



School: Harlington Lower

Curriculum Progression for: Geography

Intent	The intention of the Geography Curriculum at Harlington Lower School is to inspire children's curiosity and interest to explore the world that we live in and its people, which aims to ignite a love of learning. We intend to equip children with geographical skills to develop their knowledge through studying places, people and natural and human environments. Through our teaching, we intend to provoke thought, questions and to encourage children to discover answers to their own questions through exploration and research to enable them to gain a greater understanding and knowledge of the world and their place in it.		
	Autumn 2	Spring 2	Summer 2
Reception	Our School, classrooms (tour). Weather, changes in the environment	Traditions around the world. Traditional foods. Weather and changes in the environment.	Occupations and ways of life. Transport and travel. Weather and changes in the environment.
	Children should come to Year 1 with the following skills and knowledge. 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. 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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Year 1	Our School	Our Country	Wonderful Weather
Vocabulary	Local area Map Address Observe Passport Distance Aerial's view (bird's eye view) Fieldwork Route	Town Countryside Pro Con Country UK Island Capital city Landmark Population	Seasons Observations Record Temperature Thermometer United Kingdom Affects Waterproof Weather forecast Symbols Extreme Drought Flooding Blizzard Heatwave Hurricane Climate
Skills	Develop knowledge of the location of significant places. - Understand where I live in the local area Use simple field work and observational skills to study the immediate surroundings. - Understand what our classroom looks like. - Look at aerial photographs. - Observe the school environment Understand a sense of place in relation to home and school. - Locate our school in our local area. Devise a simple map and use basic symbols in a key. - Draw a simple map. Describe the location of features and routes on a map. - Understand the route I take to school. Develop and follow directional vocabulary. - Name the four points of a simple compass. Recognise a range of map symbols and understand their use. - Begin to recognise map symbols.	Understand geographical similarities and differences through studying the human and physical geography. - Understand the differences between a 'town' and the 'countryside'. - Use key words about the town and countryside. Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. - Name the four countries of the UK - Locate the UK using a map. - Understand a journey line. - Understand what an 'aerial view' shows. - Identify key features of the countries of the UK. - Observe aerial photographs. - Name capital cities of the UK. - Explain what London is like using key words. Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and a small area in a contrasting non-European country. - Compare two capital cities – Brasilia and London	Identify daily weather patterns in the UK. - Name weather types in the UK. - Understand what the weather is like in our country. - Make simple observation about the weather in the UK. Understand seasonal weather patterns in the UK - Identify seasonal changes across a year. - Describe how the weather can affect us. Identify daily weather patterns in the UK – Weather Forecasting. - Understand what weather forecasts shows. - Use key words to describe the weather. Identify daily weather patterns in the UK – dangerous/adverse weather - Understand the dangers of weather. Use world maps and globes to identify the UK and to locate other countries. - Locate hot and cold countries of the world. Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Pole. - Make comparisons between what hot and cold countries are like.

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			Understand the human/physical geography of a cold area of the world. - Use a growing range of subject specific vocabulary. - Ask simple geographical questions.
Knowledge	Know where I live in the local area. An address needs to be written in a certain way so that it gets to the right place. An aerial photograph is taken from above looking down. An aerial plan is a drawing of what a place looks like from above. Symbols show what different things or places can be found in an area. A compass can be used to help you find your way. It shows four directions – north, east, south and west.	The UK is made up of the island of Great Britain and Northern Island. England is the largest country in the UK. London is the capital city. Many parts of England are flat but there is also lots of rural countryside with rolling hills and valleys in the north. Northern Ireland is the smallest country in the UK. Belfast is the capital city. One of the most famous landmarks is Giant's Causeway. Scotland is a country in the north of the UK. Edinburgh is the capital city. Scotland has large mountains including Ben Nevis, which is the largest in the UK. Wales is a mountainous country in the west of the UK. Cardiff is the capital city. Wales has its own language – welsh.	The weather in the UK can change from day to day. The four seasons have particular weather patterns. There are changes in weather in each season. In spring, it is often rainy and the temperature begins to get warmer. In summer, the sun is much stronger. The temperature is warmer than in any other season. In the autumn, the weather turns chillier, windier and there is often rain. In the winter, it is often cold and frosty. It has to be freezing cold to snow. The weather affects what we do and what we wear. If it is rainy, we wear waterproof clothes when we go outside. If it is hot, we need to wear sun cream and a sun hat. In a weather forecast, symbols are used to show what the weather will be like in a particular area. People check the weather forecast before they make plans for a day out. In some places around the world, the weather can be extreme and this can be dangerous. Countries around the world have different climates.

