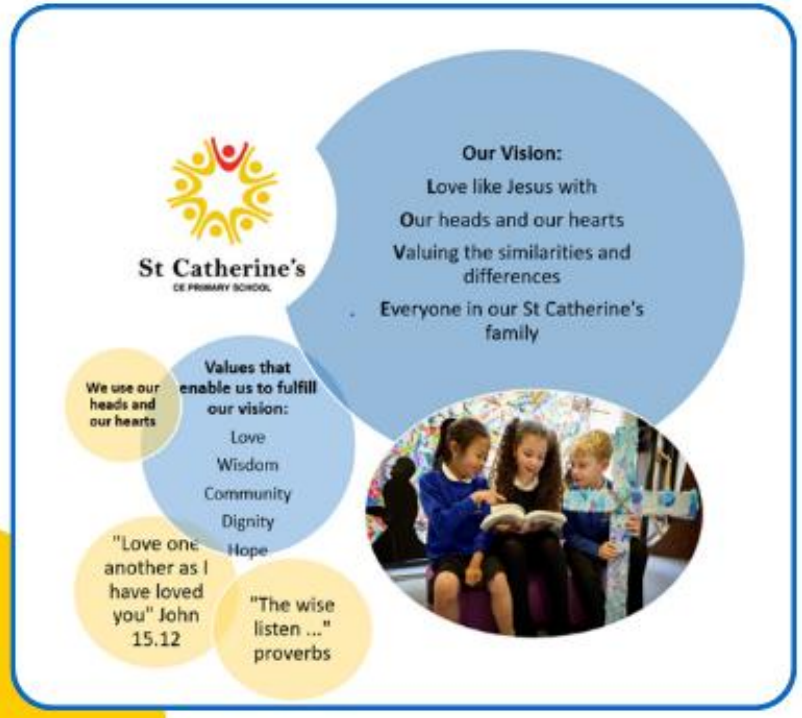
ST CATHERINE'S CE PRIMARY SCHOOL
GEOGRAPHY CURRICULUM PROGRESSION



At St Catherine's, our Geography curriculum reflects our vision to "Love like Jesus, with our heads and our hearts, valuing the similarities and differences of everyone in our St Catherine's family." Through studying people, places, and cultures, children develop a sense of love for others by building empathy, respect, and compassion for diverse ways of life.

Geography also nurtures wisdom, as pupils grow in understanding of the world, its challenges, and their role as responsible global citizens. They are encouraged to think critically, make informed decisions, and reflect on how human actions affect communities and the environment.

We promote aspiration through an ever-deepening knowledge of the world and its people, while developing key skills such as independence, creativity, resilience, and problem solving. Our approach supports not only academic growth, but also well-being, emotional intelligence, and a sense of belonging in both the local and global community.

