

## Our Curriculum - Geography

"Live life in all its Fullness"

Geography - As Geographers at Leverton Church of England Academy we acquire our knowledge and skills through five key lenses that support our children's progress throughout this subject so that children become curious about the world we live in, people, cultures and the processes which occur across the globe.



### Progression

Concept	FS1	FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Location</b>	<ul style="list-style-type: none"> <li>-To know the globe represents the world.</li> <li>-To know that there are different countries in the world.</li> <li>-To know that places are different (<i>village, town</i>).</li> <li>-To know that Leverton is in the countryside.</li> </ul>	<ul style="list-style-type: none"> <li>-To know the difference between a village and a town. (<i>Retford, Leverton</i>).</li> <li>-To know the street that they live on.</li> <li>-To know which village and town they live in.</li> <li>-To know we live in the country of England.</li> <li>-To know that London is the capital of England.</li> <li>-To name up to 5 other countries around the world and</li> </ul>	<ul style="list-style-type: none"> <li>-To identify and name the four countries of the UK.</li> <li>-To know that they live in England and their address.</li> <li>-To know that the United Kingdom is located in the continent Europe.</li> <li>-To know and locate the North and South Pole.</li> <li>-To name the seven continents.</li> </ul>	<ul style="list-style-type: none"> <li>-To know and locate the seven continents and the five oceans.</li> <li>-To know the seas that surround the United Kingdom.</li> <li>-To know that the United Kingdom is part of Europe.</li> <li>-To locate the Equator, Southern and Northern Hemisphere.</li> <li>-To identify the location of the seven continents and five oceans.</li> </ul>	<ul style="list-style-type: none"> <li>-To know and locate local counties (<i>Nottinghamshire, Lincolnshire, South Yorkshire, Derbyshire and the East Riding of Yorkshire</i>).</li> <li>-To know the five longest Rivers in the United Kingdom (<i>Severn, Thames, Trent, Wye and the Great Ouse</i>).</li> <li>-To know and locate European countries (<i>Spain, France, Germany, Portugal,</i></li> </ul>	<ul style="list-style-type: none"> <li>-To know and locate our local counties: (<i>Nottinghamshire, Lincolnshire, South Yorkshire, Derbyshire, Leicestershire, East Riding of Yorkshire, Greater Manchester, West Yorkshire, East Yorkshire and North Yorkshire</i>).</li> <li>-To locate regions in Europe and the countries within them (<i>Eastern - Russia, Western -</i></li> </ul>	<ul style="list-style-type: none"> <li>-To use a longitude and latitude grid to locate places around the world. (<i>For example: the Nordic region, Tanzania, Canada, Brazil, Mexico, United States, United Kingdom, Greenland, Cuba, Philippines, Bangladesh, Sri Lanka</i>).</li> <li>-To locate the Pacific ring of Fire on a map.</li> <li>-To locate and label the world's ocean</li> </ul>	<ul style="list-style-type: none"> <li>-To use a longitude and latitude grid to locate places around the world (<i>For example: the Nordic Region, Tanzania, Canada, Brazil and the United Kingdom, United States, Greenland, Mexico, Ecuador, Peru, Argentina, Falkland Islands, Chile, Columbia, Venezuela, Paraguay, Cuba, Bolivia, Uruguay</i>).</li> <li>-To locate the Pacific ring of fire</li> </ul>

