

# Malvern Primary School

## Geography Curriculum



Malvern's curriculum provides pupils with the substantive and disciplinary knowledge they require in order to thrive.

**Substantive Knowledge:** Sets out the subject-specific content that is to be learned– The National Curriculum Programme of Study provides the bedrock of this offer. It is the 'know how' and 'know what' geography.

**Disciplinary Knowledge:** this refers to knowledge about how geographers and others study the world, and how they construct geographical claims, arguments and accounts. This is not a set of generic skills, but a complex body of knowledge. Pupils need to build this knowledge over time by encountering a range of meaningful examples of how geographers have studied specific aspects of the past and constructed claims and accounts about them.

### Adapting the curriculum for pupils with SEND

- Teachers at Malvern plan lessons carefully to anticipate and overcome barriers that may arise through adaptive teaching techniques
- Teachers identify and break down components of the curriculum into manageable chunks to promote cognition and learning. At times, these steps may look different that they do for most pupils, to avoid overload on working memory.
- Teachers make use of scaffolds to support learners where appropriate.
- Overlays, spaced or enlarged print and audio description of images may be utilised.

# Malvern Primary School- Geography Curriculum Progression



Substantive Knowledge	Nursery	Reception	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
<b>Big Questions</b>			<p><b>Carnival</b> Are all countries the same?</p> <p><b>Chasing Space</b> How was human/ physical geography impacted by changes in transport use?</p>	<p><b>Fire, Fire?</b> What influences the temperature?</p> <p><b>Splendid Structures</b> Where are the tallest towers? How do we know?</p> <p><b>Shipmate, Navigate</b> What can maps tell us? How?</p>	<p><b>Extreme Earth</b> What makes a good sight for a settlement? Why do we settle where we do?</p> <p><b>Places I'll remember?</b> How has Liverpool's geography changed? How do geographers know?</p> <p><b>Ancient Greek Legacy</b> Would you choose England or Athens to settle? Why?</p>	<p><b>Roadtrip USA</b> Written discussion: Has migration had a positive or negative impact on the USA?</p> <p><b>Where my wellies take me:</b> What do OS maps tell us about physical and human features? How can they be used for navigation</p> <p><b>Mountain High Valley Low</b> Do mountains have an impact on physical and human geography of a region?</p>	<p><b>Walk like an Egyptian</b> How has the human and physical geography of Ancient Egypt influenced modern day Egypt?</p> <p><b>The Sky at Night</b> How much can satellite images tell us about geography?</p> <p><b>When I grow up</b> What can we learn about L1 and L14 from looking at maps?</p>	<p><b>Mayan Mystery</b> How does Mexico's climate affect its Geography?</p> <p><b>Call of the Wild</b> What are the causes of change in the human/ physical geography in the polar regions?</p>
<b>Human and Physical</b>	I can begin to name features in the school ground such as: flower beds, pond)	I can name features in the school grounds and Begin to name some features in the local environment. Such as (bridge, trees, river)	<p>I know the difference between human and physical features. (see vocab)(Sp1)</p> <p>I can use correct terms for simple geographical features in our local environment and surrounding areas (forest &amp; beach) and Rio. (see vocab) (Sp2)</p> <p>I can label the human features of Brazil.</p> <p>I can explain why humans deliberately start fires in the Amazon.</p> <p>I can compare the settlement of Liverpool to the settlement of Rio.</p>	<p>I can use aerial photographs to recognise landmarks around the world. To know landmarks in our locality (Sp1)</p> <p>I can explain how the physical and human features of Australia have been affected by forest fires. (Au2)</p>	<p>I can describe and understand key aspects of physical geography, including volcanoes, tsunamis and earthquakes, identifying their change of time. (Au2)</p> <p>I understand what a physical and human landmark is. Identify human and physical features in our local area using a range of maps (Sp1)</p> <p>I can compare aspects of human and physical geography settlements in Athens to Liverpool. (Su2)</p> <p>I can understand how the physical features of Liverpool influenced their decisions to settle there.</p> <p>I can explain how Mount Vesuvius destroyed the human settlement of Pompeii.</p>	<p>I can describe significant aspects of human / physical geography in North and South America. I can explain how are they similar or different? (Au2)</p> <p>I can explore how human / physical geography of North America has changed over time. (Au2)</p> <p>I understand the 5 different types of mountains and investigate the physical / human geography features relating to mountains, including the water cycle. I know how mountains have changed over time, including how they are formed(Su2)</p> <p>I can explain how human activity has damaged rivers over time, explaining if this is a reversible or irreversible change (Su2)</p>	<p>I can describe pattern of land use and settlement in Egypt. (Au1)</p> <p>I can name and describe features of a river, identifying the use of the River Nile (Au1) (source, basin, meander, oxbow lake, stream, flood plane, delta, estuary/ mouth, tributary)</p> <p>I can explore how the River Nile influences economic activity including trade links and explain the change over time. (Au1)</p> <p>I can identify the distribution of natural resources including energy, food, minerals and water in Egypt. (Au1)</p> <p>I can explore how human and physical features compare from our local area to the Albert Dock (Sp2)</p>	<p>I can describe and understand key aspects of human geography including economic activity, types of settlement and land use and distribution of natural resources in Mexico. I can describe and understand key aspects of physical geography including climate zones, vegetation belts, rivers and mountains in Mexico.</p> <p>I can explore how they have changed over time. I can make comparisons to the UK. (Au2)</p> <p>I understand how physical and human processes affects lives of people in Mexico. (Au2)</p> <p>I understand how the physical and human geography of the Arctic / Antarctica compares to the UK and Mexico. (Sp1)</p> <p>I can identify the significant human and physical landmarks in the Arctic / Antarctic? (Sp1)</p> <p>I understand human and physical features of New Brighton in comparison to our local area.(coastal influence) (Su2)</p>