St Catherine's CofE Geography Progression Map

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Key Vocabulary	Town, weather, hot, cold, soil, here, there, near, far -Season, world, village, countryside, farm, factory, house, hill, sea, beach, shop, map	**Physical Features** River Stream Pond Sea Forest Season Weather **Human Features** City House Shop Town Harbour Port **Place** Europe Asia North America South America Antarctica China Australia United Kingdom -England Kidderminster	Develop vocabulary: **Physical Features** Hill Soil Vegetation Forest River Valley Beach Cliff Coast **Human Features** House Town Village Farm Shop Factory Office City **Place** Europe Asia North America South America Antarctica China Australia Japan Tokyo North America Canada Ottawa United Kingdom -England Kidderminster London, Edinburgh, Cardiff and Belfast English Channel, North Sea, Irish Sea and Atlantic Ocean	Continue to develop vocabulary: **Physical Features** Desert Climate zone tropical Temperate Subtropical Biome vegetation belt river natural pillars salt basins rock bridges dunes oasis rainforest mountain **Human Features** City settlement favela monument/statue bridge **Place** Equator northern hemisphere southern hemisphere Arctic circle Africa South Africa Cape Town United Kingdom England Kidderminster Worcestershire Brazil Brasilia Arctic Ocean North Pole Kalahari desert	Continue to develop vocabulary: **Physical Features** Climate zone - Polar Biomes and vegetation belts Volcano Natural resources - food and minerals Plate tectonics Inner & outer core Mantle Crust Convection currents Plate boundaries (constructive, destructive and transform) **Human Features** Settlement Land use Big Ben Houses of Parliament Tower Bridge London Bridge Westminster Abbey **Place** Antarctica Southern Hemisphere Tropics of Cancer and Capricorn Arctic and Antarctic circle Equator Europe Iceland Reykjavik Asia Russia Moscow United Kingdom England London (Greater London) Northern Hemisphere South Pole River Thames	Use precise geographical vocabulary: **Physical Features** Mountain river upper course/middle /lower course floodplain v-shaped valley mouth source estuary delta channel waterfall meander ox-bow lake minerals alluvium (water cycle - evaporation, precipitation, condensation) **Human Features** Settlement economic trade **Place** Longitude latitude United Kingdom England Stratford Nottingham Warwickshire Nottinghamshire Scotland Moray –Firth Inverness Africa Congo Egypt North America USA California Los Angeles Prime/Greenwich/Meridian Time	Be able to describe and start to explain geographical processes using the correct terminology: **Physical Features** Biomes and vegetation belts Mountain Climate zone Earthquakes Mountain range Altitude Summit Mountain formation (fold, fault subduction) Tectonic plates Plate boundary (constructive, destructive, transform) Focus Epicentre Seismic waves Magnitude Richter scale seismologist seismographs **Human Features** Industrial Revolution settlement Economic trade **Place** North America USA Alaska – state Longitude and latitude Time zones Antarctica South Pole Asia Nepal Equator Europe United Kingdom Germany Greater London Worcestershire Berlin Northern Hemisphere Mount Everest The Himalayas Snowdonia
Locational Knowledge	Name and locate different parts of the local community Use the local area for exploring both the built and the natural environment. Express their opinions on natural and built environments.	name and locate the world's seven continents and five oceans know the four compass points NSEW know what a continent is and I know I live in Europe. Talk about and describe my locality.	Name, locate and identify the four countries in the UK, capital cities (London, Edinburgh, Cardiff and Belfast) and the surrounding seas (English Channel, North Sea, Irish Sea and Atlantic Ocean) Compare places at a local scale Recognise and describe simple patterns in the environment (e.g. the variations in traffic during the day, seasonal changes).	Locate United Kingdom, Brazil and South Africa concentrating on the environmental regions, key physical and human characteristics, and cities. Identify position and significance of the Equator Identify position and significance of the Southern Hemisphere	Locate United Kingdom, Antarctica, Russia and/or Iceland concentrating on the environmental regions, key physical and human characteristics, and cities. Identify the position and significance of the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle Name and Locate cities in the United Kingdom, geographical regions and identify human and physical characteristics, key topographical features and land use patterns.	Locate United Kingdom – England and Scotland, Africa – Congo or Egypt, North America - USA: concentrating on the environmental regions, key physical and human characteristics, and cities. Identify the position and significance of the longitude and latitude, the Prime/Greenwich Meridian and time zones. Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics and land use patterns.	Locate Antarctica, Asia - Nepal, North America - USA: concentrating on the environmental regions, key physical and human characteristics, and 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

