

Geography at Werrington Primary School

Updated: June 2023

This is the long term plan. It details the term topics that are taught throughout the year. For more information relating to content, progression, skills and vocabulary, see below.

Geography Units			
	Term 1	Term 2	Term 3
Reception (EYFS topics are adapted to children's interests each year, therefore are subject to change)	Our School	Making Maps Comparing India and UK (The Runaway Chappati)	
	Weather and Seasons		
Year 1	Our School and where we live	The UK	Cold Places (Continent Focus: Antarctica)
	Weather and Climate		
Year 2	Continents and Oceans	Africa: Kenya	Seaside
Year 3	Map Skills	Continent Focus: South America Brazil Rainforests	Climate Zones
Year 4	Map Skills	Continent Focus: Europe The Vikings (Scandinavia and England)	Hills, Mountains and Volcanoes
Year 5	Europe	Distribution of Resources in the UK	Rivers
Year 6	Map Skills FOOD MILES as part of sustainability project	Continent Focus: North America Earthquakes	UK: Coasts / Fieldwork study - routes to secondary school 2023-24 Replaced by Hilltops residential in 2024-25

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This is the Progression of Skills for Geography. It is split into three sections. This is the first section that details the knowledge. Across the top row are the themes/topics from the long term plan. These are then colour-coded to match the small steps of knowledge and vocabulary sorted into their curriculum areas below.

	Themes to develop sense of place:	World	Local	Physical Processes
		Small Steps of Knowledge		Vocabulary
Reception	Locational Knowledge	<i>Children in Reception are not required to name and locate anywhere on a map. It is more important that their early sense of place is developed.</i>		
	Human Geography	- Recognise some human similarities and differences between life in this country and life in other countries	<i>Specific vocabulary based on direction children take the learning</i> world, country, difference, similarity	
		- Recognise that their home and school are in Werrington, Peterborough	Werrington, Peterborough	
		- Recognise the human features around them	building, car, road	
	Physical Geography	Know that there are different countries in the world and talk about the physical differences they have experienced or seen in photos.	<i>Specific vocabulary based on children's experiences</i> world, country, photo, holiday	
		Recognise some physical similarities and differences between life in this country and life in other countries	world, country, difference, similarity	
		- Recognise some environments that are different to the one in which they live	city, beach, forest, farm	
		- Explore the natural world around them	tree, plant, flower, grass, animal, minibeast, respect	
		- Begin to associate certain weather with seasons	season, weather, temperature, Autumn, Spring, Summer, Winter, sun, rain, wind, snow, lightning, thunder	

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	Topics to develop sense of place:	Our Local Area	The United Kingdom	Weather & Climate /Arctic and Antarctic
		Small Steps of Knowledge		Vocabulary
Year One	Locational Knowledge	- name and locate the four countries of the United Kingdom	country, England, Northern Ireland, Scotland, Wales	
		- name and locate the four capital cities of the United Kingdom	capital city, London, Belfast, Edinburgh, Cardiff	
		- name and locate the United Kingdom’s surrounding seas	sea, English Channel, North Sea, Irish Sea	
		- name and locate Peterborough on a map of the United Kingdom	city, Peterborough	
	Human Geography	- describe and understand the human features of children’s local area	city, town, village, office, house, shop	
		- describe and understand the human features of the Arctic and Antarctic	human, feature, research station, Inuit, snowmobile, sled, igloo	
		- compare the human features of children’s local area to the Arctic and Antarctic		
	Physical Geography	- describe and understand the physical features of children’s local area	forest, hill, river, soil	
		- describe and understand the physical features of four countries of the UK	Mountain etc.	
		- identify seasonal and daily weather patterns in the United Kingdom	season, weather, temperature, Autumn, Spring, Summer, Winter, sun, rain, wind, snow, lightning,thunder, fog, hail, cloudy	
		- describe and understand the physical features of the Arctic and Antarctic	physical, feature, glacier, iceberg, mountain, Northern Lights, various animals	