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Substantive Knowledge	Nursery	Reception	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
<b>United Kingdom</b>	I understand that I live in my house with my family.	I understand that I live in England. In my own house that is identifiable by my address.  Know the first line of my address.	I can name and locate the four countries of the UK on a map or globe identifying some of the characteristics. I can name and locate the capital cities of the UK (Sp2)  I can recognise the flags of the UK including the Union flag (Sp2)	I can name the seas surrounding the UK. (Su2)	I can name and locate the nations / counties / capital cities / regions of the United Kingdom (Sp1)  I can identify and label surrounding seas / oceans of UK on a map (Sp1)  I can locate the settlement of Liverpool on a map.  I can locate UK countries with volcanoes in on a map.	I understand the geographical similarities and differences from New York to Liverpool. (Au2)  I can identify where the UK's major mountains and hills are located. I can begin to explain the significance of contour lines (Su2)	I understand the geographical similarities and differences through a study of the human and physical geography of the UK and Egypt. (Au1)	I understand the geographical similarities and differences through a study of the human and physical geography of the UK and Antarctica. (Sp1)
<b>The World</b>	I understand that other people in my class have families and celebrate birthdays and festivals. Start to recognise different ways of life through stories such as Handa's Surprise and Caribbean counting.	I have an understanding of how others live across the world by exploring festivals such as Diwali and Chinese New Year and read stories such as: In every house on every street, and through my window.	I can locate the continents I have learnt about this year on a map of the world including Europe and South America. Sp2  I can locate Brazil using maps, globes and atlases.  I can investigate what Earth looks like from space and understand how we take photographs from space.	I can identify the oceans and continents of the world using an atlas, maps and globes. (Sum2)  I can compare local structures to others from around the world. (Sp 1)  I can explain the difference between a sea and an ocean. (Sp2)	I can locate Greece, France, Italy, Germany and Spain and their capital cities using globes, maps and atlases. (Sp1)  I can chart the Ring of Fire in reference to the Worlds continents and oceans. (Au2)  I can research what the inside of the Earth looks like. I can explain what tectonic plates are and how they form the Earth's crust.  I can understand how mountains are formed and how friction can cause Earthquakes.  I can explore what a volcano looks like and research why they erupt. I can distinguish between active, dormant and extinct volcanoes.	I can locate Portugal, Netherlands, US, Canada and New Zealand on a range of maps and their capital cities. (Su2)  I can identify the significance of the Equator and the Tropic of Cancer and Tropic of Capricorn in reference to the different biomes across North America. (Au2)  I can explain why the USA has so many time zones (Au2)  I can identify the world's mountain ranges. (Su2)	I can locate Egypt, Turkey, Japan, India and China using a range of maps. (Au1)  I can place Egypt, Mediterranean Sea, Red Sea, Sudan, Libya and River Nile on a world map. (Au1)  I can identify the position and significance of the Prime/Greenwich Meridian and time zones. (Au 2)	I can locate Mexico on a range of maps, locating major cities, surrounding seas, mountain ranges, airports and tourist resorts and how these relate to coastal areas. (Au1)  I understand significance of line of Tropic of Cancer / Capricorn, latitude / longitude, equator and Greenwich Meridian and time zones(Sp1)  I can locate Mexico, Russia, Greenland, Iceland and Denmark on a range of maps. (Sp1)

