

Geography Progression 2024-25

Topic Theme		End Points	Fieldwork	Enrichment opportunities
EYFS	Understanding the World	ELG: Past and Present <ul style="list-style-type: none"> To talk about the lives of the people around them and their roles in society To know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class To understand the past through settings, characters and events encountered in books read in class and storytelling. 	<ul style="list-style-type: none"> To Investigate their surroundings and discuss things they can see e.g. community walks 	<ul style="list-style-type: none"> RNLI visit – Local Waterways Awareness Sensory garden timetabled sessions (summer term) Dentist, PCSO and nurse visit Visit to Blue Planet Aquarium Forest School session to Rivacre Valley Forest school session exploring the school grounds and being introduced to the Forest School area Minibeast hunt session in the Forest School area
		ELG: People, Culture and Communities <ul style="list-style-type: none"> To describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps To 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 To 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. 	<p style="text-align: center;">Vocabulary</p> <p><i>From observations children will use the language whilst in the local community:</i></p> <p>house/tree/bus stop/path/road/shop/field /train track/church/grass</p>	
		ELG: The Natural World <ul style="list-style-type: none"> To explore the natural world around them, making observations and drawing pictures of animals and plants To 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 To understand some important processes and changes in the natural world around them, including the seasons and changing states of matter 		

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Year 1	Changing Seasons – Where do the leaves go in winter?	<ul style="list-style-type: none"> Describe UK seasons autumn, spring, summer and winter and the typical weather Recognise weather symbols cloudy, rainy, windy, sunny and snowing Identify the hottest and coldest season in the UK 	<ul style="list-style-type: none"> To be able to investigate their locality: St Mary’s, Rossall Grove Make observations about where things are e.g. infant playground, junior playground, the hall To observe and draw simple scale drawings of the school building 	<ul style="list-style-type: none"> Phileas Fogg Drama Workshops RNLI visit – Local Waterways Awareness Sensory garden timetabled sessions (summer term) Little Sutton walk (looking at different house types within a short distance from school) Forest school session exploring Rivacre Valley for signs of seasonal changes (Autumn 1) Once upon a time Forest School sessions with a focus on building houses
	Where would you rather live: the UK or Africa?	<ul style="list-style-type: none"> Locate the equator, North Pole and South Pole are on a globe and map Describe geographical differences between England and Kenya Use a globe and maps to locate the UK and Africa Describe the main differences between living in England and Kenya 		
	How did the Great Fire of London Start?	<ul style="list-style-type: none"> Know the names of the four countries that make up the UK and capital cities 	Vocabulary school/busy/ quiet/ building/ playing field/ playground/ investigate	
	How will Goldilocks find her way around Little Sutton?	<ul style="list-style-type: none"> Know their address, including postcode Know the names of the four countries that make up the UK and capital cities Use the language of human features – city, town, village, house, and shop Explore and describe the surrounding environment (Rivacre Valley) 		
Year 2	How has travel changed through time?	<ul style="list-style-type: none"> Know the main differences between city, town and village (Port Sunlight, Ellesmere Port and Liverpool) Know which is N, E, S and W on a compass Know and use the terminologies left and right; below, next to, near and far 	<ul style="list-style-type: none"> To be able to investigate their line of enquiry: St Mary’s, school field inc Forest School area, Rossall Grove To use simple fieldwork and observational skills to study school and grounds To make a simple scale drawing of the school site (school building and outdoor space) 	<ul style="list-style-type: none"> Phileas Fogg Drama Workshops Visit to the Boat Museum Liverpool Museum visit RNLI visit – Local Waterways Awareness Sensory garden timetabled sessions (summer term) Residential visit to Delamere Forest – tree/leaf investigation Forest school session on aerial maps