Year Two	Topics to develop sense of place:	Continents and Oceans	Kenya, Africa	Seaside	
		Small Steps of Knowledge	Vocabulary		
	Locational Knowledge	- name and locate the world's seven continents, including our location on a world map	continent, Europe, Africa, North America, South America, Asia, Oceania, Antarctica		
		- name and locate the world's five oceans	ocean, Pacific Ocean, Indian Ocean, Arctic Ocean, Atlantic Ocean, Southern Ocean		
		- name a selection of countries in the world	France, China, Brazil, USA, Australia		
		- know that Kenya is a country in Africa	Kenya, Africa		
		- identify the location of hot and cold areas (North and South poles) of the world in relation to the Equator	hot, cold, Equator,		
	Human Geography	- understand what life is like for people in Kenya	Factory, farm, poverty, crops, field, market		
		- compare the similarities and differences between the lives of people in Kenya and the children's own life			
		- compare the human similarities and differences between living in a hot place and living in a cold place	clothing, settlement		
	Physical Geography	- know that countries make up continents	country, continent		
		- understand some of the key physical features of Kenya	Beach, cliff, valley, coast, mountain, ocean, vegetation, river, drought		
		- understand some of the key physical features of Norfolk coast.			
		- compare the similarities and differences between Kenya's physical features and the children's local area			

	Topics to develop sense of place:	Brazil, South America	Climate Zones
		Small Steps of Knowledge	Vocabulary
Year Three	Locational Knowledge	- name and locate a number of South American countries	Brazil, Argentina, Chile, Peru, Columbia
		- name and locate a number of major cities in Brazil	Brasillia et al
		- identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere, tropics of Cancer and capricorn and the Arctic and Antarctic Circle	Equator, Northern Hemisphere, Southern Hemisphere, Arctic Circle, Antarctic Circle
	Human Geography	- describe and understand economic activity including trade links	import, export, goods, trade, port, harbour, transport, fair trade
		- understand what life is like for people in tribes of the Amazon.	culture, etc al
		- to compare the similarities and differences between the lives of people in tribes of the Amazon, children's own life and the lives of people in other places studied.	
		- describe and understand types of settlement and land use for people living in amazon *climate zones)	settlement, land use, urban, rural, village, town, city, population
		- compare the similarities and differences between the lives of people in different climate zones	
	Physical Geography	- describe and understand climate zones	climate, environment, Arid, Mediterranean, Temperate, Tropical, Polar, Continental
		- compare the similarities and differences between the physical features of places with different climate zones	
		- understand some of the key physical features of South America	Amazon Rainforest, The Amazon River
		- to compare the similarities and differences between Brazil's physical features, children's local area and other places studied	

Year Four	Topics to develop sense of place:	Map Skills	Europe - Scandinavia	Hills, Mountains and volcanoes
		Small Steps of Knowledge		Vocabulary
	Locational Knowledge	- name and locate a number of Scandinavian capital cities		Denmark, Finland, Sweden, Norway
		- name and locate a number of the hills, mountains and volcanoes in the UK and world		Ben Nevis, Scafell Pike, Snowdon ***
	Human Geography	- understand what life is like for people in Scandinavia		Infrastructure, education, trade, pollution, economy, recycle, employment, unemployment
		- to compare the similarities and differences between the lives of people in Scandinavia, children's own life and the lives of people in other places studied.		
		- to compare the similarities and differences between the lives of people who live near a volcano and children's own life		agriculture, tourism, energy
		Understand the effect of landscape features on the development of a locality. • Describe how people have been affected by changes in the environment.		crops, fertile, monitoring centre, seismometer,
	Physical Geography	- understand some of the key physical features of Scandinavia		glaciers, fjords, mountains, lakes, waterfalls
		- to compare the similarities and differences between Scandinavia's physical features, children's local area and other places studied		
- describe and understand the key features of hills, mountains and volcanoes		Mantle, summit, Mount Etna, crater, crust, dormant, eruption, magma, magma chamber, molten, lava, vent, volcano, tectonic plates, Sicily, ash, stem, gas and dust, glacier, particles		
- describe how a hill, mountain and volcano may change over time				

