



Our Lady Catholic School – Progression grid for the Geography Curriculum

| Reception | | | | | |
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| Topic | Understanding the World objectives | Sticky knowledge | New vocabulary | Skills | Local link |
| 123... Good to be me! Celebrations | <ul style="list-style-type: none"> Explore the natural world around them, making observations and drawing pictures of animals and plants; 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. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 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. | Know the members that make up their family. Know the name of their school, their new friends and teachers. Be able to tell someone their house number and then their address. Be able to make comments of things they notice in the environment. Draw on information from books they have read. | Hitchin Address Our Lady School | <u>Geographical skills</u> <ul style="list-style-type: none"> Comment on observations linked to Google Earth and basic maps <u>Fieldwork</u> <ul style="list-style-type: none"> Observations on the world around them Changes within their local environment Seasons | Our family, our school, Hitchin, Capital city London, Country of England |
| Once upon a time What a Wonderful World | <ul style="list-style-type: none"> Explore the natural world around them, making observations and drawing pictures of animals and plants; 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. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. | Know that information can be obtained from books and computers. Know the name of the country we are studying and why – link to a peer. Know which country we live in. Talk about their experiences of visiting different places countries. | Habitat Specific country names and locations Animals | <u>Organisation and communication</u> Communicate their knowledge through: Small World play Discussion Drawing pictures Making models Writing Labelling | Countries linked to families in the class Or children's specific interests: animals, habitats etc. Weather (seasons) |



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| | <ul style="list-style-type: none"> 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>Describe the weather today. Be able to make comments of things they notice in the environment. Draw on information from books they have read.</p> | | | |
| <p>Growing & changing</p> <p>All creature great and small</p> | <ul style="list-style-type: none"> Explore the natural world around them, making observations and drawing pictures of animals and plants; 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. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 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>Be able to make comments of things they notice in the environment. Know that plants need water and sun to grow. Know about the seasonal changes and weather in the spring time. Know about the life cycle of a caterpillar/frog. Draw on information from books they have read.</p> | <p>Specific country names and locations Author Illustrator</p> | | <p>Countries and communities linked to stories – local authors/illustrators: James Mayhew</p> |



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| Year 1 | | | | | |
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| Topic | National Curriculum objectives | Sticky knowledge | New vocabulary | Skills | Local link |
| Where do I live? | <ul style="list-style-type: none"> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Use basic geographical vocabulary to refer to key physical and human features. Use world maps, atlases and globes to identify the United Kingdom and its countries. Use simple fieldwork and observational skills to study the geography their school and its grounds | <p>Know that the United Kingdom is made up of different countries.</p> <p>Know the names of the countries and capital cities of the UK.</p> <p>Know the national flags of each of the countries in the UK.</p> <p>Know what addresses are used for.</p> | <p>United Kingdom</p> <p>Capital city</p> <p>Government</p> <p>National flower</p> <p>Address</p> | <p><u>Geographical skills</u></p> <ul style="list-style-type: none"> Use a simple world map/globe to locate countries and continents. <p><u>Fieldwork</u></p> <ul style="list-style-type: none"> Use simple fieldwork and observational skills to study the geography and features of their school and its grounds. <p><u>Organisation and communication</u></p> <p>Communicate their knowledge through: Discussion</p> | <p>Hitchin</p> <p>Capital city London</p> |
| Four Seasons | <ul style="list-style-type: none"> Identify seasonal and daily weather patterns in the United Kingdom. Use basic geographical vocabulary to refer to key physical features. | <p>Each season has its own type of weather.</p> <p>Each season has its own months and features e.g. autumn leaves fall off trees, spring the flowers begin to grow.</p> | <p>Season</p> <p>Weather</p> <p>Climate</p> <p>Equator</p> <p>Temperature</p> <p>Rainfall</p> <p>Extreme</p> | <p><u>Organisation and communication</u></p> <p>Communicate their knowledge through: Discussion</p> | <p>What the seasons mean for us- in winter we celebrate Jesus' birthday, In spring we learn about Jesus' death and resurrection.</p> |