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Substantive Knowledge	Nursery	Reception	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
<b>Weather and Climate</b>	<p>I can recognise how the weather changes.</p> <p>I can begin to use simple sentences to describe daily weather.</p>	<p>I understand that each season has different weather.</p> <p>I can describe the daily weather.</p>	<p>I can name and sequence the four seasons and describe daily typical weather for each season.</p> <p>I can understand deforestation and the affect it has on humanity.</p>	<p>I can identify weather patterns in Australia. I can locate hot and cold areas of the world in relation to the equator and North and South Poles and explain how the weather affects these areas. (Sp2)</p>	<p>I can explain how Tsunami's and tornadoes are caused? I can explain ow it relates to world climates? (Au2)</p> <p>I can identify climate of Athens in Greece and make a comparison to the climate of the UK. (Su2)</p>	<p>I can explain why the climate so different between the North and South America (Au2).</p> <p>I understand significance of equator. (Au2)</p> <p>I can explore the climate ranges that the world's mountain ranges are located in. (Su2)</p> <p>I know how weather patterns can change in mountainous regions (Su2)</p>	<p>I can explore how weather and climate has an impact on land use and food production both in Egypt and in the UK. (Au1)</p>	<p>I can, using prior knowledge, identify the climate zone that Mexico is located in and understand how it differs to other climate zones across the globe. (Au2)</p> <p>I understand what climate change is and the effect of both climate change and global warming on the Polar Regions. (Sp1)</p> <p>I can identify what climate zone the polar regions fit into and why they are so cold. (Sp1)</p> <p>I understand how climatic zones vary depending on their position (Sp1)</p>
<b>Places</b>	<p>I can develop my understanding of school by visiting the library, playgrounds, community centre and hall.</p>	<p>I can develop my understanding of my local and surrounding areas by visiting: Court Hey Park, ASDA Huyton and Windmill Farm</p>	<p>I can describe the similarities and differences (in terms of human and physical geography) between Liverpool and Rio. (forest, beach, city) (Sp2)</p> <p>I can compare the Amazon rainforest to a forest in our locality.</p>	<p>I can identify the impact that the location of Australia has on it's climate and natural disasters. (Sp2)</p>	<p>I can locate Greece and Athens on a map of the world, then a map of Europe. I can explore human and physical geography of Athens. (Su2)</p>	<p>I can recognise and describe physical and human features of New York in comparison to Liverpool. (Au2)</p> <p>I can use a range of sources (aerial images, OS maps and plan perspectives) to compare/contrast Nevada and Manhattan (Au2)</p> <p>I can make comparisons between North and South America (Au2)</p> <p>I understand significance of the Hoover Dam in Nevada. (Au2)</p>	<p>I can compare human and physical geography along with pattern of settlement of Cairo to Liverpool. (Au1)</p> <p>I can describe similarities and differences in lives and settlement between Cairo and Liverpool (Au1)</p> <p>I can explain the original purpose of the Albert Dock? (Sp2)</p>	<p>I can describe how physical and human processes effect the lives of people living in Mexico. (Au2)</p> <p>I can explore the differences between Arctic and Antarctica. (Sp1)</p> <p>I can name key human and physical characteristics, countries, landmarks and major settlements in and around the Arctic Circle and Antarctica (Sp1)</p>

