



Geography Progression at Heathfield Academy

Geography at Heathfield Academy is real, relevant and authentic. We have based our Geography on the national curriculum and its coverage. In addition to this, we have taken into account our locality and environment plus our children's and their families' nationalities into our studies.

The most prominent concept that weaves through our geography curriculum alongside others is that of cultural awareness and creating an inclusive curriculum. We believe that it is crucial to instill a real sense of curiosity and fascination into our pupils to find out about the world and the people who live there. The aim is to include diversity and global issues every term.

Furthermore, through conceptual learning, we plan for our children to develop real and tangible experiences through our geography curriculum by giving them opportunities to recognise their interdependence with the world by utilising skills that encourage them to collect, analyse, interpret and communicate geographical sources and data.



	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Topic 1	All about me 	Where do we live? 	Harvest Celebrations 	Chocolate From Bean to Bar 	Volcanoes & Natural Disasters 	Biomes 	Climate Change and Environmental Sustainability
Topic 2	Food 	Travel to North America 	Buildings around the world 	South America 	Africa 	Europe 	Asia

National Curriculum

- Similarities and differences between people, place, urban and rural.
- Our local area and country
- Countries and continents

Locational knowledge

- 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

Place knowledge

- 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

Human and physical geography

- 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

Geographical skills and fieldwork

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. Pupils should be taught to:

Locational knowledge

- Locate the world's countries, using maps to focus on Europe (including the location of Russia) North and South America, Asia, Africa, Antarctica and Australia 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)

Place knowledge

- 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/Asia/Africa.

Human and physical geography

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
- Geography – key stages 1 and 2
- Geographical skills and fieldwork
 - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

- 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.

- 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.