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Visit/Special Occasions			
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Year 2	What a Wonderful World	Sensational Safari	Beside the Seaside
Vocabulary	Continent Ocean Population Landmark Australasia Desert Rainforest Compass Climate Equator Tropical Temperate Capital city Currency Cuisine Aerial	Endangered Game reserve Habitat Migration National park Rural Savannah Tourists	Local area National Resort Tourist Feature Physical feature Human feature Pier Promenade United Kingdom Victorian Sea bathing Attractions Bay Harbour Climate
Skills	Name and locate the world's seven continents and five oceans. Name the seven continents and five oceans of the world. Use world maps, atlas and globes to identify the UK and its countries, as well as the countries, continents and oceans at this key stage. - Use an atlas to accurately locate the seven continents and five oceans of the world. - Understand key features of the continents of the world. - Locate the continent we live in and describe some of the key features. - Journeys can be made around the world and begin to follow a simple journey line using key vocabulary. Understand the location of hot and cold areas of the world in relation to the equator and North and South Pole. - Understand the location of hot and cold countries around the world. Use aerial photographs to recognise landmarks and basic human and physical features.	Name and locate the world's seven continents and five oceans of the world with a particular focus on Africa. - Explain where Harlington and Kenya are located in the world and find on a world map or globe Use world maps, atlases and globes to identify Africa (Kenya) - Locate Kenya on a world map. Devise simple maps. - Draw a map of Kenya and locate the capital city, some main cities, a village and oceans. Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a contrasting non-European country (Kenya). - Compare similarities and differences between Kenya and the UK. Use basic geographical vocabulary to refer to key physical and human features. - Describe human and physical features of Kenya and begin to give the location of some of these features - Ask geographical questions to find out about places and begin to give reasoning	Use world maps, atlases and globes to identify the United Kingdom and its countries as well as the countries, continents and oceans studied at this key stage - Locate nearest seaside resort on a map and begin to locate and name seaside resorts in the four countries of the UK and worldwide - Use a map to identify the main British Islands - Understand the location of hot and cold islands in the world Use simple compass directions and locational and directional language to describe the location of features and routes on a map - Describe places and routes on a map - Use a map to follow the route around a seaside resort using simple compass directions - NESW 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 - Plan and follow routes on a map using map symbols - Understand that seaside resorts have changed over time and explain some simple features of seaside holidays in the past - Describe a seaside town in the UK

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	- Make comparisons between features of different places around the world - Observe aerial photographs. Use basic geographical vocabulary to refer to key physical and human features. - Ask geographical questions – Where is it? What is this place like? How near/far is it?	- Compare a child's life in Harlington to a child's life in Kenya	- Identify a range of human and physical features in aerial photographs 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 - Make observations about human and physical features of the seaside - Make comparisons between features of different places
Knowledge	There are seven continents: Africa, Antarctica, Asia, Australasia, Europe, North America and South America. Some continents have many countries, others do not. There are five oceans in the world: the Arctic Ocean, the Atlantic Ocean, the Indian Ocean, the Pacific Ocean and the Southern Ocean. Countries around the world have different climates. Climates can be sorted into the following zones: warm, cold, tropical and temperate. When people plan a journey, they might use maps and a compass to help them. Natural features include caves, rocks, cliffs, forests and mountains. Natural features are sometimes called 'physical features'. Features made by people include bridges, buildings and roads. These features are sometimes called 'human features'.	Kenya is located in east Africa. It has a population of around 44 million. The capital city is Nairobi. There are over 50 national parks and game reserves. The Maasai Mara National Reserve is one of the most popular reserve for tourists to visit. Millions of tourist visit the famous reserve to go on safari, explore the landscape and to see the amazing wildlife, including the 'Big Five'. Maasai people traditionally live in mud huts made from mud, sticks, grass and cow dung. Many Maasai are farmers and own herds of cows, goats and sheep. The Maasai people love music and dance. Most children in Kenya go to school, but not all of them. Some children, especially in rural areas, are too busy helping their families by working on the farm, cooking or fetching water. At school, some children may be different ages but in the same year group.	People visit lots of different places. Many tourists like to visit a seaside resort. A seaside resort has many physical features. Features such as the beach, the sea, cliffs, and caves have been made naturally. This means they were made by nature. Human features found at the seaside might include the pier, the promenade, a lighthouse and a fairground. These features are all man-made. There are lots of seaside resorts in the United Kingdom that have been popular for many years. In Victorian times, people would travel to the seaside to enjoy activities, such as a puppet show, walk along the promenade or to go sea bathing. The Victorians believed that the sea air was good for you and that sea bathing would make you healthy. The coastline around the UK is where you can find seaside resorts. The UK is made up of the large island of Great Britain, Northern Ireland and many smaller islands.
Visit/Special Occasions			