		<p>to understand what a country is (Links to topic and children's interests).</p> <ul style="list-style-type: none"> <li>-To know the school is in Leverton.</li> <li>-To know that the river Thames runs through London.</li> <li>-To know that North Leverton is a village and Retford is a town (fieldwork opportunity).</li> </ul>		<ul style="list-style-type: none"> <li>-To locate the equator, South Pole and North Pole.</li> <li>-To know that the earth has two poles. North and South - Like magnets (Science link)</li> <li>-To know the Earth spins on its axis.</li> <li>-To know what countries border England.</li> <li>-To name and locate the different capital cities around the world (of Tanzania, Dodoma).</li> <li>-To locate Mount Kilimanjaro.</li> </ul>	<p>Italy, Sweden, Finland, Switzerland, Denmark, and Norway)</p> <ul style="list-style-type: none"> <li>-To locate the Tropic of Cancer and the Tropic of Capricorn.</li> <li>-To locate the prime meridian, Western an Eastern Hemisphere.</li> <li>-To locate the countries of Scandinavia.</li> <li>-To locate Mount Etna and Mount Vesuvius on a map.</li> <li>-To locate the Scandinavian Mountains, the Scottish Highlands and the Alps on a map (to know that Sweden's highest mountain: Mount Kebnekaise and has two peaks).</li> </ul>	<p>Switzerland, Northern - UK, Sweden, Southern - Italy, Central - Spain and Germany).</p> <ul style="list-style-type: none"> <li>-To name lines of longitude and latitude.</li> <li>-To locate continents using lines of latitude and longitude.</li> <li>-To locate countries in the Nordic region.</li> <li>-To understand the affects population can have on the environment (Sweden and the United Kingdom).</li> <li>-To use longitude and latitude to locate the countries where active, dormant and extinct volcanoes are located.</li> <li>-To name and locate active volcanoes (Mount Etna, Mount Vesuvius)</li> <li>To know and locate the five longest rivers in the world (Nile, Amazon, Yangtze,</li> </ul>	<p>currents including warm and cold water using a map.</p> <ul style="list-style-type: none"> <li>- To know the capital cities of the countries in the Nordic region.</li> <li>-To know and locate active volcanoes (Mount Etna, Mount Vesuvius, Lakagigar and Teide)</li> </ul>	<p>and explain why is has this name.</p> <ul style="list-style-type: none"> <li>- To know the capital cities of the countries in the Nordic region and locate them using lines of latitude and longitude</li> <li>-To locate the Earth's biomes.</li> <li>-To know and locate the world's tectonic plates.</li> </ul>
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<b>Human Features</b>		<ul style="list-style-type: none"> <li>-To know that human features are manmade.</li> <li>-To name some key human features within our locality, (Church, garage, Windmill, doctors, salon, power station, post office, farm, school, pub, park).</li> <li>To know people can live in different accommodation (flat, house, bungalow, caravan).</li> <li>To know that people around the world live differently.</li> </ul>	<ul style="list-style-type: none"> <li>-To know that Buckingham Palace is a famous landmark in London.</li> <li>-To compare the human features and processes (transport) between London and our locality.</li> <li>-To know and recognise different human features and landmarks between Tanzania and their locality.</li> <li>-To understand the difference between human features and human processes.</li> <li>-To know how people settle and live in Africa.</li> </ul>	<ul style="list-style-type: none"> <li>-To name famous London landmarks (such as: The Houses of Parliament, Buckingham Palace, Tower of London and the London Eye and Big Ben.)</li> <li>-To know the similarities and differences between how people settle in Africa (Tanzania) and their locality.</li> <li>-To know that 'The Serengeti' is the largest African Savannah.</li> </ul>	<ul style="list-style-type: none"> <li>-To know what global warming is and that it is an effect of climate change.</li> <li>-To know what land use is and identify different land use.</li> <li>-To recognise how people settled traditionally in different places in the world.</li> <li>-To know famous human features in Europe.</li> <li>-To know that human features attract tourism.</li> <li>- To know items that are imported and exported from the United Kingdom.</li> </ul>	<ul style="list-style-type: none"> <li>-To know and explain how the polar ice-caps can be affected by global warming.</li> <li>-To explain how land use affects the country and people who settle there.</li> <li>-To explain the similarities and differences between physical and human features and know famous features (For example: Northern Lights, National Parks, The Royal Palace in Stockholm).</li> <li>- To know that human features attract tourism and how this can impact places around the world.</li> <li>-To know and explain the impact of importing and exporting goods.</li> </ul>	<ul style="list-style-type: none"> <li>-To know some human and physical features (such as: the Rainforest, Christ the Redeemer).</li> <li>- To know that the world is diverse and name the most diverse places in the world (Toronto is the most diverse place in the world).</li> <li>- To know how land is used in differing places in the world.</li> <li>- To know that trade links support the economy.</li> </ul>	<ul style="list-style-type: none"> <li>To compare and contrast how people live in different parts of the world (For example: Brazil, Toronto, United Kingdom, and Africa).</li> <li>-To know some human and physical features in the world and how their popularity has strengths and weaknesses to the areas.</li> <li>- To know and name places of agriculture, residential, commercial and recreational.</li> <li>- To understand the impacts on the global economy of import and export trade links.</li> </ul>