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Year Five	Topics to develop sense of place:	Europe	Distribution of Resources in the UK	Rivers	
		Small Steps of Knowledge	Vocabulary		
	Locational Knowledge	- name and locate a number of European countries	Russia, Spain, Germany, Italy, Greece, Romania, Sweden, Norway, Denmark, Finland		
		- name and locate a number of European capital cities	Moscow, Madrid, Berlin, Rome, Athens, Bucharest, Stockholm, Oslo, Copenhagen		
		- name and locate a number of UK Counties	Staffordshire, Greater London, Yorkshire, Lancashire, West Midlands, Stoke on Trent,		
		- name and locate a number of UK cities	London, Leeds, Manchester, Birmingham		
		- name and locate a number of the rivers in the UK	River Trent, River Severn, River Thames, River Wye, River Clyde		
		- identify the position and significance of the Prime/Greenwich Meridian and time zones (including day and night)	Prime/Greenwich Meridian, Time zone		
	Human Geography	- describe and understand the distribution of natural resources including energy, food, minerals and water, considering the impact this has on trade and industry	import, export, trade, goods, globalisation, multinational company, economy, renewable energy, climate change, fossil fuels		
	Physical Geography	- describe and understand the features of rivers and the water cycle	meander, mouth, source, tributary, confluence		
- describe how a river may change over time					

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Year Six	Topics to develop sense of place:	North America - Earthquakes	The United Kingdom and Coasts
		Small Steps of Knowledge	Vocabulary
	Locational Knowledge	- name and locate a number of the countries in North America	North America, states,
		- name and locate a number of the cities of North America	San Andreas, California
		- name and locate a number of the coasts in the United Kingdom	The Channel Coast, The West Coast, The North Sea Coast
	Human Geography	- understand what life is like for people in earthquakes	
		- to compare the similarities and differences between the lives of people in each country of the United Kingdom, children's own life and the lives of people in other places studied.	
		- to compare the similarities and differences between the lives of people who live on a coast and children's own life	tourism, coastal erosion, sea level rise, tidal wave
	Physical Geography	- describe and understand the main features of a coast	bay, spit, dune, arch, stack, estuary
		- describe how a coast may change over time	
- earthquakes in North America		San Andreas, earthquake, plate boundaries, crust, tectonic plate, mantle, magma	

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This is the Progression of Skills for Geography. It is split into three sections. The second section details the skills developed in the areas of map work and enquiry-based fieldwork.

Progression of Skills	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Positional Language	Use simple directional language (forwards, backwards, move towards) to move around a space	Use directional language (up, down, left, right, forwards, backwards) to navigate around a map	Use a mix of directional language and the four points of a compass to navigate around a map	Use the four points of a compass to navigate around a map confidently	Use the eight points of a compass to navigate around a map	Use four-figure grid references to navigate around a map	Use six-figure grid references to navigate around a map
Drawing Maps	Draw 2D representations of objects. Begin to draw places they know	Draw places they know are close to one another to form a basic map	Draw a map of a real place with some drawn features, using aerial photographs for support	Draw or make a map of a real location that includes a range of human and physical features	Draw a map based on a fieldwork sketch with symbols and a key	Draw a map with positioning of key features located accurately in relation to one another and use OS Symbols	Draw a map that shows appropriate distance between places or features based on a given scale
Representation on Maps	Know what a map shows Begin to recognise represented features on a map	Use own symbols on a basic map	Use class agreed symbols and begin to understand the need for a key	Use standard symbols and a key	Begin to recognise basic symbols on an OS map	Use most OS symbols on a map	Use atlas symbols
Using Maps	Know what a map is Pick out information from a simple map	Use a simple picture map to move around the school	Follow a short route on a small-scale map	Follow a longer route on a small-scale map with increasing accuracy	Follow a route on a large-scale map	Select a type of map for a specific purpose and follow a route	Select an appropriate map at an appropriate scale and follow a route.