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	Explorers	<ul style="list-style-type: none"> • Know the names of and locate the seven continents of the world • Know the names of and locate the five oceans of the world • Use an atlas, a globe and maps to locate oceans, continents and recap on the capital cities of the UK • Use an aerial view map to study the geographical features of the school grounds • Draw a simple sketch map of the school site 	<p style="text-align: center;">Vocabulary</p> <p>fieldwork/collect/record/observe</p>	
	Wellbeing in our world	<ul style="list-style-type: none"> • Identify the following physical features: mountain, lake, island, valley, river, cliff, forest and beach • name the three main seas that surround the UK -North Sea, Irish Sea, English Channel • Explain some of the advantages and disadvantages of living in a city or village. • Know the name of and locate the four capital cities of England, Wales, Scotland and Northern Ireland (recap) • Describe some characteristics and landmarks of the four capital cities of the UK 		
Year 3	The Roman Empire and its impact on us	<ul style="list-style-type: none"> • Know at least five differences between living in the UK and Italy • Label the different parts of a volcano • Know the names of and locate eight counties and six cities in England on a map of the UK • Know what causes an earthquake • Know the causes and effects of an earthquake 	<ul style="list-style-type: none"> • To be able to investigate their line of enquiry: school and local grounds • Analyse evidence and draw conclusions eg make comparisons with two locations using photos pictures, temperatures and location • Make a map of a short route experienced with features in correct order 	<ul style="list-style-type: none"> • Village walk to identify different land uses in the locality • RNLI visit – Local Waterways Awareness • Sensory garden timetabled sessions (summer term) • Forest School session on using natural resources found locally to create a piece of art
	Rainforests – why are they important to us?	<ul style="list-style-type: none"> • Know the names of four countries from the southern and four from the northern hemisphere 	<p style="text-align: center;">Vocabulary</p>	

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		<ul style="list-style-type: none"> • Locate the equator, Tropic of Cancer, Tropic of Capricorn and the Greenwich Meridian are on a world map • Know what is meant by the term 'tropics' 	analyse/draw conclusions/ compare /land use		
	How do we use land in the UK?	<ul style="list-style-type: none"> • To know the seven different types of land use – recreational, agricultural, transportation, industrial, commercial, residential and institutional • To know the differences between urban and rural settlements • To study the types of land use in our local area • To understand what it means to be cartographer by studying aerial maps and the role of a key 			
Year 4	Was Ancient Greece the same as modern Greece?	<ul style="list-style-type: none"> • Know the names of and locate eight capital cities in Europe • Know the names of and locate eight European countries • Know the names of and locate eight capital cities across the world 	<ul style="list-style-type: none"> • To be able to investigate their line of enquiry about the wider world using secondary sources to support them (a combination of maps, atlases, globes, books, online resources) • Analyse evidence and draw conclusions e.g. make comparisons between Ancient Greece and modern Greece using photos, pictures, maps • Experiment with drawing a sketch map from a high viewpoint 	<ul style="list-style-type: none"> • Trip to Sandstone Trail and Beeston Castle • Ancient Greek Workshop Day • Residential visit to Kingswood (Loggerheads) • RNLI visit – Local Waterways Awareness • Sensory garden timetabled sessions (summer term) 	
	Who were the Ancient Egyptians?	<ul style="list-style-type: none"> • Know why the Ancient Egyptian civilisation was located by the river Nile • Know the name of and locate a number of the world's longest rivers including the Nile, Amazon and Yellow rivers 			Vocabulary
	Rivers and Mountains	<ul style="list-style-type: none"> • Know where the main mountain regions are in the UK including the Scottish Highlands, Lake District, Pennines and Snowdonia 			Sources/viewpoint