<p><b>Physical Features</b></p>	<ul style="list-style-type: none"> <li>-To know that the world has land and sea.</li> <li>-To know and name weather: sun, rain, snow.</li> </ul>	<ul style="list-style-type: none"> <li>-To know that weather can change.</li> <li>-To know that physical features are formed naturally.</li> <li>-To name some key physical features of our local area (River Trent and beck).</li> </ul> <p>To know and name the different seasons throughout the year and which weather occurs in each season.</p>	<ul style="list-style-type: none"> <li>-To know physical features (such as coasts, beach and sea).</li> </ul>	<ul style="list-style-type: none"> <li>-To recognise that sometimes weather can be extreme: (such as heatwave, drought, flood, monsoon, blizzard, gale/storm, cyclone/hurricane and tornado/twister).</li> <li>- To locate key physical features (such as beach, cliff, coast, forest, hill, mountain, peak, summit, sea, ocean, river, soil, valley and vegetation).</li> <li>-To know that climate varies around the world (such as Tanzania and the United Kingdom).</li> </ul>	<ul style="list-style-type: none"> <li>-To know there is never any new water.</li> <li>-To know that the water cycle is a physical process where evaporation takes place.</li> <li>-To know that the physical process of the water cycle can cause flooding.</li> <li>-To know how flooding in the United Kingdom can affect people's lives, trade and transport and agriculture.</li> <li>-To know that extreme weather can happen due to climate change (droughts, floods, warming oceans).</li> <li>-To know that the rivers are a physical process and natural watercourse.</li> <li>-To label the features of a river: main course, upper course, lower course, river banks.</li> <li>-To know that the longest rivers in Europe are: Volga and Danube.</li> </ul>	<ul style="list-style-type: none"> <li>-To know and explain the Water cycle, using scientific vocabulary: evaporation, condensation and precipitation.</li> <li>-To explain how the Water cycle can be linked to extreme weather such as flooding and storms.</li> <li>-To explain how climate change can cause extreme weather: (droughts, floods, warming oceans and that dangerous weather could become more frequent).</li> <li>-To know that rivers are a physical process but some water bodies are a human feature (lakes/reservoirs).</li> <li>-To label the features of a river: tributary, source, mouth, channel, and riverbed.</li> <li>-To know and explain how an oxbow and delta is formed.</li> </ul>	<ul style="list-style-type: none"> <li>-To know some human and physical features in Toronto and Brazil: Rainforest, Christ the Redeemer.</li> <li>-To know that the Earth's crust is broken up into tectonic plates.</li> <li>-To know that when the tectonic plates move they can cause volcanoes and earthquakes.</li> <li>-To label a diagram to explain what happens when tectonic plates move away from each other, side to side and towards each other.</li> <li>-To know the features of a tropical rainforest biomes, temperate deciduous biome, savannah biome.</li> <li>-To know that a tsunami is a natural disaster that significantly impacts people's lives.</li> <li>-To understand the impact of Boxing Day Tsunami in the Philippines.</li> <li>-To explain the different</li> </ul>	<ul style="list-style-type: none"> <li>To know some human and physical features in Toronto and Brazil: Rainforest, Christ the Redeemer.</li> <li>-To know and locate the world's tectonic plates.</li> <li>-To know that the boundaries of the plates are called fault line.</li> <li>-To explain how ocean currents affect the world's climate.</li> <li>-To know and compare the features of a tropical rainforest biomes, temperate deciduous biome, marine, ice and savannah biome.</li> <li>-To understand and explain the impact of natural disasters around the world: 2004 Boxing Day tsunami, 1906 San Francisco earthquake and eruption of Vesuvius.</li> <li>-To compare the different topography in North America.</li> </ul>
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<b>Mapping</b>	<ul style="list-style-type: none"> <li>-To know Leverton is in the countryside.</li> <li>-To observe and investigate and represent their environment by mark making and construction.</li> </ul>	<ul style="list-style-type: none"> <li>-To know how to follow simple directions (forwards, backwards and sideways).</li> <li>-To know that a map helps us locate places.</li> <li>-To describe familiar places and represent a simple pictorial map.</li> <li>-To investigate and create a simple map using construction.</li> </ul>	<ul style="list-style-type: none"> <li>-To know how to follow verbal or visualise directions (signs and symbols) - up, down, left, right, across, over, behind etc.</li> <li>-To devise their own simple key (pictorial) to represent places on a map of their local area.</li> <li>-To understand the purpose of an atlas.</li> <li>-To know a map has a title.</li> </ul>	<ul style="list-style-type: none"> <li>-To know the compass directions - North, South, East, West - and describe what happens when they follow these directions.</li> <li>-To use simple maps and keys.</li> <li>-To use ariel images maps.</li> <li>-To locate countries and areas studied in an age appropriate atlas.</li> <li>-To use simple grid references (numbers and letters).</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>-To confidently use compass directions: North, South, East, West to follow and give directions to build knowledge of the UK and the wider world.</li> <li>-To use a range of maps and images.</li> <li>-To draw a simple map of a familiar short route using OS symbols.</li> </ul>	<ul style="list-style-type: none"> <li>-To identify the eight point compass directions to follow and give directions to build knowledge of the UK and the wider world.</li> <li>-To draw an accurate map of a short route using OS symbols.</li> </ul>	<ul style="list-style-type: none"> <li>-To accurately use four-figure grid references on an OS map and being to use four-figure grid references.</li> <li>-To draw a sketch map using OS symbols and a key.</li> </ul>	<ul style="list-style-type: none"> <li>-To accurately use six figure grid references on an OS map.</li> <li>-To know the main features of a map.</li> <li>-To draw a variety of maps, sketches and plans with accurate symbols, keys, scales and a title.</li> </ul>
<b>Fieldwork</b>	<ul style="list-style-type: none"> <li>-To describe the differences between places they have been or</li> </ul>	<ul style="list-style-type: none"> <li>-To use simple fieldwork and observational skills to</li> </ul>	<ul style="list-style-type: none"> <li>-To use simple fieldwork and observational skills to</li> </ul>	<ul style="list-style-type: none"> <li>-To use and understand fieldwork and observational skills to</li> </ul>	<ul style="list-style-type: none"> <li>-To use the grounds and the local area as a site for studying human</li> </ul>	<ul style="list-style-type: none"> <li>-To use the grounds and the local area as a site for studying human</li> </ul>	<ul style="list-style-type: none"> <li>-To select their own fieldwork and observational skills to study the human</li> </ul>	<ul style="list-style-type: none"> <li>-To select their own fieldwork and observational skills to study the human</li> </ul>