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| <p>Around the World</p> | <ul style="list-style-type: none"> • Name and locate the world's seven continents and five oceans. • Use basic geographical vocabulary to refer to key physical and human features. • Use world maps, atlases and globes to identify the United Kingdom and its countries. | <p>Know that the world is split into seven continents. Know there are lots of different countries in our world. Each country has its own traditions, foods, monuments, money.</p> | <p>Continent Europe Landmark Rainforest Safari Travel</p> | <p>Drawing pictures Making models Writing Labelling maps</p> | <p>Our OLS community and parents.</p> |
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| Year 2 | | | | | |
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| Topic | National Curriculum objectives | Sticky knowledge | New vocabulary | Skills | Local link |
| My World and Me | <ul style="list-style-type: none"> Name and locate the world's seven continents and five oceans. Understand geographical similarities and differences through studying the UK and a contrasting non-European country. Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Use basic geographical vocabulary to refer to key human and physical features. Use aerial photographs to recognise landmarks and basic human and physical features, devise simple maps and use basic symbols in a key. | <p>Know that countries are warmer or hotter depending on where they are in the world. Know some similarities and differences between London and Ecuador's capital, Quito. Know that some animals are suited to live in cold climates and others are better suited to hotter climates. The world is made up of 5 oceans and 7 continents.</p> | <p>Equator Continent Climate Vegetation Physical features Human features</p> | <p><u>Geographical skills</u></p> <ul style="list-style-type: none"> Use aerial photographs to identify human and physical features Devise a simple map with a basic key Use simple world maps and globes to identify the UK, other countries, oceans and continents. Use simple compass directions to describe locations and routes on a simple map. <p><u>Fieldwork</u></p> <ul style="list-style-type: none"> Study the key human and physical features of the school and its surrounding environment. <p><u>Organisation and communication</u></p> <p>Communicate their knowledge through: Discussion Drawing and labelling maps and constructing keys</p> | <p>Weather in our country</p> |
| At the Farm | <ul style="list-style-type: none"> Use basic geographical vocabulary to refer to key human and physical features. Use simple compass directions and locational and directional language to describe the location of features and routes on a map. Use aerial photographs to recognise landmarks and basic human and physical features, devise simple maps and use basic symbols in a key. | <p>Know that there are 3 different types of farm: Arable, livestock and dairy and the purpose of each. Know the four points of a compass. Know how to navigate around a map.</p> | <p>Crops Orchard Pasture Seasons Arable farm Livestock farm Dairy farm Compass North, South, East and West</p> | <p><u>Organisation and communication</u></p> <p>Communicate their knowledge through: Discussion Drawing and labelling maps and constructing keys</p> | <p>How we get our food, Herts Catering. Local farm-Standalone farm. Willows farm trip in YR.</p> |



