



Geography Curriculum Intent

In our Geography curriculum, we aim to inspire children to have a curiosity and fascination of the world around them and its people, through a rich and inclusive learning experience.

We endeavour to give our children practical experiences, so they learn to interpret a range of features and resources in context, and communicate their findings. Through enquiry and inquiry, children will explore their learning, deepen their understanding and come to their own conclusions based on geographical information.

We intend to carefully sequence knowledge of human and physical processes, geographical skills and fieldwork, locational and place knowledge which are developed over time. We aim to guide children to understand the practices of geographers by considering how geographical knowledge originates and is reviewed.

We aspire to ensure children, at all levels, access the Geography provision, learning key knowledge to enable them to access future learning. The bespoke planning of our curriculum ensures all children are included and challenged in their learning, providing potentially emancipatory experiences in order to address any social inequalities which the children may face.

We are committed to providing children with opportunities to investigate and make inquiries about their local area and global heritage, so that they can develop a real sense of who they are, the effects humans have on the world, and the role that they will play in the future.



The Flourish Federation Geography Curriculum Progression & Sequencing Document

Adopted	September 2022	Review	September 2023
---------	----------------	--------	----------------

Implementation

Throughout our curriculum, we reference where learning encompasses **Human and physical processes**, **geographical skills and fieldwork**, **locational knowledge** & **place knowledge**

Aim 1 – Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational Knowledge	Children know that some environments are different from the ones in which they live. (Children know that their home, school and other significant places to them are in different locations). (Children recognise that some environments are different from the one they live in. i.e. beach, holiday, dinosaurs) (Children recognise they attend Brookfield Infant School which is in Larkfield)	Children know the names of and can locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. (Children understand that the UK is made up of England, Scotland, Northern Ireland and Wales) (Children know the surrounding seas are: the English Channel, North Sea, Irish Sea and The Atlantic Ocean) (Children know the capital cities in the UK are London, Edinburgh, Cardiff & Belfast)	Children know the names of, and can locate, the world's seven continents and five oceans. (Children know seven continents: Africa, Asia, North America, South America, Europe, Australasia, Antarctica) (Children know the oceans are: Pacific, Atlantic, Indian, Arctic, Southern) (Children know the location of the continents/oceans and their comparative sizes)	Children know how the world is divided into hemispheres. (Biomes) Children know how to identify and locate major geographical features across the UK. (Biomes & Economic activity) Children know the names of major counties within the UK. (Economic activity)	Children know how to locate the continents of South America and Europe and major countries and cities within them. (Mountains and Rivers inc. water cycle) Children know how to identify and locate volcanoes and mountains around the world. (Mountains)	Children know how to identify the position and significance of the lines of latitude and longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Prime/Greenwich Meridian and time zones. (Lifestyle/culture) Children know that natural resources can only be found in specific areas of the world. (Sustainability)	Children know how to locate areas using maps, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. (Natural Disasters) Children know how to apply their prior geographical knowledge to identify land-use patterns; and understand how some of these aspects have changed over time. (Local land use)
Place Knowledge	Children know there are some similarities and differences between life in this country and life in other countries. (Children talk about their holidays and how that is different from Larkfield, where we live).	Children know geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom. (Children explore Aylesford as a countryside village and London as a city,	Children know 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. (Children explore the town of Hastings in	Children know biome locations and examples, and how to distinguish between them. (Biomes) Children know how local geography can provide different opportunities for trade and settlement. (Economic Activity)	Children know how to discuss similarities and differences between continents, identifying and comparing mountain ranges and their impact on the landscape. (Mountains) Children know how to classify the different	Children know the significance of latitude and longitude, and how life contrasts due to location. (Lifestyle/culture) Children know how lifestyle and culture are directly impacted by geographical location	Children know how to use their consolidated knowledge of the world and its composition to identify how life has to adapt to nature. (Local land use and Natural Disasters)



The Flourish Federation

Geography Curriculum Progression & Sequencing Document

Adopted	September 2022	Review	September 2023
---------	----------------	--------	----------------

		looking at their different physical and human features).	England and the city Cairns in Queensland comparing physical and human features including population).		climate zones that make up South America. (Mountains)	and climate. (Lifestyle/ culture) Children know how to compare the composition of the UK to that of a contrasting country (Counties, Provinces, Districts, etc) (Lifestyle/ culture) Children know that settlement locations often follow similar patterns regardless of geographical location. (Lifestyle/ culture)	
Physical characteristics	Children know about different types of weather and begin to relate them to seasons. (Children talk about the weather each day and begin to have discussions with adults/ peers ie.that it snows in winter etc). (Children record the weather on a daily class weather chart).	Children know how to identify daily weather in the UK and how this changes throughout the year in relation to seasons. (Children observe weather throughout the seasons). (Children explore how the weather in each season effects choices such a clothing, travel and things we do). (Children use extracts of BBC weather, recognising 3 weather symbols, being able to explain what they show).	Children know the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Children know that climates across the world are different and can give examples of contrast. Children know that the Equator is the hottest part of the world. (Children answer the question: "Are deserts always found along the equator?" to explore how the Equator impacts hot and cold places). (Children use a world map to locate the equator, using this to	Children know how to differentiate the physical characteristics of key geographical regions/biomes. (Biomes) Children know that natural features are significant elements of physical geography and influence land-use, and can differentiate this from human geography. (Biomes/Economic Activity)	Children know how to identify the key features of rivers. (Rivers inc. water cycle) Children know how the hydrological cycle works. (Rivers inc. water cycle)	Children know how lifestyle and culture are directly impacted by geographical location and climate. (Lifestyle/ culture) Children know the physical characteristics of a rainforest. (Sustainability)	Children know how to describe and understand key aspects of physical geography (including prior learning of: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.) (Local land use and Natural Disasters) Children know the key aspects of volcanoes and earthquakes. (including prior learning of tectonic plates) (Natural Disasters)