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Substantive Knowledge	Nursery	Reception	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
<p><b>Mapping and Fieldwork</b></p> <p>I can develop an understanding of sequencing through daily timetables and retelling stories .</p> <p><b>Fieldwork</b></p> <p>I can develop my understanding of my school by visiting the field, playground, library, hall and community centre.</p>	<p>I can develop an understanding of 'maps' by drawing their own story map and simple pictures to retell stories or local visits.</p> <p><b>Fieldwork</b></p> <p>I can develop my understanding of my local and surrounding areas by visiting: Court Hey Park, ASDA Huyton and Windmill Farm</p>	<p>I can develop an understanding of the UK and its countries on maps, globes and atlases. I can locate Brazil. (Sp2)</p> <p>I can identify human and physical features of our school grounds from a satellite image (Sp1)</p> <p><b>Fieldwork</b></p> <p>I can use fieldwork and observational skills to identify human and physical features of our school ground and its surrounding areas. (Sp1)</p> <p>I can use simple compass directions (North, South, East and West)(Sp1)</p>	<p>I can identify the UK and its countries on maps, globes and atlases. I can locate Brazil. (Sp2)</p> <p>I can use compass directions to describe location of features and routes on a map. I can devise a map using basic symbols in a key. I can recognise basic human and physical features using aerial photographs and plan perspectives. (Au2 &amp; Sp1)</p> <p>I can use the mapping skills to create a simple map of our school grounds including appropriate symbols and key. (Sum2)</p> <p><b>Fieldwork</b></p> <p>I can use the mapping skills to explore Court Hey Park, our school grounds observing key human and physical features. I can create a sketch map of our school grounds, including the appropriate mapping symbols. (Sum2)</p> <p>I can use simple directional language (e.g near, far, left, right) when discussing fieldwork around the school grounds (Entry task)(Sp2)</p>	<p>I can use maps, atlases, globes and digital/computer mapping to locate capital cities of UK, countries of UK, Greece, France, Italy, Germany and Spain .</p> <p>I can develop an understanding of eight points of a compass. (Sp1)</p> <p>I can sketch a map of the local area after observation, locating human and physical features. (Sp1)</p> <p>I can identify map symbols on an OS map of our local area. (Sp1)</p> <p><b>Fieldwork</b></p> <p>I can use the mapping skills, explore the local area surrounding school. (Pilch Lane shops, surrounding streets &amp; Golf Course) I can draw a map of the route, identify human and physical features and use the appropriate mapping symbols. <b>TBC</b></p>	<p>I can use maps, atlases, globes and digital/computer mapping to locate capital cities of UK, countries of UK, Greece, France, Italy, Germany and Spain .</p> <p>I can develop an understanding of eight points of a compass. (Sp1)</p> <p>I can sketch a map of the local area after observation, locating human and physical features. (Sp1)</p> <p>I can identify map symbols on an OS map of our local area. (Sp1)</p> <p><b>Fieldwork</b></p> <p>I can use the mapping skills, explore the local area surrounding school. (Pilch Lane shops, surrounding streets &amp; Golf Course) I can draw a map of the route, identify human and physical features and use the appropriate mapping symbols. <b>TBC</b></p>	<p>I can explore and navigate Martin Mere, photographing human/ physical features.(Au2)</p> <p>I can use understanding of eight points of a compass to give directions across a map. (Su1)</p> <p>I can identify map symbols on an OS map of Mere Sands. I can compare an OS Map of Martin Mere to an OS Map of our local area. (Su1)</p> <p>I can explain what contour lines on a map are and what can they tell us, including use for navigation (Su2)</p> <p>I can identify the UKs coastlines and major rivers on maps. (Su2)</p> <p><b>Fieldwork</b></p> <p>I can explore the school grounds to identify human/physical features, creating a sketch map of the area.</p> <p>I can measure and record life in the school pond. I can measure and record life in the nature reserve pond. I can create a sketch map of Martin Mere and compare human / physical aspects to our local area. (Su1)</p> <p>I can create a graph to show how life in the school pond compares to Martin Mere (Su1)</p> <p>I can use 4 figure grid references when reading maps of our local area and Martin Mere (Su1)</p>	<p>I can explore how satellite images allow us to view Earth from space. (Au2)</p> <p>I can explain what geographical features can be identified from satellite images? (Au2)</p> <p>I can identify symbols on a map of our local area and of the Albert Dock. (Sp2)</p> <p>I understand how 6 figure grid references are used to identify features and symbols on OS Maps. (Sp2)</p> <p>I can use 8 points of a compass and grid references to give directions on a map (Sp2)</p> <p>I can use aerial images and maps to explore how settlements of Huyton and Swanside have changed over time. (Sp2)</p> <p>I can explain how the geography of the Albert Dock has changed over time (Sp2)</p> <p>I can create my own map of the Albert Dock using appropriate mapping symbols(Sp2)</p> <p><b>Fieldwork</b></p> <p>Visit the Albert Dock area. I can use the mapping skills, follow a map around the area and identify land use. I can identify the change of land use over time and the reasons for it. I can use the appropriate mapping symbols to create a map of the area. I can identify how Huyton and Swanside has changed over time using aerial photographs. (Sp2)</p>	<p>I can exploit all available mapping tools to build a holistic physical and human picture of the geography of Mexico. I can complete an investigation to include distribution of wealth, resources, climate, land use and vegetation. (Au2)</p> <p>I can use 6 figure grid references to locate symbols on a map and give directions from one area to another. I can apply understanding of symbols and OS keys to develop knowledge of the wider world in comparison with the United Kingdom. (Su2)</p> <p>I can use observations and digital technologies to produce a sketch map and plan of New Brighton and Huyton Village using mapping symbols (Su2)</p> <p><b>Fieldwork</b></p> <p>Visit and explore New Brighton. I can explore human and physical geography of the area, measuring traffic and footfall and record findings. I can compare my results to our local area and produce a map of both areas using grid references, keys and mapping symbols. (Su2)</p>

