



St Patrick's Geography Curriculum Progression

<p>Statutory Framework for the EYFS ELG – Understanding the World Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ talk about the lives of the people around them and their roles in society; Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; Understand the past through settings, characters and events encountered in books read in class and storytelling ♣ describe their immediate environment using knowledge from observation, discussion, stories, non-fiction text and maps; Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; 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 ♣ explore the natural world around them, making observations and drawing pictures of animals and plants; 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 and changing states of matter. <p>Below, we outline how we meet and go beyond the requirements</p>	<p>National Curriculum Subject Content for Key Stage 1: Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ name and locate the world's seven continents and five oceans ♣ name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas ♣ 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 ♣ 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 ♣ use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop ♣ 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 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 ♣ 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>Below, we outline how we meet and go beyond the National Curriculum requirements throughout Key Stage 1</p>	<p>National Curriculum Subject Content for Key Stage 2: Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ 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 ♣ 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 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) ♣ 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 ♣ describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 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 ♣ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied ♣ 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 ♣ 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>Below, we outline how we meet and go beyond the National Curriculum requirements throughout Key Stage 2</p>
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Key Vocabulary							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
cloudy, snow, weather, near, far, here, there, map, church, Paddy's park, inside, outside.	cloudy, snowy, weather, near, far, here, there, map, church, Paddy's park, school, garden, season, city, Liverpool, Toxteth, Library	Weather around the world: autumn, winter, spring, summer, North/South Pole, polar, continent, country, globe, map. Our local area: Merseyside, river, sea, city, bird's eye view, map, North, South, East, West, route, symbol, human and physical features Australia: beach, island, ocean, mountain, forest, tourist, community, atlas.	At the farm: seasonal, climate, rural, farm, town, village, aerial view, countryside. Kenya: equator, drought, landmark, valley, vegetation, scale, conservation, pollution. My world and me: cliff, harbour, water cycle, settlement, port, grid reference, leisure, pollution, ocean, coast	Countries of the world: biomes/vegetation belts/climate zones, mountains, trade links: education, landmarks, manufacture. Where does our food come from? farming, natural resources, distribution, economic, energy, minerals, land use. In the desert: desert, global warming, arid, erosion, sand dune, reservoir, inhospitable.	The Med: Mediterranean, regions, climate zones, leisure, mountain range, temperate, humid, tropical, polar, temperature Global trade: economic activity, trade links, finance, industry, pollution, currency, latitude, longitude, import, export. Where do people settle? settlements, coniferous forest, deciduous forest, biomes, vegetation belts, waterway, stream.	The United Kingdom: fresh water, urban, rural, population, landmarks, county, mountain range, coastline, settlement, Investigating rivers: water cycle, evaporation, condensation, precipitation, transpiration, current, rapids, mouth, source, current, tributary, waterfall, meander, floodplain, delta South America: coastal plains, river basin, highlands, alpine, grassland, tropical, biodiversity, rainforest.	What is my local area like? landscape, inner city, service industry, healthcare, site, urbanisation, commercial, retail, recreational, residential. North America time zones Greenwich Mean time, Greenwich Meridian Tropic of Cancer Tropic of Capricorn, tropical climate, great plains Extreme earth: earthquakes, volcanoes, active, after shock, core, ash cloud, dormant, eruption, hot spot, gases, plates, magma, magnitude, mantle, Richter scale, tsunami,

Significant Figures within Geography and Planned Enrichment Opportunities							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Father Silviu Examples of further Geography enrichment: Children will also experience additional geographical opportunities relating to Chinese New Year, Black History Month, St Patrick's Day and International Week. Church visit .	Father Silviu Examples of further Geography enrichment: Children will also experience additional geographical opportunities relating to Chinese New Year, Black History Month, St Patrick's Day and International Week. Forest school sessions.	Roald Admunsen Nikita Parris Steve Irwin Examples of further Geography enrichment: Children will also receive additional geographical opportunities relating to Black History Month, St Patrick's Day and International Week. Forest school sessions. Eco club Exploring the local area, e.g. visiting the Philharmonic	Lady Eve Balfour Lupita Nyong'o Sir Ernest Shackleton Examples of further Geography enrichment: Children will also receive additional geographical opportunities relating to Black History Month, St Patrick's Day and International Week. United utilities water workshops focusing on water safety and the water cycle. Forest school sessions. Eco club City tour- The Beatles. Online farmer Q and A,	Tenzing Norgray Paula Constant Mario Rigby Examples of further Geography enrichment: Children will also receive additional geographical opportunities relating to Black History Month, St Patrick's Day and International Week. Spanish partner school contact. Forest school sessions. Eco club Crosby Hall residential Mosque visit	Jacques Cousteau John Alexander Brodie Joanne Anderson Examples of further Geography enrichment: Children will also receive additional geographical opportunities relating to Black History Month, St Patrick's Day and International Week. Geography after school club. Forest school sessions. Eco club Irish partner school. Debate club Crosby Hall residential	David Attenborough Thomas Steers George Everest Frida Kahlo Examples of further Geography enrichment: Children will also receive additional geographical opportunities relating to Black History Month, St Patrick's Day and International Week. Pupils from Year 5 and 6 will also work will the University of Liverpool. United utilities water	Irene Afful Martin Luther King JR Charles F Richter Examples of further Geography enrichment: Children will also receive additional geographical opportunities relating to Black History Month, St Patrick's Day and International Week. Pupils from Year 5 and 6 will also work will the University of Liverpool. Moel Famau walk.

