

Geography Progression Overview

		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn Term		Understanding of the World links	Stone Age, Iron Age, Bronze Age	Romans in Britain	Anglo-Saxons and Vikings up to 1066	The Tudors	Civil War	Victorian – Harrogate and medical advancement
Objectives	Location and place knowledge	Children know that features of their immediate environment can be represented with objects and on paper e.g., classroom maps, story map around school, seating maps, nature area map. Know common signs and logos.	Children know where the UK is on a world map and a globe.	Children know the four countries of the UK and can locate them on a map Children know where the Atlantic Ocean is on a world map Children know where the North Sea, Irish Sea and English Channel are on a world map Children know where Hadrian's Wall is	Children know and can find the capital cities of the countries in the UK Children know where North Yorkshire is on a map of the UK Children know the names of some other counties of the UK that were important during Anglo-Saxon/Viking times	Children know the name and can locate some towns and cities that were important during Tudor times	Children know the names and can locate further towns and cities that were important during the Civil War	
	Human and physical geography	Children know that families in other countries across the world engage in similar activities to their own family. Children will make comparisons between this country and the lives of people in other countries around the world	Children know about the seasonal weather patterns of the local area	Children can offer suggestions why the Romans built settlements in London and York Children know of the features of different types of settlements and why they may change over time	Children know what a county is			Children can identify the human changes in Harrogate – land use, population growth – from pre-Victorian to today and can suggest why those changes took place.
	Fieldwork	Know that the place where they live can change through the seasons. Children will begin to describe what they see, hear, and feel outside. Explore the natural world around them by taking part in weekly forest school inspired 'Nature School' sessions	Children can create and discuss a map showing the ideal place to build a Bronze Age settlement - including a simple key		Children know key aspects of rivers and the water cycle			
Coppice 50		Eat fruit from a bush	Keep a weather diary	Visit a large town or city – York	Splash in a river– fieldwork skills		Orienteer using a compass	

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Spring Term		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		Changes	United Kingdom – Great Fire of London	Europe - Ancient Greeks	Americas – Maya Civilisation	Africa – Ancient Egyptians	Asia – Genghis Khan	Victorian – Suffrage and social reform
Objectives	Location and place knowledge	Children will develop their use of positional language (under, besides, on top of) Children will know how to use a grid map or carpet squares, table maps. Develop language involving instructions to move in a specific direction using terms up, down, side.	Children know where London is on a map of the UK Children can name and locate the River Thames Children can locate the Tower of London and St. Paul's Cathedral Children know that they live in England	Children know what a continent is. Children know where Europe is on a map of the world. Children know where Greece and Turkey are on a map of Europe Children know where the Mediterranean, Aegean and Black seas are on a map of Europe. Children can locate Mount Olympus	Children know the Northern and Southern hemispheres and the Equator Children know the significance of the Tropics of Cancer and Capricorn and what lies in the middle is known as the Tropics. Children can identify the continents of North and South America on a world map Children know the names of the main oceans around North and South America – Pacific, Atlantic Children know what modern countries make up the former Maya civilisation – Mexico, Guatemala, Belize and that they sit in what is known as Central America Children know what seas surround the former Maya civilisation – Caribbean Sea, Gulf of Mexico	Children know where Africa is on a map of the world. Children know the names of the main oceans and seas around Africa – Atlantic, Indian Ocean, Red Sea, Mediterranean Sea Children know where modern day Egypt is on a map of the world and can describe the climate of the country	Children know where Asia is on a map of the world. Children know the names of the main oceans surrounding Asia – Arctic Ocean, Pacific Ocean, Indian Ocean Children know where the former Mongolian Empire was situated and can name and locate some of the modern countries it covered – China, Russia, Kazakhstan, Iran Mongolia Children know the names and can locate some seas around Asia – Caspian, Arabian, Persian Gulf etc.	Children know how to use 4 and 6 figure grid reference points Children can read, use, and interpret an OS Map inc. contour lines and scale