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Substantive Knowledge	Nursery	Reception	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
<b>Human Landmarks</b>	I can build towers and bridges.	I can use human landmarks on visits - local bridge.	Christ the Redeemer (Sp2)	Petronas Towers, Statue of Liberty, St. John's Beacon,	Acropolis, Parthenon, (Su2)	Hoover Dam, Statue of liberty, Mount Rushmore, Golden Gate Bridge (Au2)	Pyramids at Giza, Sphinx, Temple at Thebes, Tomb of Tutankhamun, Aswan Dam. (Au1)	El Castillo at Chichen itza, Border with north America (Au2)
<b>Physical Landmarks</b>	I can use trees and natural foliage in constructions confidently naming items used.	I can comment on features in the local park: trees and stream.	Rainforest, Amazon River, Mount Corcovado (Sp2)	Australian Bush (Sp2) The worlds famous landmarks and their architects. Local landmarks. River Mersey.	Mount Vesuvius, Bay of Naples, Mount Olympus, (Au2)	Grand Canyon, Old Faithful geyser, Monument Valley, Niagara Falls, Hudson River, Rocky Mountains (Au2)	River Nile, Nile Delta, Blue Nile, White Nile. (Au1)	Chihuahua Desert (Au2)
<b>Mapping Symbols</b>	Positional language	Directional and positional language and arrows.	Railway line, railway station, footpath, school	Motorway, footbridge, trunk/main road, secondary road, tunnel, picnic site, public convenience	Cycle trail, telephone, parking, 3 symbols for place of worship, golf course, post office	Glasshouse, wind generator, coniferous trees, non-coniferous trees, bracken/heath/rough grass, marsh, orchard, camping/caravan site, garden	Information centre, viewpoint, museum, building of historical interest, bus/coach station, ferry terminal	Theme/pleasure park, public house, recreation/leisure/sports centre, visitor centre, public park/garden, slipway, lighthouse/beacon, coast