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		<ul style="list-style-type: none"> • Know, name and locate the main rivers in the UK including the River Severn, River Thames and River Mersey • Know and label the main features of a river – source, course, tributaries, mouth and channel • Know the names of a number of the world’s highest mountains including Mount Everest, K2, and Kilimanjaro • Explain the main features of a water cycle – precipitation, transpiration, evaporation and condensation 		
Year 5	North America	<ul style="list-style-type: none"> • To know and locate Canada, USA and Mexico and understand that North America is made up of a number of smaller islands e.g. Dominican Republic, Jamaica • Know five differences between living in the UK and in a country in North America • To understand the different biomes of the world and their specific characteristics – deserts, savanna, woodlands, grasslands, tundra • To complete a case study on the state of Arizona with a focus on the features of the Grand Canyon and Chihuahuan desert 	<ul style="list-style-type: none"> • To be able to investigate their line of enquiry about the wider world using comparison skills to draw a conclusion (comparing an American city with Liverpool, Manchester or Chester) • Analyse evidence and draw conclusions • To compare historical maps of varying scales (Ellesmere Port development over time) • To compare temperatures of various locations (Canada and Jamaica) • Make a map of our Little Sutton village walk with several Ordnance Survey symbols used correctly 	<ul style="list-style-type: none"> • Walk to the local library (Little Sutton) • Train visit to Liverpool to experience Space exhibition at Liverpool Museum (focus on Ordnance Survey symbols, importance of rail travel to Little Sutton/Ellesmere Port) • RNLI visit – Local Waterways Awareness • Visit to Rivacre Valley – stream dipping • Visit to Ellesmere Port Museum to explore maps of Ellesmere Port from its formation in the 1800s to today. Focus on the importance of the canal network on trade and its impact on Ellesmere Port and the rest of Britain • Visit to Weaver Hall museum (Northwich) to gain an insight into how the Anglo Saxons and Vikings settled in the local area and their importance in land
	A Local Study: Ellesmere Port	<ul style="list-style-type: none"> • To identify the Ordnance Survey Symbols for: train stations, country parks, church with a spire and church with a tower (Found within the local vicinity) 	Vocabulary evidence/influences	

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		<ul style="list-style-type: none"> • Know how to use four-figure grid references and map a walk of Little Sutton • Know why our industrial areas and ports are important to the development of Ellesmere Port and local towns and cities e.g. the growth of Liverpool and trade links with the rest of the world 		<p>boundaries and place names today</p> <ul style="list-style-type: none"> • Forest school session on orienteering the school site using aerial maps and creating their own scaled maps
Year 6	South America	<ul style="list-style-type: none"> • Know how to use six-figure grid references • Use Google Earth to locate a country or place of interest and to follow the journey of rivers, etc. • Know main human and physical differences between developed and third world countries • Label layers of a rainforest and know what deforestation is • Use an eight-point compass and increasingly detailed directional language 	<ul style="list-style-type: none"> • To be able to investigate their line of enquiry about their place of study by using secondary sources, comparing skills, the purpose of land use and how they have all changed over time in order for places to stay connected (South America) • Analyse evidence and draw conclusions e.g. field work, data on land use, comparing land use data, look at patterns and explain reasons behind it (The Maya) • Draw a scaled sketch map using identifying areas of interest and a key to support the reader (WW2) 	<ul style="list-style-type: none"> • Visit to Liverpool, West Approaches • Visit to Liverpool Philharmonic • RNLI visit – Local Waterways Awareness • Sensory garden timetabled sessions (summer term) • Visit to Little Sutton library • Residential visit to Conway • Visit to West Cheshire College campus in Ellesmere Port • World Book Day themed (Going on a Bear Hunt) walk in Little Sutton using 6 figure grid references and satellite maps
	World War Two	<ul style="list-style-type: none"> • Know why our industrial areas and ports are important in the context of World War Two (importing goods, producing weapons) 	Vocabulary	
			<ul style="list-style-type: none"> • patterns/ explain 	

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		<ul style="list-style-type: none">• Know relevant Ordnance Survey symbols for our locality (school, footpath, main road, dual carriageway, motorway)		
	The Maya	<ul style="list-style-type: none">• Know main human and physical differences between developed and developing countries• Know and locate the countries of Mesoamerica on a map (Costa Rica, Nicaragua, Honduras, El Salvador, Guatemala, Belize, Mexico)• Discuss Maya farming techniques (terrace farming and slash and burn) and discuss their impact on their success and downfall		