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Year 3	Land Use	Extreme Earth	The UK
Vocabulary	Agriculture Counties Recreation Retail Rural Symbol Urban	Cumulonimbus cloud Erupt Fossils Magma Tectonic plates Layers of soil: Humus Topsoil Subsoil Bedrock Layers of Earth: Crust Mantle Outer core Inner core	County Prime meridian Immigration UK Great Britain Landmark Millennium England London Stonehenge River Thames Scotland Edinburgh Ben Nevis River Tay Wales Cardiff Snowdon River Severn Northern Ireland Belfast Giant's causeway River Bann
Skills	Describe and understand key aspects of human geography including land use. - Use simple sketch maps that show how the land is used. - Use a key on a map to show how land is used. 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. - Draw a simple sketch map. - Create a simple sketch map to show how land is used Use maps and atlases to describe land use. - Describe land use in urban and rural areas in the UK	Describe and understand key aspects of physical and human geography including: the earth's surface, volcanoes, earthquakes, tsunamis & tornadoes. - Describe what is underground - Explain how volcanoes are formed - Explain what causes earthquakes - Explain what a tsunami is - Explain what causes tornadoes	Name and locate cities in the UK, geographical regions and their identifying human and physical characteristics and key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these have changed over time. - Name and locate the countries and cities of the UK. - Name and locate the main rivers and seas of the UK. - Name and locate some of the counties of the UK. - Name and locate areas of high ground in the UK. - Identify ways that London has changed over time. - Describe and understand how the UK has changes over time. Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance

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	- Explain how land is used for different types of farming.		Survey maps) to build their knowledge of the UK and the wider world. - Use the eight compass points to describe the location of the countries and cities of the UK. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. - Identify rivers and seas using an atlas or map. - Use a map to locate some of the countries of the UK - Use a map or atlas to locate areas of high ground in the UK. 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 (including day and night). - Explain the importance of the Prime Meridian to London's history.
Knowledge	Maps often use symbols to represent things. The key explains what the symbol shows. A cartographer is someone who draws or produces maps. James Cook (1728-1779) was a British explorer and cartographer. Today, technology helps to produce maps using photographs and videos of the area. A topographical map shows the shape and features of the land including mountains, rivers, lakes and valleys. 90% of land in the UK is rural. 10% of the UK is urban. Large urban areas in England are London, Birmingham, Manchester, Liverpool, Leeds and Newcastle.	Volcanoes are made when pressure builds up inside the earth. This affects the earth's crust causing magma to sometimes erupt through it. A tsunami is a giant wave caused by a huge earthquake under the ocean. The earthquake causes a large amount of water to be displaced very quickly causing a series of waves. As the waves travel through shallower water near land, they get bigger and bigger. The wave crashes onto the land causing devastation to buildings and sometimes even lives. A tornado is a swirling funnel of air that forms when warm air rises from near the ground into big cumulonimbus clouds. There can be thunder and lightning at the same time. You can see tornadoes due to the dust and water droplets caught in the clouds. Earthquakes are caused when the earth's tectonic plates suddenly move. Most earthquakes occur	Local Governments control the local areas of counties and their services. These services include: Education, Transport, Policing, Public Safety, Social Care. Counties include Cornwall, Swansea, Londonderry and Aberdeenshire. Many people decide to move to and live permanently in the UK. These immigrants can come from all over the world including Italy, India, China and Australia. They might decide to live in the UK to be nearer to family, for work or for a different lifestyle. Prime Meridian is an imaginary line that runs through the Royal Observatory in Greenwich. It is also used as the basis for the world's time zones.