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Substantive Knowledge	Nursery	Reception	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
<b>Vocabulary</b>	<p><b>It's Good to Be Me</b></p> <p>Me, family, age</p> <p><b>Goldilocks and the Three Bears</b></p> <p>birthday, celebrate, family, change, younger, older, grass, tree, field, road, flowers, bushes, gate, fence.</p> <p><b>Handa's Surprise</b></p> <p>Africa, country, different, hot, sunny, weather, move and forward on top of, under, next to.</p> <p><b>Dear Zoo</b></p> <p>first, then, now, older, celebrate, change, younger,</p>	<p><b>It's Good to Be Me</b></p> <p>Diwali, celebration, festival, light, rangoli, Rāhma, Sita, diva lamp, party, jewelery, mendhi patterns, fireworks, temple</p> <p><b>We're Going on a Bear Hunt</b></p> <p>Liverpool, similar and different, under, over, forwards, backwards, turn and across, story map, arrow. Chinese New Year, dragon, firecracker, red, gold, animals from story, fortune cookies, lion, chopsticks, red envelope (money), lantern, country, England, town,</p>	<p><b>Chasing Space</b></p> <p>features, human and physical, map, view, satellite, birds-eye, aerial view, mapping symbols</p> <p><b>Carnival</b></p> <p>city, town, village, United Kingdom, map, country, globe, atlas, characteristics, capital city, London, Edinburgh, Cardiff, Belfast, Union flag, continent, Europe, South America, location, physical, human, compare, locality, beach, forest, cliff, coast, forest, hill, mountain, sea, river, soil, valley, vegetation, season, house, factory, farm, office, port, harbour, shop, deforestation, displacing</p>	<p><b>Shipmate, Navigate</b></p> <p>continent, navigation, locate, ocean, surrounding, map, globe, atlas, sea, United Kingdom, Europe, Australia, Africa, Asia, North America, South America, Antarctica, Atlantic, Pacific, Indian, Arctic, Southern Ocean, North Sea, geography, field-work, observational skills, local area, symbols, keys, features, route, compass language (north, east, south, west), directional language (near, far, left, right) mapping symbols* (Motorway, foot-bridge, trunk/main road, secondary road, tunnel, picnic site, public convenience)</p> <p><b>Splendid Structures</b></p> <p>Liverpool, landmark, local, aerial photograph, compass directions, north, east, south, west, locational &amp; directional language, near, far, left, right, feature, map, Petronas Towers- Cesar Pelli, Statue of Liberty- Frederic Bertholdi, Eiffel Tower, Gustave Eiffel</p> <p><b>Fire, Fire!</b></p> <p>hot, cold, weather patterns, Equator, North Pole, South Pole, Australia, forest fires, natural, man made, dryness, Australian Bush, hemisphere</p>	<p><b>Extreme Earth</b></p> <p>Earth's core, climate, earthquake &amp; Ring of fire, vegetation, soil, equator, globe, environment, volcanic soil, fertile, tectonic, fault line, epicentre, eruption, column, richter scale, vent, seismic wave, Tsunami, mantle, plate, active, after shock, amplitude, core, crater, dormant, Mediterranean, eruption, extinct, high / low pressure, farming,</p> <p><b>There are places I'll remember</b></p> <p>peninsula, location, urban, county, capital, mountain range, river, human feature, physical feature, land mark, settlement,</p> <p><b>Ancient Greek Legacy</b></p> <p>peninsula, location, country, capital, Mediterranean, mountain range, sea, island, physical feature, city-state, climate</p>	<p><b>Where My Wellies Take Me</b></p> <p>Glasshouse, wind generator, coniferous trees, non-coniferous trees, bracken/heath/rough grass, marsh, orchard, camping/caravan site, garden</p> <p><b>Route 66</b></p> <p>Forest, desert, grassland, dam, reservoir, hydro power, tropic of Cancer Capricorn, energy, distribution, population, minerals, compass points, comparison, time zones, climate, region, northern and southern hemisphere</p> <p><b>Mountain High</b></p> <p>Coniferous forest, deciduous forest, reservoir, precipitation, run off, water vapour, alpine, altitude, drainage, elevation, erosion, range, crevasse, erosion, tectonic plates, fold, fault-block, volcanic, dome, plateau</p>	<p><b>Walk Like an Egyptian</b></p> <p>Aswan Dam, River Nile, Nile Delta, Blue Nile, White Nile., Basin, current, delta, erosion, deposition, meander, estuary, flood plane, flow, mouth, rapids, fresh water, source, stream, tributary, waterfall, watershed, water way, ox-bow lake, bank, settlement</p> <p><b>The Sky at Night</b></p> <p>location, time zones, equator, characteristics, tropic of Cancer, tropic of Capricorn, physical/human characteristics, satellite images, geographical features</p> <p><b>When I Grow Up</b></p> <p>co-ordinates, GPS, grid reference, 6 figure, key, ordnance survey map, compass points (North, East, South and West), route, scale, symbols</p>	<p><b>Mayan Mysteries</b></p> <p>eco system, savannah, climate, climate zone, Southern Hemisphere, equator, region, biome, elevation, economy, urbanisation, mountain range, vegetation belt, natural resource</p> <p><b>Call of the Wild</b></p> <p>Arctic and Antarctic Circle, South Pole, North Pole, ice sheet, ice cap, glacier, eco system, climate, climate zone, biome, mountain range, vegetation belt, natural resource.</p> <p><b>Back to the Future</b></p> <p>aerial view, compass, co-ordinate, grid reference, landmark, map, atlas, land, physical and human geography, symbol</p>