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Human and Physical Features	Shows care and concern for the environment. Provide stimuli and resources for children to create simple maps and plans, paintings, drawings and models of observations of known and imaginary landscapes. Give opportunities to design practical, attractive environments, for example, taking care of the flowerbeds or organising equipment outdoors	Identify the daily and seasonal weather (using appropriate vocabulary e.g. temperature, rain, wind, sunshine) Describe how weather can change during a day or what it is likely to be like at different times of the Identify the location of hot and cold areas of the world in relation 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- in the context of China.	Identify hot & cold areas of the world (using globes and atlases) in relation to the Equator & North & South Poles. Understand geographical similarities and differences through studying the human and physical geography ***in the context of the UK*** 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 – in the context of Japan	Understand geographical similarities and differences through the study of human and physical geography Describe and understand climate zones Describe and understand biomes and vegetation belts. Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom Locate South America, concentrating on their environmental regions including key physical and human characteristics	Describe and understand key aspects of climate zones, biomes and vegetation. Describe and understand key aspects of distribution of natural resources. Describe and understand key aspects of volcanoes and the distribution of natural resources including energy, minerals and food. Describe and understand key aspects of settlement and land use and economic links including trade activity.	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom. Describe and understand key aspects of human geography including types of settlement and land use. Describe and understand the key aspects of the water cycle. Describe and understand key aspects of physical geography including rivers.	Describe and understand key aspects of physical geography, including mountains. Describe and understand key aspects of human geography, including land use Understand the processes that give rise to key physical geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time. Describe and understand key aspects of physical geography, including earthquakes. Describe and understand key aspects of human geography including types of settlement, economic activity, trade links and the distribution of natural resources including energy and minerals Describe and understand key aspects of human geography including cities and land use.
Map Skills	Find out about the environment by talking to people, examining photographs, simple maps and visiting local places. Use a range of sources such as simple maps, photographs, magnifiers. and visiting local places.	Use plans, maps, globes, atlases and aerial images to recognise some features and places (in my locality/ in the wider world) Use simple compass directions (North, South, East, West) and locational and directional language to describe the location of features on a map. Devise a simple map; and use and construct basic symbols in a key Follow directions (Up, down, left/right, forwards/backwards)	Use atlases, maps and globes to identify and describe some features and places. Read, use and make simple symbols on maps and diagrams (to help me find out about places and share information). Devise a simple map; and use and construct basic symbols in a key Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features	Use compass points to give directions. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use pairs of coordinates and four compass points. Introduce need for a key and standard symbols. Spatial matching, boundary matching; e.g. country boundary on a different scale map. Make a map of a short route with features in the correct order.	Begin to use 4-figure grid reference to locate features on a map. -Introduce need for a key and standard symbols. – Make own maps of real places with increasing accuracy. Use a variety of maps of different scale to locate places Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use 4-figure grid reference to locate features on a map. Use eight compass points. Draw a map using symbols and a key, awareness of OS symbols. - Measure straight line distance on a plan	Use 6-figure grid reference to locate features on OS map. Use OS standard symbols. Scale reading and drawing, comparison of map scale. Draw scale plans of increasing complexity. Follow route on small-scale OS map and describe features seen. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

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Enquiry Skills and Field Work	Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world. Show care and concern for living things and the environment. Arouse awareness of features of the environments in the setting and immediate local area. E.g. make visits to shops and parks. Provide stories that help children to make sense of different environments.	ask and answer some questions to help me investigate investigate my locality through fieldwork Make simple observations. talk about /describe a locality using some appropriate vocabulary e.g. features, location, geographical characteristics such as weather and what happens there). Use resources provided and their own observations to respond to questions about places	Use vocabulary to ask and answer questions about places and give my opinion. 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. Express views about the environment and can recognise how people sometimes affect the environment. Select information from resources provided. Use this information and their own observations to ask and respond to questions about places.	Express their opinions on environmental issues and recognise how people can affect the environment both positively and negatively. Communicate geographical information through a range of methods including the use of ICT. 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. Use skills and sources of evidence to respond to a range of geographical questions. Offer reasons for some of their observations and judgements about places. Offer explanations for the location for some human and physical features in different localities.	Express their opinions on environmental issues and recognise that other people may think differently. Communicate geographical information through a range of methods including digital maps, plans, graphs and presentations. 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. Use skills and sources of evidence to respond to a range of geographical questions. Offer reasons for some of their observations and judgements about places. Offer explanations for the location for some human and physical features in different localities.	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. Express and explain their opinions on geographical and environmental issues and recognise why other people may think differently. Choose from a range of methods e.g. digital maps, plans, graphs and presentations when communicating geographical information Draw on their knowledge and understanding to suggest suitable geographical questions for study. Use a range of geographical skills and evidence to investigate places and themes	Develop their views and attitudes to critically evaluate responses to local geographical issues or global issues and events. Communicate geographical information using a wide range of methods including writing at increasing length. 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. Identify relevant geographical questions. Drawing on their knowledge and understanding they select and use appropriate skills and evidence to help them investigate places and themes. They reach plausible conclusions and present their findings both graphically and in writing

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Our Intention is to ensure that the children at our school:

- **Enjoy it**
- **Believe they can do it**
- **See the purpose in it**
- **Do it confidently**
- **Can do it now, tomorrow and forever**

Every subject, every cross- curricular theme, every aspect of our work is an 'it'!
Every child has at least one 'it' – we need to find it!