Fieldwork- seasonal walks in school grounds. Church visit. Library visit	Church visit Library visit	Hall	Mr Davies. Partner school- Killen (Rural Ireland)			workshops focusing on the water cycle and understanding of global issues regarding water access and usage. Forest school sessions. Eco club Debate club	Forest school sessions. Eco club. Debate club. Colomendy residential.
	Fieldwork- seasonal walks. Mapping in school grounds. Church visit Library visit	Fieldwork- Sefton park trip. Local area walk	Fieldwork-Farm visit	Fieldwork-Crosby beach	Fieldwork- Leeds/Liverpool canal.	Fieldwork-River Mersey study.	Field work-North Wales, Mold residential.

	Locational Knowledge	Place Knowledge	Human and physical	Enquiry, skills and fieldwork
Nursery	Know that there are different places in the world and talk about differences, e.g. comparing where we live to polar regions Know we live in Liverpool.	Talk about what they see in their surrounding environment using a wide vocabulary. Talk about today's weather.	(Begin to develop understanding of the effect of changing seasons on the world around them). Know that there are different places in the world and talk about differences, e.g. comparing where we live to polar regions.	Talk about what they see, using a wide vocabulary. Discuss and describe familiar routes. (M) Understand position and direction using objects then position using words alone. (M)
Reception	Recognise some similarities and differences between environments and life in this country and in others, e.g. comparing where we live to polar regions and hot countries. Know Liverpool is a city in the UK.	Make observations of the natural world around them, describing what they see, hear and feel. Talk about the weather in different places	Develop understanding of the effect of changing seasons on the world around them. Recognise some similarities and differences between environments and life in this country and in others. Begin to identify human and physical features of our local environment.	Make observations of the natural world around them, describing what they see, hear and feel. Select, rotate, manipulate, compose and decompose shapes to develop spatial reasoning skills and describe position. Draw information from and create simple maps e.g. land, water, roads.
Year 1	Weather around the world- Name and locate the world's seven continents. Identify the North and South poles. Recognise St Patrick's is a school in Toxteth which is located in Liverpool. Where do I live? Name and locate the world's seven continents. Name and locate the four countries of the UK. Recognise Liverpool is a city	Weather around the world- Observe and describe the human and physical geography a region in a cold climate. Where do I live? - Observe and describe the human and physical geography of the local area. Australia- Investigate	Weather around the world- Pupils can describe some of the human and physical features of a region in a cold climate. Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South poles. Where do I live? - Observe and describe the human and physical geography of the local area. Australia- Investigate the wider world, focusing on a region in Australia, making comparisons to the local area.	Weather around the world- Use maps and globes to identify the continents and oceans studied. Devise simple picture maps. Describe the features of each season. What would you take to work in the North pole? Where do I live? Identify places using maps, atlases, globes. Use directional and locational language to describe the location of features and routes on a map. Identify the four points of the compass. Australia- Begin to ask questions. Identify places using maps, atlases, globes to identify the continents and oceans studied. Draw basic maps including

