



WORLINGHAM CEVC PRIMARY SCHOOL
GEOGRAPHY SUBJECT PROGRESSION

	Knowledge	Skills	Vocabulary
EYFS	Understanding the world – People, culture and community <ul style="list-style-type: none">• Family and community.• A community's special places.• The immediate environment.• Non-fiction support texts and maps.• Religion and the cultural community.	Talk/discuss/comment, describe, emotional responses, map skills, phonics/reading, similarity and difference.	Family, community, map, country, same, different, change, culture, world, town, village us, Beccles, Worlingham.
KS1	What are the continents and oceans of the world and where are they located? <ul style="list-style-type: none">• Name and locate 7 continents and 5 oceans (some key knowledge)• Name and locate areas of the UK.• 4 Countries (cold/warm places).• Use of atlas globes.	Change and continuity, significance, locational skills, map skills.	Continent, ocean, countries, city, town, village, capital, equator.
	Why are some places hot and some places cold? <ul style="list-style-type: none">• Deserts.• Polar region.• Animals.• Equator.	Change and continuity, significance, locational skills, map skills.	Desert, hot, cold, polar, mammal, globe, equator.
	Which countries make up the United Kingdom? <ul style="list-style-type: none">• United Kingdom – make up.• Capitals.• Flags.• Symbol	Change and continuity, significance, locational skills, map skills.	UK, Scotland, England, Wales, Ulster, flag, county, symbol, key.

	<p>Why are homes around the world different?</p> <ul style="list-style-type: none"> • Comparisons of cultures, continents and regions. • Materials. • Environment. 	<p>Change and continuity, significance, locational skills, map skills.</p>	<p>Culture, continent, world, material, resources, place, poor, rich.</p>
	<p>What are maps and how do they help us?</p> <ul style="list-style-type: none"> • Symbols. • Birds eye view. • Locational learning. • Maps – various. 	<p>Change and continuity, significance, locational skills, map skills.</p>	<p>Map, symbol, direction, place.</p>
	<p>What is my local area like?</p> <ul style="list-style-type: none"> • Land use. • Parks and recreation. • Housing and homes. • Map work. 	<p>Change and continuity, significance, locational skills, map skills.</p>	<p>Land, home, park, recreation, play.</p>

LKS2	<p>Mountains</p> <ul style="list-style-type: none"> • Features / aspects of mountain ranges. • Location of notable / principal mountain ranges. • Mountain climbing knowledge. • Formation of mountains and their properties. • Location of linked countries and continents. 	<p>Map skills, research skills, ordering and comparing, inference and deduction, atlas skills, describe, explain, analyse, compass and directional skills, position and direction, diagrammatic interpretation (cross sections), contour assessment.</p>	<p>Mountain, peak, ridge, snow line, valley, slope, face range, summit, foot, tree-line, continent, Mount Everest, Scafell Pike, death zone, valley of silence, base camp, Hillary's Step, equipment, crampons, atlas.</p>
	<p>Iceland</p> <ul style="list-style-type: none"> • Iceland general facts. • Iceland's position globally – significance of this. • Icelandic cities. • Iceland's recent volcanic eruption and its effects. • Iceland's national characteristics: volcanoes, Northern Lights, geysers. • Iceland's climatic features and seasons. • Iceland's culture: people, food, wildlife. • Comparison of UK and Iceland. • Iceland physical and human geography. 	<p>Map skills, research skills, ordering and comparing, inference and deduction, atlas skills, describe, explain, analyse, compass and directional skills, position and direction, compare and contrast, globe skills.</p>	<p>Iceland, season, country, locate, northern hemisphere, island, Europe, Arctic, circle, tectonic plate, Mid Atlantic Ridge, volcanoes, active, geyser, glaciers, Northern Lights, climate, wildlife, food, compare, similarities, difference.</p>

	<p>Chocolate (cross curricular topic)</p> <ul style="list-style-type: none"> • The history of chocolate. • Cadburys • Development of the chocolate bar. • Marketing of chocolate bars. • Cocoa trade and growth. • Chocolate as an expression of society and culture. • Map work connected top chocolate. • Comparison of UK and South American Country such as Guatemala 	<p>discuss, describe, recording skills, chronological, compare and contrast, investigation skills (research), evidence (source) skills, valid question construction, archaeological skills. Judge and analyse, create, timeline analysis, social stratification, diagram analysis, understanding thematic constructs, graph reading, historical significance (factors), geographical knowledge, human and physical geography.</p>	<p>Timeline, plot, event, discover, Cadbury, invent discovery, stone engraving, Mayan, Aztec, cocoa, press, butter, paintings, adverts, wrappers, predict, suggest, explore, compare, cocoa tree, locate, equator, North Pole, South Pole, humid, tropical, climate, rainfall, ripen, harvest, ferment, dry, transport, ship.</p>
<p>UKS2</p>	<p>Settlement and land use</p> <p style="text-align: center;">Why do settlements change over time?</p> <ul style="list-style-type: none"> • Growth of settlements. • Change in settlements. • Urban, suburban and rural comparisons. • Shopping and consumerism. • CBD (Central business district). • Pressures on settlements. 	<p>discuss, describe, recording skills, chronological, compare and contrast, investigation skills (research), evidence (source) skills, valid question construction, archaeological skills. Judge and analyse, create, timeline analysis, social stratification, diagram analysis, understanding</p>	<p>Settlement, urban, suburban, rural, CBD, geography models, consumer.</p>