	<p>seen in books/photos.</p> <p>-To comment on what they can see, hear, feel in their local environment.</p>	<p>study the geography of their school.</p>	<p>study the geography of their school and its grounds, and the key human and physical features of their surrounding Environment (buildings, green space, parks).</p>	<p>study the geography of their school and its grounds, and the key human and physical features of its surrounding Environment (buildings, green space, parks).</p>	<p>and physical geography.</p> <p>-To investigate and record by observation and by using standard measurements (thermometers).</p>	<p>and physical geography.</p> <p>-To investigate and record observation by using standard measurements (rain gauge, anemometers) and present their findings (bar chart, table).</p>	<p>and physical geography.</p> <p>-To use and identify a range of given equipment to record observation, analysing their own findings.</p>	<p>and physical geography.</p> <p>-To select their own equipment to complete their own fieldwork and record their observations, analysing their own findings.</p>
<b>Sustainability</b>	<p>-To discuss, at an age appropriate level, how to look after our environment (classroom, home).</p>	<p>-To know we need to look after living things.</p> <p>-To know that living things need caring for and describe ways in which we can do this.</p> <p>-To know that we must look after our environment.</p>	<p>-To understand the term sustainability.</p> <p>-To know what environmental issues can affect the environment.</p>	<p>-To understand and explain the term sustainability.</p> <p>-To know and explain how environmental issues can affect the environment.</p>	<p>-To explore issues of sustainability in everyday life and its affects (fair trade).</p> <p>-To understand the term global warming.</p>	<p>-To explore impacts of climate changes in everyday life and significant issues from around the world: melting of the polar ice caps and sea level rising.</p>	<p>-To explore issues of sustainability in everyday life.</p>	<p>-To understand and explore the causes and effects of sustainability in everyday life.</p>