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Progression of Enquiry-based Fieldwork Skills	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Posing and Planning	Ask who, what, where, when and why questions to find out more	Suggest simple geographical questions before taking part in teacher-led enquiries based on their interests	Suggest simple geographical questions before deciding on a whole-class enquiry, planned by the teacher	Suggest geographical questions before deciding on a whole-class enquiry, that they help to plan	Suggest geographical questions before deciding on a whole-class enquiry, that they plan individually	Suggest geographical questions before deciding on an enquiry as a group, planned with guidance from the teacher	Suggest geographical questions before deciding on an enquiry individually or in a group, planned independently
Collecting Data	Data is collected by speaking to an adult and through self-discovery play	Data is collected as a whole class using a method chosen by the teacher	Data is collected in groups using a method chosen by the teacher	Data is collected individually using a method chosen by the teacher	Data is collected using a method chosen by the learner	Data is collected using a range of methods chosen by the learner	Data is collected with increasing accuracy using a range of methods chosen by the learner, some with standardised measure
Reflecting and Evaluating	Discuss their answers with their friends and family	Discuss their fieldwork findings as a class	Discuss their fieldwork findings in groups	Begin to formally present their findings with a question they would like to find out next time	Formally present their findings with some consideration to what they would do differently next time	Formally present their findings with some consideration to what they could do next time and a whole-class discussion on whether the evidence and method of collection was reliable	Formally present their findings with consideration to what they could do next time and whether their evidence and method of collection was reliable

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This is the Progression of Skills for Geography. It is split into three sections. The third section details how children develop their Geography through the eight key concepts.

Progression of Key Knowledge Concepts	Interdependence	Space Scale	Human Features Cultural Diversity	Physical Features Environmental Impact
Reception	Children discover the similarities and differences between their own lives and the lives of people in different countries	Children discover they live in a village near a city.	Children discover the human features around them	Children discover the physical features around them
Year 1	Children discover the similarities and differences between the Arctic and Antarctic and their own lives in England.	Children discover their city is part of England and England is part of the United Kingdom .	Children discover the human features and culture of their local area and the Arctic and Antarctic (cold places) .	Children discover the physical features of their local area and the Arctic and Antarctic .
Year 2	Children discover the similarities and differences between Kenya, Africa and their own lives in England.	Children discover The United Kingdom is part of Europe, one of the continents that make up the world.	Children discover the human features and culture of Kenya (hot places) .	Children discover the physical features of Kenya .
Year 3	Children discover the similarities and differences between Brazil, South America and their own lives in England.	Children discover South America in more detail.	Children discover the human features and culture of Brazil . They are introduced to the concepts of trade links, settlements and land use .	Children discover the physical features of Brazil . They are introduced to the concept of climate zones, vegetation belts, biomes, rivers and rainforests , and their environmental impact.
Year 4	Children discover the similarities and differences between Scandinavia, Europe and their own lives in England.	Children discover Scandinavia in more detail.	Children discover the human features and culture of Scandinavia . They consider the differences in lives between people who live near a mountain / volcano and their own lives.	Children discover the physical features of Scandinavia . They are introduced to the concept of volcanoes and mountains , and their environmental impact.
Year 5	Children discover the similarities and differences between the countries in the United Kingdom in further detail	Children discover the United Kingdom and Europe in more detail.	Children discover the human features and culture of the countries in the United Kingdom and Europe . They are introduced to the concepts of natural resources distribution and industry . They consider the differences in lives between people who live near a river and their own lives	Children discover the physical features of the countries in the United Kingdom and Europe .
Year 6	Children discover the similarities and differences between the USA, North America and their own lives in England.	Children discover North America in more detail.	Children discover the human features and culture of the USA . They consider the differences in lives between people who live near an earthquake -hit area and their own lives	Children discover the physical features of the USA . They are introduced to the concept of earthquakes and their environmental impact. Children are introduced to the concept of coasts and their environmental impact.

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			They consider the differences in lives between people who live near a coast and their own lives.	
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