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	Land in rural areas is used for housing, factories, education, recreation, business and farming. Land in urban areas is used for housing, factories, education, recreation, business, healthcare, transport and retail. Land for farming is used for growing grains, growing fruit and vegetables, growing flowers, growing grass and breeding animals for meat and other produce.	near the tectonic plate boundaries. Earthquakes can cause lots of damage to roads, buildings and property.	
Visit/Special Occasions	Village Walk		

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Year 4	All Around the World	What's it like in Whitby?	Somewhere to Settle
Vocabulary	Co-ordinates Hemisphere Observatory Polar Precipitation Latitude Longitude Prime Meridian Tropic of Cancer Equator Tropic of Capricorn	Abbey Agriculture Coastal Gothic style Harbour Industrial Leisure Pier Retail Tourists	Agriculture Early settlers Healthcare Industrial Leisure Retail Settlement Business
Skills	Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere. - Explain the position and significance of the Equator, the Northern Hemisphere and the Southern Hemisphere. Identify the position and significance of latitude and longitude. - Identify lines of latitude and longitude. Identify the position and significance of the Arctic and Antarctic Circle. - Describe key features of the polar regions and compare them to the UK Identify the position and significance of the Tropics of Cancer and Capricorn. - Compare the climate of the tropics with the UK Identify the position and significance of the Prime/Greenwich Meridian. - Explain the position and significance of the Prime Meridian Identify the position and significance of time zones (including day and night). - Explain the position and significance of time zones Use maps, atlases and globes to locate countries in the context of using co-ordinates to find locations. - Use longitude and latitude to find places on maps, atlases and globes	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. - Identify Whitby and its major features. - Locate Whitby and Harlington on a map. 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. - Compare the physical geography of Whitby with that of Harlington. - Compare the human geography of Whitby with that of Harlington. - Compare the physical and human features of Whitby with those of Harlington.	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. - Explain what a settlement is. - Explain why settlements develop in certain locations. - Compare land use in different settlements. - Create a map of a settlement. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - Use maps to identify settlements built by invaders. 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 UK and the wider world. - Use maps to identify links between settlements.

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Knowledge	Latitude lines run around the earth east to west. Longitude lines run over the top of the earth north to south. These lines are used to give specific location of anywhere in the world using co-ordinates. The Prime Meridian line divides the earth into the eastern and western hemisphere. It passes through the Royal Observatory in Greenwich, England. All time zones start here – Greenwich Mean Time (GMT). The Polar Regions -The North Pole is in the Arctic Circle and includes parts of Russia, Norway, Sweden, Finland, Canada, Alaska, Greenland and Iceland. The South Pole is in the Antarctic Circle and has no countries and has no one living there permanently. It is a protected place of scientific and environmental research. The Tropic of Cancer (northern tropic) and the Tropic of Capricorn (southern tropic) mark the most northerly and southerly positions that the sun can be overhead. Between the tropics the weather is hot all year round.	Whitby is a coastal town in North Yorkshire. It is close to the North Yorkshire Moors National Park. The town is built on two sides of the river Esk and is very popular with tourists. Around 13,000 people live in Whitby. Whitby is famous for fishing, the lifeboat station, the harbour, the swing bridge, the beach, clifftops, the pier and the moors. Land in Whitby is used for housing, retail, leisure, industry and agriculture.	Many of the places where people live today have existed for hundreds or even thousands of years. They were created by early settlers to the UK including Romans, Vikings, Anglo-Saxons. Early settlers needed to have shelter, water and food. They would have liked to have transport links, healthcare and electricity. Place names give us clues as to who first settled in an area and what it was like. Land is used in settlements for agriculture, industry, housing, leisure, business and retail. An ideal place to settle must have shelter, water supply, food and electricity/fuel supply. Entertainment/shops, education, green space, neighbours, healthcare and transport links are desirable. Being open to attack, exposure to weather and being prone to flooding are unwanted.
Visit/Special Occasions			