	Human and physical geography	Children know some environments that are different to the one in which they live e.g., Antarctica. Children can describe features of different places.	Children know that London is the capital city of England and children can find it on a map	Children know what physical and geography is Children know what human geography is Children can identify physical and human features on an OS Map of the local area using a key for help Children can identify physical and human features on a digital map of Athens using a key for help Children can identify some differences in the human and physical features of both Harrogate and Athens	Children understand what trade is and its impact of their everyday lives Children learn the meaning of the terms import and export Children discuss positives and negatives for important produce Children know where the Amazon River is on a map of South America and know why it is important to people who live there Children know the difference between freshwater and saltwater and seas and oceans	Children know of the 6 main climate zones – polar, continental, temperate, Mediterranean, arid and tropical and how they differ from each other Children know what lines of latitude are and how they relate to climate zones Children know how to read a climate graph and can suggest which climate zone and hemisphere the climate graph may be from Children can suggest reasons why the River Nile was important to daily life in Egypt	Children understand what is meant by the terms urban, rural, suburban (and can suggest what typically would be found in each area) Children also understand the terms brownfield and greenfield sites and can give examples Children know how to read a simple choropleth map (residential density on surrounding roads/streets – shading gets darker as density increases)	
	Fieldwork	Continue to participate 'Nature School' sessions and identify important processes in the natural world around them including the seasons.		Children can identify some physical and human features in the local environment and mark on a map using a key Children know how to use the four compass points			Children will gather data on land use surrounding the brown field site project and add to a blank map – using a key.	Children will use an OS Map of an area to plan a walk Children will successfully use a compass
Coppice 50		Go on a bug hunt.		Treasure hunt by reading a map			Redesign and repurpose a brown field site and present to an audience -qualitative and quantitative data	

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Summer Term		Community	United Kingdom – History of Harrogate and Coppice Valley	Europe – The French Revolution	Americas – Civil Rights Movement	Africa – Scramble for Africa	Asia - Birth of Modern Religions	Victorian – Empire and Exploration
Objectives	Location and place knowledge	Children will know some places that are special to members of their local community (looking closely at special places close to home and school) Use photos and pictures to locate places and place on a simple map/identify a route for a bike ride.	Children know where Harrogate is on a map of the UK Children use the language near/far Children know that they live in Harrogate (or other towns) and this is a place in England	Children can locate France and Paris on a map of the world. Children know the River Seine flows through Paris	Children know that the capital of the U.S.A is Washington D.C Children know that the USA consists of 50 states Children can identify Alabama on a map of the USA and its capital city Montgomery		Children can locate Israel (Judaism and Christianity) India (Buddhism, Sikhism & Hinduism), Saudi Arabia (Islam) Children can locate Japan and 'The Ring of Fire'	Children know the differences between the Arctic and Antarctic circles Children know where Antarctica and Australasia are on a map of the world Children know where the Southern Ocean is on a world map.
	Human and physical geography	Children will comment and ask questions about the different places of the local community and the people who live there. E.g., house, farm, church, shop.	Children can name some features of Harrogate (The Stray, Valley Gardens etc.) Children can describe places in Harrogate that they like/dislike Children can describe some differences between London and Harrogate	Children know the difference between an ocean and a sea.	Children know some history of the slave trade including slave routes	Children know how to read a population pyramid (populationpyramid.net) – what is happening to the birth rate in Africa compared to other countries around the world (UK, Japan, USA) Children understand what is meant by the term biome and can identify the common features and location of polar, tundra, taiga, deciduous forest, steppe, Mediterranean, desert, savannah, tropical rainforest, mountain on a world map Children can name some natural resources found in some African countries	Children know how earthquakes can impact on human life – compare two case studies Great Kanto 1923 and 2011 Kobe earthquakes Children can identify primary and secondary effects of earthquakes Children know key aspects of earthquakes – Japan	Children know about the Prime Meridian Children know about lines of longitude
	Fieldwork	Children will gather information about their immediate local area, draw information from a simple map and identify landmarks on the walk.			Children know how to use the eight points of a compass and can use the language in relation to describing where countries are situated			
Coppice 50		Learn to ride a bike						