

NBS Long Term Curriculum Map and Skills Progression

Geography

Geography Intent Statement:

Geography raises and answers questions about the natural and human world. It develops knowledge of places and environments throughout the world, an understanding of maps and a range of investigative and problem-solving skills to be applied both inside and outside the classroom. It provides a focus within the curriculum for understanding and resolving the issues concerning the environment and sustainable development. This allows pupils to encounter different societies and cultures leading them to realise how nations rely on each other. We ensure that geography encourages pupils to think about their own place in the world, their values and their rights and responsibilities to other people and the environment.

EYFS	Autumn	Spring	Summer
Nursery	Understanding the World		
Reception	<ul style="list-style-type: none"> • Name and locate different parts of the local area. • Use the local area for exploring both the built and the natural environment. • Express their opinions on natural and built environments • Draw and create their own maps using real objects, and/or pictures and symbols. • Use a simple map with symbols to spot features in the school grounds or in the local community • Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world. • Show care and concern for living things and the environment. 		
KS1	Autumn	Spring	Summer
Year 1	<p style="text-align: center;">Hot and Cold areas of the world</p> <ul style="list-style-type: none"> • Name and locate some places in their locality, the UK and wider world. • Describe some similarities and differences when studying places and features e.g. hot and cold places of the world. 	<p style="text-align: center;">UK Countries and capital cities</p> <ul style="list-style-type: none"> • Use maps and other images to talk about everyday life e.g. where they live, journeys to school etc. • Describe some places and features using basic geographical vocabulary. • Express their views on some features of their environment. 	<p style="text-align: center;">Fieldwork in the school grounds</p> <ul style="list-style-type: none"> • Arouse awareness of features of the environments in the setting and immediate local area. E.g. make visits to shops and parks • Use simple fieldwork and observational skills when studying the geography of their school and its grounds. • Use a simple picture map to move around the school
Year 2	<p style="text-align: center;">Local Area – where I live? Continents and oceans</p> <ul style="list-style-type: none"> • Name and locate significant places in their locality, the UK and wider world. • Develop simple fieldwork and observational skills when studying the geography of their school and local environment 	<p style="text-align: center;">African Explorers</p> <ul style="list-style-type: none"> • Describe similarities, differences and patterns e.g. comparing their lives with those of children in other places and environments. • Ask and answer simple geographical questions when investigating different places and environments 	<p style="text-align: center;">Seaside localities</p> <p style="text-align: center;">Seasonal & Daily weather</p> <ul style="list-style-type: none"> • Describe places and features using simple geographical vocabulary • Make observations about places that give places their character. • Create their own simple maps and symbols.

LKS2	Autumn	Spring	Summer
Year 3	<p style="text-align: center;">Local Area (OS Maps)</p> <ul style="list-style-type: none"> Name and locate a wider range of places in their locality, the UK and wider world. Use 4 compass points to follow/give directions Use coordinates to locate features on a map. Begin to make maps of short routes experienced, with features in correct order Know why a key is needed. Use standard symbols. 	<p style="text-align: center;">Volcanoes and Earthquakes</p> <ul style="list-style-type: none"> Use geographical language to describe some aspects of human and physical features and patterns. Make observations about places and features that change over time. 	<p style="text-align: center;">The Lake District</p> <ul style="list-style-type: none"> Name and locate a wider range of places in their locality, the UK and wider world. Observe, record, and name geographical features in their local environments. Ask and answer more searching geographical questions when investigating different places and environments. Identify similarities, differences and patterns when comparing places and features.
Year 4	<p style="text-align: center;">Reduce, Reuse, Recycle</p> <ul style="list-style-type: none"> Observe, record, and explain physical and human features of the environment. Ask and respond to more searching geographical questions including 'how?' and 'why?' Express their opinions on environmental issues and recognise that other people may think differently. 	<p style="text-align: center;">Contrasting Region in a European Country</p> <ul style="list-style-type: none"> Name and locate a wider range of places in their locality, the UK and wider world including some globally significant features. Use geographical language to identify and explain some aspects of human and physical features and patterns. Describe how places and features change and the links between people and environments. 	<p style="text-align: center;">Rivers</p> <ul style="list-style-type: none"> Communicate geographical information through a range of methods including digital maps, plans, graphs and presentations. Observe, record, and explain physical and human features of the environment. Follow a route on a large scale map. Make a map of a short route experienced, with features in correct order.
UKS2	Autumn	Spring	Summer
Year 5	<p style="text-align: center;">A Kingdom United</p> <ul style="list-style-type: none"> Use geographical language to identify and explain key aspects of human and physical features and patterns as well as links and interactions between people, places and environments. Choose from a range of methods e.g. digital maps, plans, graphs and presentations when communicating geographical information. Observe, measure, and record human and physical features using a range of methods e.g. sketch maps, plans, graphs, and digital technologies. 	<p style="text-align: center;">Food Glorious Food</p> <ul style="list-style-type: none"> Recognise geographical issues affecting people in different places and environments. Demonstrate understanding of how and why some features or places are similar or different and how and why they change. 	<p style="text-align: center;">Amazon Adventure</p> <ul style="list-style-type: none"> Name and locate an increasing range of places in the world including globally and topically significant features and events Demonstrate understanding of how and why some features or places are similar or different and how and why they change Compare maps with aerial photographs. Begin to use atlases to find out about other features of places Ask and respond to questions that are more causal e.g. Why is that happening in that place? Could it happen here? Recognise geographical issues affecting people in different places and environments.
Year 6	<p style="text-align: center;">North and South America</p> <ul style="list-style-type: none"> Name and locate an extensive range of places in the world including globally and topically significant features and events 	<p style="text-align: center;">Trade and Economics</p> <ul style="list-style-type: none"> Use a range of numerical and quantitative skills to analyse, interpret and present data collected from fieldwork observations, measurements and recordings. 	<p style="text-align: center;">Our Changing World (Erosion)</p> <ul style="list-style-type: none"> Ask and respond to questions that are more causal e.g. What happened in the past to cause that? How is it likely to change in the future?

	<ul style="list-style-type: none">• Use 8 compass points confidently and accurately• Use 4 figure co-ordinates confidently to locate features on a map• Begin to use 6 figure grid refs; use latitude and longitude on atlas maps	<ul style="list-style-type: none">• Make predictions and test simple hypotheses about people, places and geographical issues.• Explain some links and interactions between people, places and environments.	<ul style="list-style-type: none">• Communicate geographical information using a wide range of methods including writing at increasing length.• Draw a variety of thematic maps based on their own data.
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