

	Topics	ELGs	Skills	Impact by the end of the year
<b>YEAR R</b> <b>Understanding the World</b>	Autumn - Where are we in the World?	<ul style="list-style-type: none"> <li>To 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.</li> </ul>	<ul style="list-style-type: none"> <li>Look closely at similarities, differences, patterns and change.</li> <li>Maintain attention, concentration and sit quietly during appropriate activity.</li> <li>To use talk to organise, sequence and clarify thinking, ideas, feelings and events.</li> </ul>	Children comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world.  Children talk about some of the things they have observed, such as plants, animals, natural and found objects.
	Spring Traditions around the world Traditional foods Weather	<ul style="list-style-type: none"> <li>To 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.</li> </ul>	<ul style="list-style-type: none"> <li>Look closely at similarities, differences, patterns and change.</li> <li>Maintain attention, concentration and sit quietly during appropriate activity.</li> <li>To use talk to organise, sequence and clarify thinking, ideas, feelings and events.</li> </ul>	
	Summer Seasons	<ul style="list-style-type: none"> <li>To 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.</li> </ul>	<ul style="list-style-type: none"> <li>Look closely at similarities, differences, patterns and change.</li> <li>Maintain attention, concentration and sit quietly during appropriate activity.</li> <li>To use talk to organise, sequence and clarify thinking, ideas, feelings and events.</li> </ul>	
	Topics	National Curriculum Objectives	Skills	Impact by the end of the year
<b>Year 1</b>	Autumn Our School	<ul style="list-style-type: none"> <li>Name and locate the world's seven continents and oceans</li> <li>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> <li>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.</li> <li>Use geographical vocabulary to refer to physical and human features.</li> <li>To develop knowledge of the location of significant places</li> <li>To use simple observation/fieldwork skills to study the immediate surroundings in the context of children's own locality.</li> </ul>	<ul style="list-style-type: none"> <li>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</li> <li>Devise a simple map and use and construct symbols in a key</li> <li>Use simple field work and observational skills to study their local environment.</li> <li>Begin to recognise familiar places in their local area</li> <li>Write an address appropriately</li> <li>Use maps and plan a route • Use simple compass directions (NESW)</li> <li>Use aerial photographs to recognise basic human and physical features</li> <li>Recognise basic map symbols and begin to understand the need for a key</li> <li>Use simple fieldwork skills to study the geography of the school</li> <li>Make simple observations about the geography of the classroom and school</li> <li>Ask simple geographical questions</li> </ul>	Children will be inquisitive about the world around them.  Children will be aware of their possible impact on the environment  Children will ask and answer questions  Children will understand the differences in places around the world.
	Spring Our Country	<ul style="list-style-type: none"> <li>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>	



**The Harlington and Sundon Academy Trust**  
**Harlington Lower School - Geography Curriculum Overview and Skills Progression**



		<ul style="list-style-type: none"> <li>• Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.</li> <li>• 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</li> <li>• Use geographical vocabulary to refer to physical and human features.</li> <li>• Name and locate the world’s seven continents and oceans</li> <li>• To develop knowledge of the location of significant places</li> </ul>	<ul style="list-style-type: none"> <li>• Name the four countries of the UK, capital cities and surrounding seas.</li> <li>• Begin to know the differences between town and country locations.</li> <li>• Use a range of maps (world, country, street maps, aerial views and plans) to locate places and landmarks.</li> <li>• Begin to know simple features of the countries of the UK.</li> <li>• Use simple compass directions and locational and directional language to describe the location of features and routs on a map</li> <li>• Use aerial photographs to recognise basic human and physical features.</li> <li>• Produce a journey line.</li> <li>• Describe human and physical features of the capital city London.</li> <li>• Use internet mapping programmes to observe aerial views.</li> <li>• Compare the capital cities London and Brasilia. • Use world maps and globes to begin to locate some continents and countries.</li> </ul>	
	<p>Summer Local Area</p>	<ul style="list-style-type: none"> <li>• Name and locate the world’s seven continents and oceans</li> <li>• Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> <li>• Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• Use simple compass directions and locational and directional language to describe the location of features and routs on a map</li> <li>• Use simple field work and observational skills to study their local environment.</li> <li>• Explore their local park and describe its features</li> <li>• Locate the park using maps</li> <li>• Describe and follow journeys within the grounds</li> <li>• Recognise familiar places in their local area.</li> <li>• Locate places/landmarks on a map.</li> <li>• Use simple compass directions (NESW)</li> <li>• Use aerial photographs to recognise basic human and physical features.</li> <li>• Recognise basic map symbols.</li> <li>• Use simple fieldwork skills to study the geography of the local area.</li> <li>• Make simple observations. • Plot a simple route on a map.</li> <li>• Recognise housing types.</li> <li>• Explore geographical issues through discussion.</li> <li>• Use basic subject specific vocabulary.</li> <li>• Ask simple geographical questions.</li> <li>• Express own views and opinions about the environment and suggest simple improvements</li> <li>• Use presentation skills</li> </ul>	