	in the county of Merseyside. Australia- Name and locate the world's seven continents, five oceans.	the wider world, focusing on a region in Australia, making comparisons to the local area.		appropriate symbols. Where are the hot places in the world?
Year 2	At the farm -Name, locate and identify characteristics of the four countries and capital cities of the UK and surrounding seas. Locate the UK on a world map/globe. Let's go on safari- Name and locate 7 Continents, and five Oceans. My world and me- Revisit above. Identify North and South Poles in relation to the Equator. Describe the position of the Equator.	At the farm- Observe and describe the human and physical geography of a rural and urban area of the UK. Let's go on safari- A local scale study of a non-European country Kenya comparing the local area at a similar scale. My world and me- Understand geographical similarities and differences through studying the human and physical geography of the local area and a small area of a non-European country.	At the farm- Identify daily and Seasonal weather patterns in the UK. Let's go on Safari- Identify the location of Desert regions in the world i.e. Kenya in relation to the Equator and North and South Poles. Describe the features of a desert environment. My world and me- Use basic geographic vocabulary to refer to key human and physical features of a coastal region in Australia making comparisons to a coastal region in the North West. Use aerial photographs to recognize landmarks.	At the farm- Identify places using aerial images, photographs and plan perspectives, devise a simple map; and use and construct basic symbols and a key. Let's go on Safari - Identify places using maps, atlases, globes, aerial images. Explain how where we live is different to an area in Kenya. My world and me -Identify the U.K and its countries. Use simple compass directions to describe the location of features and routes on a map. Use simple fieldwork and observational skills to study the key human and physical features of the schools surrounding areas. Devise a simple map and use and construct a basic key.
Year 3	Countries of the world- Locate continents and countries of the world, focusing on Europe and a region in Spain. Describe Australia and Antarctica as both continents and countries. Identifying key topographical features- mountains. Recognise the lines of latitude run parallel to the Equator, the lines of longitude run down the Earth from pole to pole. Where does our food come from?- Name and locate countries and cities of the UK, geographical regions and their identifying human	Countries of the world- Understand geographical similarities and differences through the study of a region in Spain. Where does our food come from- Understand how places are involved in global trade through what they import and export. Understand the physical and human characteristics of places and how this determines what stage of production in	Countries of the world- Describe and understand key aspects of Climate zones, mountains, rivers, types of settlement. Where does our food come from? - Describe and understand key aspects of biomes, vegetation belts, climate zones, trade links and the distribution of natural resources. Understand how physical geography influences global trade. Describe the importance of fair trade In the desert- Describe and understand key aspects of climate zones, biomes, types of settlement and the distribution of natural resources. Recognise the Sarah desert in Africa as the largest desert in the world. Crosby beach fieldwork- Describe key aspects of human and physical geography including settlements and land use of two areas in the UK. Crosby beach fieldwork- Use fieldwork to observe, measure, record and present the human and physical features of a more distant locality in the UK. Where would you rather live and why?	Countries of the world - Use maps atlases and globes and digital mapping to locate countries and describe features studied. Developing questioning. Explain using maps where most people live and why? Where does our food come from? - Use maps, atlases to locate and describe farming regions. Interpret geographical data related to global trade in table and graph form. Use simple compass directions. What are some of the consequences of changing the way land is used for farming? How does the fair trade approach to global trade benefit communities in less developed countries?

	<p>and physical characteristics. Identify the bodies of water that surround the UK.</p> <p>Use maps, atlases and digital maps to locate key countries, cities and oceans and discover the distance travelled by a range of products from their source to sale.</p> <p>In the desert- Locate continents and countries of interest on a world map/globe concentrating on desert regions. Identify the Equator, N & S Hemispheres, Tropics Cancer and Capricorn.</p> <p>Crosby beach field work- Investigate the location of a region of the UK in relation to places of interest</p>	<p>the global supply occurs.</p> <p>In the desert- Describe a desert regions and compare with the physical and human characteristics of their local and surrounding Crosby beach fieldwork- Understand geographical similarities and differences through the study of human and physical geography of a coastal area in the UK and the local area.</p>		
Year 4	<p>The Mediterranean- Locate the world's countries using maps focusing on Europe as a continent comprising of many different countries including The UK, Russia, France and Spain. Describe key human and physical characteristics of European countries including capital cities and geographical regions. Describe the Mediterranean as a body of water separating Europe, Africa and Europe.</p> <p>Global trade- Locate the world's countries using maps including North and South America, concentrating on their environmental regions, key physical and human characteristics. Pupils will identify the position of latitude and longitude. Describe the position of the</p>	<p>The Mediterranean- Understand key aspects of physical and human geography of a region in the UK- Merseyside and a region in the Mediterranean.</p> <p>Global trade- Understand geographical similarities and differences through the study human and physical geography of a region in the UK and a region in a European country.</p> <p>Where do people settle? - Understand geographical similarities and differences through the study of human and physical</p>	<p>The Mediterranean- Describe and understand key aspects of the physical and human geography of a region in the Mediterranean including rivers, mountains. Identify the highest mountain in Europe mount Elbus in Russia.</p> <p>Global trade- Describe and understand key aspects of physical and human geography including types of settlement and land use and economic activity including trade links and the distribution of natural resources.</p> <p>Where do people settle? - Describe and understand types of settlement and land use, economic activity including trade and the distribution of natural resources including energy, food, minerals and water. Consider changes to settlements over time.</p>	<p>The Mediterranean-. Recognise that contours show height and slope. Use the eight points of a compass. Use a range of digital map making tools, highlighting an area on a map and measuring it.</p> <p>How is different from our local area in Liverpool?</p> <p>Global trade- Use maps, atlases, globes, and digital mapping to locate countries studied. Make a map of a small area adding symbols and a key. Recognise a range of Ordnance survey symbols. What types of employment are on offer in Merseyside? Compare with industry in ..?</p> <p>Where do people settle? - Make a sketch map of a small area using a title to show purpose. What is a region? What physical features influence settlements?</p>