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Disciplinary Knowledge	Nursery	Reception	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
<b>Asking and Answering questions</b>	I can ask questions about the world around me.		I can ask and respond to geographical questions relating to my observations.		I can ask and respond to geographical questions using evidence to support answers.		I can ask and investigate geographical questions, suggesting enquiries to test them.	
<b>Collecting and interpreting</b>	I can draw things I see in the world around me.		I can observe and collect information and data from fieldwork, photos and aerial images, diagrams, globes, atlases and simple maps and charts.  I understand that geographers learn about the world by observing and collecting data and information.		I can observe and collect information and data from fieldwork, photos and aerial images, diagrams, globes, atlases, maps, GIS and a range of age-appropriate charts and graphs, choosing an appropriate method to record evidence as needed.  I understand that geographers learn about the world by observing and collecting data and information. I am beginning to understand that some knowledge about the world can be revised as we collect new data and information.		I can observe and collect information and data from fieldwork, photos and aerial images, diagrams, globes, atlases, map, GIS and a range of age-appropriate charts and graphs, choosing an appropriate method to record evidence as needed and provide reasons for this.  I understand that geographers learn about the world by observing and collecting data and information. I understand that knowledge about the world can be revised as we collect new data and information.	
<b>Analysing and Communicating</b>	I can communicate simple geographical information with support, orally, using simple pictures, maps and through writing.		I can analyse and communicate geographical information by constructing simple maps, labelled diagrams, age-appropriate graphs and through writing, using appropriate geographical vocabulary.		I can analyse and communicate geographical information by constructing maps with keys, labelled diagrams, age-appropriate graphs and through writing at length, using appropriate geographical vocabulary.		I can analyse, communicate and explain geographical information by constructing maps with keys, labelled diagrams, age-appropriate maps and through writing at length, using appropriate geographical vocabulary. I can choose an appropriate method to communicate information and give reasons for this.	
<b>Evaluating and Debating</b>	I can describe my immediate environment and express my views about it, with support.		I can express my own views about the people, places and environments studied.		I can express their own views about the people, places and environments studied, giving reasons. I can compare my views with others. I can reach geographical conclusions and begin to debate the impact of geographical processes and human effects on the world, from given evidence.		I can express my own views about the people, places and environments studied, giving reasons. I can compare my views with others and understand that some geographical knowledge is open to debate, challenge and discussion. Reach geographical conclusions, give reasons and critically evaluate and debate the impact of geographical processes and human effects on the world, from given evidence.	