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| Let's go on safari | <ul style="list-style-type: none">• Name and locate the world's seven continents and five oceans.• Understand geographical similarities and differences through the UK and a contrasting non-European country.• Use basic geographical vocabulary to refer to key physical features.• Use world maps, atlases and globes to identify countries, continents and oceans.• Use simple compass directions and locational and directional language to describe the location of features and routes on a map. | Know that Kenya is a country in Africa and some of its features. Know that this is a continent by the equator. Know some similarities and differences between Kenya and the UK. | Landscapes Savannah Climate Tribe Village Safari | Writing Making comparisons Labelling features First-hand observation Research | Families from Africa in our school community. |
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| Year 3 | | | | | |
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| Topic | National Curriculum objectives | Sticky knowledge | New vocabulary | Skills | Local link |
| Countries of the world | <ul style="list-style-type: none"> Locate the world's countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Understand geographical similarities and differences through the study a region of the United Kingdom, a region in a European country, and a region within North or South America. Describe and understand key aspects of physical geography. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. | <p>Know the difference between a country and a continent.</p> <p>Know the seven continents and where they are on a map.</p> <p>Know some of the highest mountains and longest rivers in different continents.</p> <p>Know the key geographical features of the 7 continents.</p> <p>Understand difference between human and physical geography.</p> | <p>Atlas</p> <p>Seven Summits</p> <p>Temperate</p> <p>Population</p> <p>Currency</p> <p>Landmark</p> <p>Tourist</p> | <p><u>Geographical skills</u></p> <ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied | Backgrounds of different pupils in our school community |
| Where does our food come from? | <ul style="list-style-type: none"> Locate the world's countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones. Understand geographical similarities and differences through the study of a region of the United Kingdom, a region in a European country, and a region within North or South America. Describe and understand key aspects of physical and human geography. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. | <p>Know that the United Kingdom is in the Northern Hemisphere.</p> <p>Understand that our food comes from different places around the world.</p> <p>Know some of the ways in which food is processed and transported around the world.</p> <p>Know where the tropics are.</p> <p>Know what longitude and latitude lines are.</p> | <p>Biome</p> <p>Export</p> <p>Greenhouse</p> <p>Ice cap</p> <p>Tundra</p> <p>Latitude lines</p> <p>Longitude lines</p> <p>Northern hemisphere</p> <p>Southern Hemisphere</p> | <p><u>Organisation and communication</u></p> <p>Communicate their knowledge through:</p> <p>Writing at length</p> <p>Research</p> <p>Flow charts</p> <p>Posters</p> <p>Comparisons</p> | Local supermarkets, school lunches- Herts Catering |



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| In the desert | <ul style="list-style-type: none">• Locate the world's countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.• Describe and understand key aspects of physical and human geography.• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. | <p>Know what a desert is and that they are not all hot and sandy. Know that deserts change over time. Know how sand dunes are formed. Know how the process of erosion can create various rock formations. Know ways in which deserts are used by humans. Know what desertification is and why it is happening.</p> | <p>Desert Sand dunes Precipitation Arid climates Mesas Inhospitable Desalination Desertification</p> | <p>Recording data Answering questions about maps and labelling maps</p> | |
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| Year 4 | | | | | |
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| Topic | National Curriculum objectives | Sticky knowledge | New vocabulary | Skills | Local link |
| Our European neighbours | <ul style="list-style-type: none"> Locate the world's countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Understand geographical similarities and differences through the study of a region of the United Kingdom, a region in a European country, and a region within North or South America. Describe and understand key aspects of human geography. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied | Know which countries are in Europe. Know that even countries in the same continent have different currencies and languages. Know what the European Union is. | Populous European Union Urban settlement Grid reference Northern and southern hemispheres. | <u>Geographical skills</u> <ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass, four and six-figure grid references, symbols and key to build their knowledge of the United Kingdom and the wider world. | OLS community. Staff members from European countries. |
| Village settlers | <ul style="list-style-type: none"> Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. Describe and understand key aspects of human geography. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass, four and six-figure grid references, symbols and key to build their knowledge of the United Kingdom and the wider world. | Know some of the early settlers in Britain were the Romans, Anglo-Saxons and Vikings, and why they settled here. Know what some of the origins of place names are. | Settlements Origin Agriculture Early settlers Industrial Leisure Retail Healthcare | <u>Organisation and communication</u> Communicate their knowledge through: Writing at length Research Posters Comparisons Answering questions about maps and labelling maps | Origins of place names. Diversity in our community- everyone has come from different places |
| Earning a living | <ul style="list-style-type: none"> Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human characteristics. Describe and understand key aspects of physical and human geography. | Know a variety of different jobs in different sectors. Know what the economy is. Know some of the ways in which people in other countries earn a living. | Sectors Agriculture Manufacturing Corporations Import Redundancy Economy Unemployed Finance Retail | | Parents jobs. Jobs around us in Hitchin- local shops/businesses, restaurants |