	<p>tropic of Cancer and Capricorn. Where do people settle? - Locate the world's countries using maps focusing on Europe and its major cities. Identify the position and significance of the equator as well as the idea of time zones. Name and locate countries and cities of the U.K, geographical regions and their identifying human and physical features.</p>	<p>geography of early settlements in the UK.</p>		
Year 5	<p>The UK- Identify the UK within the world/Europe; surrounding seas; regions and counties; major cities; physical features; farming and industrial zones. Recognise the UK is divided into counties and cities. Identify Merseyside as a county in the North West of England. Investigating rivers -Name and locate counties and cities of the UK South America, Brazil- Locate the world's countries using maps, concentrating on regions, key physical and human characteristics of South America. Identify the position of latitude and longitude,</p>	<p>The UK- Contextual knowledge of constituent countries including different human and physical landscapes; population growth, settlement change. Investigating rivers - Understand geographical similarities and differences through the study of a river system in the UK and a river system in South America. Identify key river systems in the world. South America, Brazil- Understand geographical similarities and differences through the study of human and physical geography of a region within South America- The Amazon rainforest.</p>	<p>The UK- Describe and understand key aspects of physical and human geography exploring different types of settlements. Recognise and identify rivers, the River Severn (longest in the UK) and the River Thames (second longest). Recognise the highest mountains in each of the UK countries. Investigating rivers- Describe and understand key aspects of physical geography including the journey of a river, mountains and the water cycle. Investigate and describe the impact of pollution and its effect on the environment. Describe the four main stages of the water cycle. Investigate and describe the impact of pollution and its effect on the environment. Describe the four main stages of the water cycle. South America, Brazil- Describe and understand key aspects of physical and human geography of a region of South America including climate zones, biomes, vegetation belts and the distribution of natural resources.</p>	<p>The UK- Follow and describe routes on maps. Design sketch maps of an area using symbols and a key. Use digital map making to record a location. Where do most people live and why? Investigating rivers- Locate, describe, explain using maps. Use the eight points of a compass and fieldwork to observe, measure, record and present the human and physical features using a range of methods. Where does the River Mersey begin and end? South America, Brazil- Use the index and contents page of an atlas. Use 4 and 6 figure co-ordinates to locate features. How is South America similar/different to the UK?</p>

Year 6	<p>North America- Name and locate the world's countries focusing on North and South America, identifying environmental regions, key physical and human characteristics and major cities. Recognise North America is made up of 23 different countries and is the third largest continent.</p> <p>Extreme Earth- Identify the position and significance of latitude, longitude, Equator, Northern and Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones. Name and locate the world's significant mountains, earthquakes.</p> <p>Our local area -Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features and land use patterns and understand how some of these aspects have changed over time. Discover how to locate specific landmarks through the use of grid references. Describe locations as rural or urban, giving examples.</p>	<p>North America- Understand geographical similarities and differences through the study of human and physical geography of a region within North America- The Great Plains.</p> <p>Extreme Earth- Understand and describe the geographical similarities and differences between regions in the UK</p> <p>Our local area- Investigate local settlements and land use through fieldwork in the local area, understand similarities and differences with region in North Wales.</p>	<p>North America- Describe and understand key aspects of the physical and human geography of North America including climate zones, biomes and the distribution of natural resources including energy, food, minerals and water.</p> <p>Extreme Earth- Describe and understand key aspects of the physical and human geography of mountains, volcanoes and earthquakes. Recognise the earth's crust is made up of plates.</p> <p>Our local area- Describe and understand key aspects of the physical and human characteristics of the local and surrounding area, including types of settlement, trade links, and the distribution of natural resources including energy, food, minerals and water.</p>	<p>North America- Use maps, atlases, globes and digital 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 to build knowledge of the wider world.</p> <p>How is a region in North America different from Merseyside? Give reasons for where you would choose to live.</p> <p>Extreme Earth- Use maps, atlases, globes and digital mapping to locate countries and describe features studied. Use models and maps to talk about contours and slope.</p> <p>Use digital maps to research factual information about location and features.</p> <p>Where is Antarctica? What type of place is it and why? Should it be developed?</p> <p>Our local area- Use fieldwork to observe, measure, record, present and explain the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs. Make a plan with a scale. Use digital maps to research factual information about locations and features. Use the eight points of a grid reference and six-figure grid reference.</p>
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