Explore	Settlement	Significance	Navigation	Climate	Fertility
Can I undertake simple fieldwork, using my observational skills to <b>explore</b> the human and physical features of our school grounds?	Can I undertake simple fieldwork, using my observational skills to <b>explore</b> the human and physical features of our school grounds and surrounding <b>settlement</b> ?	What is the <b>significance</b> of humans deliberately starting fires in the Amazon?	Can I use simple compass directions, locational and directional language to <b>navigate</b> to the location of landmarks on a map?	Can I locate the UK and countries which have volcanoes in them on a world map? How is the <b>climate</b> different to Naples?	physical geography between the <b>settlements</b> of Athens and Liverpool? ( <b>climate / settlement / land use (farming)</b> )
Can I <b>explore</b> the physical features of Rio?	How does the <b>settlement</b> of Liverpool compare to the <b>settlement</b> of Rio de Janeiro?	What are human features of Geography? Can I name some <b>significant</b> Liverpool landmarks? How are these influenced by our past?	Can I use a map <b>navigate</b> , mark and describe the route to Court Hey Park using compass directions, locational and direction language?	What are tornadoes and how are they caused? In what <b>climate</b> do tornadoes happen across the world?	How have the human and physical geographical features of North America changed over time? How is land used for <b>agriculture</b> ? Has this affected migration?
Can I <b>explore</b> the geography of our school by conducting fieldwork using my observational skills?	What is the <b>significance</b> of the location of hot and cold areas of the world in relation to the Equator, North & South Poles?	What are <b>significant</b> aspects of physical geography in North and South America?	Can I identify mapping symbols on an OS map? Can I use the 8 points of a compass to <b>navigate</b> using an OS map?	How does the <b>climate</b> differ between North and South America? Why is it so different?	Can I explain how <b>climate</b> /weather affects land use & food production ( <b>farming</b> ) in Egypt and the UK?
Can I <b>explore</b> and explain through diagrams and writing what the inside of the Earth is like?	Can I locate the <b>settlement</b> of Liverpool on a map of the UK?	What are <b>significant</b> aspects of human geography in North and South America?	Can I use the 8 points of a compass to give directions across an OS map? ( <b>Navigate</b> )	Where are the world's major mountains? What <b>climate</b> zones are they in?	How have climate zones, vegetation belts, rivers and mountains in Central America changed over time and what <b>adaptations</b> have people made? ( <b>agriculture</b> )
Can I <b>explore</b> the local area and school grounds to identify human and physical features?	What human and physical geographical features can I identify in our local <b>settlement</b> ?	How <b>significant</b> is the River Nile, how is it used today and how people <b>navigate</b> it? I can compare its uses in the Ancient Egyptian and modern eras.	Visit, <b>navigate</b> around, <b>explore</b> and observe Martin Mere, photographing human and physical features.	Which <b>climate</b> Zone does Mexico fit into? How does the <b>climate</b> zone differ to other climatic zones across the globe? Where is the Chihuahuan desert in relation to <b>climate</b> zones?	
Can I <b>explore</b> an OS Map of the Martin Mere? What map symbols can be identified? (see vocabulary)	What is a physical landmark? How did physical features influence peoples decision to <b>settle</b> in Liverpool?	Where is Mexico? What major cities, surrounding seas, mountain ranges, airports and tourist resorts are <b>significant</b> to <b>settlement</b> in Mexico?	What do OS maps tell us about physical and human features? How can they be used for navigation?	What is the Tropic of Cancer and Capricorn? How do seasons and <b>climate</b> differ in the Northern and Southern Hemisphere?	
Visit, <b>navigate</b> around, <b>explore</b> and observe Martin Mere, photographing human and physical features.	Can I study differences in human and physical geography between the <b>settlements</b> of Athens and Liverpool?	Where are the polar regions located? What is the <b>significance</b> between the lines of latitude/longitude?	How do contour lines help us <b>navigate</b> on a map?	Which <b>climate</b> zone do the polar regions fit into? Why are the poles so cold?	
What are the 5 different types of mountains? (fold, fault-block, volcanic, dome, plateau). Can I <b>explore</b> how the different types of mountains were formed?	Can I use a range of sources (aerial photographs, OS maps and plan perspectives) to compare/contrast <b>settlements</b> of Nevada and Manhattan?		From memory, can I <b>navigate</b> maps to locate countries identified in Y3 and Y4 alongside Egypt, Turkey, Japan, India and China.	How do <b>climatic</b> zones vary depending on their position?	
Can I <b>explore</b> what geographical features can be identified from satellite images? (Liverpool)	What is the Hoover Dam? Why was it built? Why is the Hoover Dam <b>significant</b> to Nevada?		Can I name and describe the features and describe the <b>navigation</b> of the course of a river?	What is <b>climate</b> change and global warming?	
Can I <b>explore</b> what geographical features can be identified from satellite images? (Cairo)	Can I describe the pattern of land use and <b>settlement</b> in Egypt and find similarities and differences with the UK?		How <b>significant</b> is the River Nile, how is it used today and how people <b>navigate</b> it? I	What effect is <b>climate</b> change and global warming having on the polar regions?	
Using aerial photographs and maps, <b>explore</b> how the <b>settlements</b> of Huyton and Swanside have changed	Can I compare the human & physical features and pattern of <b>settlement</b> of the Geography of Cairo and Liverpool?		Can I <b>navigate</b> satellite images of Cairo and Liverpool and compare them to one another?		
Use 6 figure grid references to <b>explore</b> and find human and geography features on a map?	Can I describe how physical features led to similarities & differences in the lives and <b>settlement</b> of people in Liv & Cairo?		How are time zones formed? How does latitude and longitude help with <b>navigation</b> ?		
	Where did Henry VIII reside? Why did he choose these places for his <b>settlements</b> ?				
	Why was London such an important <b>settlement</b> in Tudor times? What was the <b>significance</b> of the River Thames?				
	Using aerial photographs and maps, <b>explore</b> how the <b>settlements</b> of Huyton and Swanside have changed over time.				
	How do the human and physical geographical features of Albert Dock compare to our local <b>settlement</b> ?				
	Where is Mexico? What major cities, surrounding seas, mountain ranges, airports and tourist resorts are <b>significant</b> to <b>settlement</b> in Mexico?				
	Can I use a range of mapping tools to build a holistic picture of the human and physical geography and <b>settlement</b> in Mexico?				
	What key human and physical characteristics, countries, landmarks and major <b>settlements</b> are there across the Arctic Circle and Antarctica?				