the capital cities of neighbouring European countries Know the countries that make up the European Union. Explain how time zones work around the world and calculate them. Know the significance of the Prime/Greenwich Meridian and Time Zones (including day and night).	Describe how some places are similar in relation to human features. Describe how some places are similar in relation to physical features.
	Place	Explain why people may have chosen to live in one place, rather than another Sketch maps of the locality	Locate cities Appreciate how locality today has been shaped	Locate counties and cities; identify human and physical characteristics and know how they’ve changed over time.	Plan a journey from the town/city to another place in England.
	Human and Physical Geography	Name the capital of at least six European countries Name a number of countries in the Northern Hemisphere Describe and understand the key aspects of physical geography: mountains, volcanoes and earthquakes Know the main ethnic groups of St. Catherine’s and Didsbury Identify human characteristics and how they have changed over time	Describe and understand the key aspects of the water cycle Explain why most cities are situated by rivers Identify physical characteristics and how they’ve changed over time Explain the difference between the British Isles, Great Britain and the U.K. Describe and understand the key aspects of physical and human geography Name the main ethnic groups of Manchester, England and the U.K.	Understand the geographical similarities by studying the human geography in a region of a European country and compare this country’s human geography to the U.K. Compare this country’s physical geography to the U.K.	Understand geographical similarities and differences through human geography in different areas of the world. Understand geographical similarities and differences through physical geography in different areas of the world.

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	Subject	Year 3	Year 4	Year 5	Year 6
Skills	Geographical Enquiry	<p>Describe and understand the key aspects of earthquakes and volcanoes</p> <p>Explain why people may be attracted to live in villages/towns and research this</p> <p>Know the main ethnic groups of St. Catherine's and Didsbury</p> <p>Collect and accurately measure information for rainfall and record this</p>	<p>Explain the course of a river</p> <p>Recognise the importance of ports and the role they play in distributing goods around the world</p> <p>Research to discover villages, towns and cities</p> <p>Name the main ethnic groups of Manchester, England and the U.K.</p> <p>Collect and accurately measure information for rainfall – record on graphs.</p>	<p>Understand the geographical similarities by studying the physical geography in a region of a European country.</p> <p>Understand the geographical similarities by studying the human geography in a region of South America.</p> <p>Compare this country's human geography to the U.K.</p> <p>Collect and accurately measure information for rainfall, temperature, noise levels and wind speed – record on graphs and plans.</p>	<p>Collect and accurately measure information for rainfall, temperature, noise levels and wind speed – record on graphs and plans.</p>
	Geographic skills, using maps and fieldwork	<p>Name the capital of at least six European countries</p> <p>Name a number of countries in the Northern Hemisphere</p> <p>Use an atlas by using the index to find places</p> <p>Locate the Tropic of Cancer and the Tropic of Capricorn</p> <p>Locate and name some of the world's most famous volcanoes</p> <p>Name and locate many of the world's most famous mountain regions</p> <p>Know whether country is located in the Northern or Southern hemisphere</p>	<p>Show on a map where people came from and where they invaded e.g. the Vikings</p> <p>Locate Greece on a map</p> <p>Use an atlas by using the index to locate places</p> <p>Name and locate the world's most famous rivers</p> <p>Locate cities</p>	<p>Use an atlas by using the index to find places.</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere and Southern Hemisphere.</p> <p>Know the significance of the Prime/Greenwich Meridian and Time Zones (including day and night).</p> <p>Use the eight points of a compass.</p> <p>Locate counties and cities; identify human and physical characteristics and know how they've changed over time.</p>	<p>Name the largest desert in the world and locate desert regions.</p> <p>Use an atlas by index to find places.</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn and Arctic and Antarctic Circle.</p> <p>Use Ordnance Survey symbols</p> <p>Use 6-figure grid references</p> <p>Plan a journey from the town/city to another place in England.</p> <p>Use the eight points of a compass.</p>

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	Subject	Year 3	Year 4	Year 5	Year 6
Skills	Constructing maps	Use digital mapping resources Sketch maps of the locality	Sketch maps with increasing detail, such as using 2-figure grid references Use digital mapping technologies	Use digital technologies. Use Ordnance Survey symbols Use 6-figure grid references Sketch maps with increasing detail, such as using 4 figure grid references and symbols.	Use Ordnance Survey symbols Use 6-figure grid references Sketch maps with increasing detail, such as using 6 figure grid references and symbols. Use digital technologies. Sketch maps with increasing detail, such as using 6 figure grid references and symbols.