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| | | Know the reasons why some adults are unemployed. Know the UK's industries and industries in different parts of the world. | Construction Business | | |
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| Year 5 | | | | | |
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| Topic | National Curriculum objectives | Sticky knowledge | New vocabulary | Skills | Local link |
| The United Kingdom | <ul style="list-style-type: none"> Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns; and understand how some of these aspects have changed over time Describe and understand key aspects of physical geography. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied | <p>Know some human geography of the UK including population and life expectancy.</p> <p>Know what a county is and identify some different counties in the UK.</p> <p>Know some cities in the UK and locate them on a map.</p> <p>Know some major hill and mountain ranges of the UK.</p> <p>Know the oceans and seas surrounding the UK.</p> | <p>Life expectancy</p> <p>County</p> <p>Regions</p> <p>Summit</p> <p>Tectonic plates</p> <p>Magma</p> <p>Lava</p> <p>Topographical map</p> <p>Erosion</p> <p>Source</p> <p>Precipitation</p> | <p><u>Geographical skills</u></p> <ul style="list-style-type: none"> Ask geographical questions and use secondary sources of information to find answers to geographical questions and choose a suitable way to present findings. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. <p><u>Organisation and communication</u></p> | Our country |
| Investigating rivers | <ul style="list-style-type: none"> Describe and understand key aspects of physical and human geography. 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. | <p>Know how a river is different to an ocean or sea.</p> <p>Know what a river is and some uses of it.</p> <p>Understand what the water cycle is, and why it is an important process.</p> | <p>Attrition</p> <p>Bank</p> <p>Riverbed</p> <p>Cliff (River cliff)</p> <p>Erosion</p> <p>Estuary</p> <p>Meander</p> <p>Mouth</p> <p>Delta</p> <p>Deposition</p> <p>Dam</p> | <p><u>Organisation and communication</u></p> | Our local river through our town centre- the river Hiz |
| South America | <ul style="list-style-type: none"> Locate the world's countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, | <p>Know different countries in South America and identify them on a map.</p> <p>Know the different climates in South America.</p> <p>Know some information about the Andes.</p> <p>Know what world trade is.</p> | <p>The Andes</p> <p>Territories</p> <p>Indigenous</p> <p>Trade</p> <p>Agriculture</p> <p>Export</p> | <p>Communicate their knowledge through:</p> <p>Posters</p> <p>Use of ICT</p> <p>Writing at length</p> <p>Project work</p> <p>Map work</p> <p>Handling data</p> | Spanish lessons taught across Key Stage 2. |



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| | <p>Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones.</p> <ul style="list-style-type: none">• Describe and understand key aspects of physical geography.• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. | | | | |
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| Year 6 | | | | | |
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| Topic | National Curriculum objectives | Sticky knowledge | New vocabulary | Skills | Local link |
| Our Local area study- Hitchin and surrounding areas | <ul style="list-style-type: none"> Describe and understand key aspects of physical and human geography. Use the eight points of a compass, four and six-figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom. 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. | <p>Know that towns are further split into districts.</p> <p>There are lots of different types of buildings found in local areas and what the purpose of these buildings are (Residential, commercial, industrial).</p> <p>Know that places change and develop over time.</p> | <p>Economic activity</p> <p>Import</p> <p>Export</p> <p>Natural resource</p> <p>Residential, commercial and industrial buildings</p> <p>Land use</p> | <p><u>Geographical skills</u></p> <ul style="list-style-type: none"> Use the eight points of a compass, four and six-figure grid references, symbols and keys. <p><u>Fieldwork</u></p> <ul style="list-style-type: none"> 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. <p><u>Organisation and communication</u></p> <p>Communicate their knowledge through:</p> <p>Writing at length</p> <p>Research</p> <p>Project work</p> <p>Posters</p> <p>Map work</p> <p>Handling data</p> <p>Use of ICT</p> | Our town Hitchin and the surrounding villages. |
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