Skills Progression	KS1		KS2			
	Year 1	Year 2	Year3	Year 4	Year 5	Year 6
<b>Locational Knowledge</b>	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.	Name and locate the world's seven continents and five oceans.	<p>Locate and name the continents on a World Map.</p> <p>Locate the main countries of Europe inc. Russia. Identify capital cities of Europe.</p> <p>Locate and name the countries making up the British Isles, with their capital cities.</p> <p>Identify longest rivers in the world, largest deserts, highest mountains. Compare with UK.</p> <p>Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn.</p>	<p>On a world map, locate areas of similar environmental regions, either desert, rainforest or temperate regions.</p> <p>Locate and name the main counties and cities in/around Harlington and Sundon.</p>	<p>Locate the main countries in Europe and North or South America. Locate and name principal cities.</p> <p>Compare 2 different regions in UK rural/urban.</p> <p>Locate and name the main counties and cities in England.</p> <p>Linking with History, compare land use maps of UK from past with the present, focusing on land use.</p> <p>Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time zones, night and day</p>	<p>On a world map locate the main countries in Africa, Asia and Australasia/Oceania. Identify their main environmental regions, key physical and human characteristics, and major cities.</p> <p>Linking with local History, map how land use has changed in local area over time.</p> <p>Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time.</p>
<b>Place Knowledge</b>	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European.	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country concentrating on islands and sea sides	Compare a region of the UK with a region in Europe, eg. local hilly area with a flat one or under sea level. Link with Science, rocks.	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 a region in UK with a region in N. or S. America with significant differences and similarities. Eg. Link to Fairtrade of bananas in St Lucia (see Geography.org etc for free and commercially available packs on St Lucia focussing on Geography).	Compare a region in UK with a region in N. or S. America with significant differences and similarities. Eg. Link to Fairtrade of bananas in St Lucia (see Geography.org etc for free and commercially available packs on St Lucia focussing on Geography). Understand some of the reasons for similarities and differences.
<b>Human &amp; Physical Geography</b>	Identify seasonal and daily weather patterns in the United Kingdom.	Use basic geographical vocabulary to refer to:	Describe and understand key aspects of:	Describe and understand key aspects of:	Describe and understand key aspects of :	Describe and understand key aspects of :



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### Harlington Lower School - Geography Curriculum Overview and Skills Progression



	<p>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Use basic geographical vocabulary to refer to:</p> <p>☒ key physical features, including: forest, hill, mountain, soil, valley, vegetation, ..</p> <p>☒ key human features, including: city, town, village, factory, farm, house, office.</p>	<p>☒ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>☒ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>	<p>Physical geography including Rivers and the water cycle, excluding transpiration, brief introduction to Volcanoes and earthquakes linking to Science:rock types.</p> <p>Human geography including trade links in the Pre-roman and Roman era.</p> <p>Types of settlements in Early Britain linked to History. Why did early people choose to settle there?</p>	<p>Physical geography, including: climate zones, biomes and vegetation belts (link to work on Rainforest)</p> <p>Types of settlements in modern Britain: villages, towns, cities.</p>	<p>Physical geography including coasts, rivers and the water cycle including transpiration; climate zones, biomes and vegetation belts.</p> <p>Human geography including trade between UK and Europe and ROW</p> <p>Fair/unfair distribution of resources (Fairtrade).</p> <p>Types of settlements in Viking, Saxon Britain linked to History.</p>	<p>Physical geography including Volcanoes and earthquakes, looking at plate tectonics and the ring of fire.</p> <p>Distribution of natural resources focussing on energy (link with coal mining past History and eco-power in D&amp;T)</p>
<b>Geographical Skills &amp; Field work</b>	<p>Use world maps, atlases and globes to identify the United Kingdom and its countries.</p> <p>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>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.</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>Learn the eight points of a compass, 2 figure grid reference (maths co-ordinates), some basic symbols and key (including the use of a simplified Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>Use fieldwork to observe and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied</p> <p>Learn the eight points of a compass, four-figure grid references.</p> <p>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied</p> <p>Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom in the past and present.</p> <p>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied</p> <p>Extend to 6 figure grid references with teaching of latitude and longitude in depth.</p> <p>Expand map skills to include non-UK countries.</p> <p>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>