		thematic constructs, graph reading, historical significance (factors), geographical knowledge, human and physical geography.	
	<p>Map Skills (grid refs. and compass points)</p> <p style="text-align: center; color: red;">Can I find my way without GPS?</p> <ul style="list-style-type: none"> • 4 Figure grid references. • Maps – physical and political. • Symbols. • Direction. • Finding places and travelling. • Locational Knowledge. 	discuss, describe, recording skills, chronological, compare and contrast, investigation skills (research), evidence (source) skills, valid question construction, archaeological skills. Judge and analyse, create, timeline analysis, social stratification, diagram analysis, understanding thematic constructs, graph reading, historical significance (factors), geographical knowledge, human and physical geography.	Grid ref., Compass, GPS, OS maps, elevation, contour, symbol.

	<p>Coasts (inc. Dunwich study)</p> <p style="text-align: center;">Why are our coasts so beautiful?</p> <ul style="list-style-type: none"> • To study the coastal features of Dunwich. • To understand tidal movements and their effects. • Longshore drift. • Caves, stacks etc. • Coastal defences. • Our regions coastal features and comparisons. 	<p>discuss, describe, recording skills, chronological, compare and contrast, investigation skills (research), evidence (source) skills, valid question construction, archaeological skills. Judge and analyse, create, timeline analysis, social stratification, diagram analysis, understanding thematic constructs, graph reading, historical significance (factors), geographical knowledge, human and physical geography.</p>	<p>Erosion, weathering, long-shore drift, stack, cliff, limestone, chalk, stump, arch, cave, cove, bay, coastal, deposit, silt.</p>
	<p>Around Europe in 80 days - map skills and locational knowledge</p> <p style="text-align: center;">Where are the special places of Europe?</p> <ul style="list-style-type: none"> • Map work. • Capital cities. • Key physical features of Europe – mountain ranges, rivers, lakes. • Touring Europe. • The UK as part of Europe. • Human geography. 	<p>discuss, describe, recording skills, chronological, compare and contrast, investigation skills (research), evidence (source) skills, valid question construction, archaeological skills. Judge and analyse, create, timeline analysis, social stratification, diagram analysis, understanding</p>	<p>UK, human geography and physical geography, Europe, atlas, political.</p>

		<p>thematic constructs, graph reading, historical significance (factors), geographical knowledge, human and physical geography.</p>	
	<p>Rivers and water cycle, human and physical</p> <p style="text-align: center;">How do rivers work?</p> <ul style="list-style-type: none"> • To use locational knowledge to identify countries of the world and the key rivers within them. • Using map skills to identify key features of rivers. • To understand how rivers are part of the model of the water cycle. • Water cycle – process • River locations and physical reasons for existence. • Features of a river from source to mouth. • Formation of rivers. • Worlds key rivers names and locations. 	<p>discuss, describe, recording skills, chronological, compare and contrast, investigation skills (research), evidence (source) skills, valid question construction, archaeological skills. Judge and analyse, create, timeline analysis, social stratification, diagram analysis, understanding thematic constructs, graph reading, historical significance (factors), geographical knowledge, human and physical geography.</p>	<p>River, ox-bow, mouth, source, delta, deposition, water cycle, water table, precipitation, evaporation, transpiration.</p>

	<p>A cycle tour of the UK – key locational and physical features</p> <p>What route would I plan for a cycle tour of the UK?</p> <ul style="list-style-type: none"> • Map work. • Capital cities of counties. • Key physical features of UK – mountain ranges, rivers, lakes. • Touring UK by bike project. • County identities. • Human geography. • National Parks – Broads etc. 	<p>discuss, describe, recording skills, chronological, compare and contrast, investigation skills (research), evidence (source) skills, valid question construction, archaeological skills. Judge and analyse, create, timeline analysis, social stratification, diagram analysis, understanding thematic constructs, graph reading, historical significance (factors), geographical knowledge, human and physical geography.</p>	<p>Os maps, physical feature, range, national park, environment, culture, multi-culturalism, county definition.</p>
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