The Flourish Federation

Geography Curriculum Progression & Sequencing Document

Adopted	September 2022	Review	September 2023
---------	----------------	--------	----------------

			inform their knowledge of hot and cold places).				
Human Characteristics	Children know that their school and their house has been built by humans. Children understand that some places are special to members of their community. (Visits to the Firestation, local church, library and discussions about why these places are important). (Children talk about their homes and our school).	Children begin to know how to use basic geographical vocabulary to compare similarities and differences (UK). (Children use vocabulary related to countryside, villages and the City of London - see vocabulary progression document). See vocabulary progression for SEN specific vocabulary.	Children know how to use basic geographical vocabulary to compare and contrast similarities and differences (UK & non-EU). (Children use vocabulary related to UK seaside town and a city in Queensland, Australia - see vocabulary progression document). (Children compare human features of Hastings and Cairns). See vocabulary progression for SEN specific vocabulary.	Children know that land use and trade routes are significant elements of human geography and can differentiate this from physical geography. (Biomes/Economic Activity). Children know how land is used in different climate zones. (Biomes) Children know why settlers would choose to live in certain geographical areas. (Biomes/Economic Activity)	Children know how humans use water at different stages of the hydrological cycle. (Rivers inc. water cycle)	Children know the similarities and differences in lifestyle and culture between the diverse areas of Asia when compared to the UK. (Lifestyle/ culture) Children know how the choices we make for sustainable and unsustainable living have an impact on the world around us. (Sustainability)	Children know how to describe key aspects of human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. (Local land use) Children know the impacts that natural disasters have on human life and settlement. (Natural disasters)

Aim 2 – Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Understanding processes	What can I see in my local area? Children understand that dropping rubbish hurts the environment within the school grounds. (Children observe and talk about the impact of rubbish on animals, people and the	What is the impact of littering in our local area? Children know that littering impacts their local environment. (Children observe and discuss how litter impacts animals, humans and the environment.)	What effect do humans have on the Great Barrier Reef? Children know the impact of humans on the Great Barrier Reef and understand the conservation projects in place in the area. (Children look at the effect of pollution and plastics on the reefs -	What distinguishes one biome from another? Children know the reliance plants and animals have on each other and can distinguish between biomes. How is the local area used to support activities such as	What is the role of the water cycle in the formation and journey of a river? Children know the journey of a river and the hydrological cycle. (Key terminology to label parts of a river along its journey. Water cycle diagrams.)	How does life in Asia contrast to our own? Children know about lifestyle and cultures in a contrasting continent. They compare this to life in the UK. (A comparison of the UK and our way of life.) Are we killing our planet?	How do natural disasters impact on our lives? Children know about a range of natural disasters, how and why they occur, and the way humans adapt to live with them. (Study of the range of natural disasters, their typical climate-zones

	environment at a basic level.) Where do my family and I live? Children recognise important people to them, live/ work in different places. (Children talk about where people live i.e grandparents, parents, the queen.)	Why might people choose to move to London? Children discuss why people might move from London to Aylesford and vice versa. Children begin to give basic explanations as to why people migrate.	cause, effect and solution.) Why might people choose to emigrate to Queensland? Children begin to give reasons why people might emigrate. (move) (Children think about why people might move from Hastings to Queensland.)	resource distribution and trade? Children know how the geographical features of an area influence socio-economic development.	How do mountains form and alter our landscape? Children know how mountains form and how they alter our landscape. (A study of mountains- The Andes; South America and The Alps; Europe.)	Children know about resource types and availability globally. They comprehend humans' impact - both positive and negative - on the planet and how we can influence this. (A look at sustainability on both a local and global scale, and how this is now beyond the narrow focus of deforestation and is a much wider study based on multiple personal choices.)	and locations, and how life has had to adapt to living with these 'threats'.) How has the local area been developed to be an effective use of land? Children know about the uses of land, specifically in their local area and can form opinions about 'effective' uses of land. (Case study of a specific area of developed land and the infrastructure that needs to be put in place to support this.)
Physical geographical features	Children describe what they see, hear and feel. (Children begin to use basic language such as trees, plants, sea, wind, which links to their daily lives.)	Children know how to use basic geographical vocabulary to describe physical features within the local area. (Focus on Aylesford and London i.e. vegetation, soil, River Medway, hill.) See vocabulary progression for SEN specific vocabulary.	Children know how to use geographical vocabulary to refer to: key physical features in the UK and Non-EU countries. (Focus on Hastings and Cairns i.e. English Channel, Coral Sea, bodies of water, South Pacific Ocean, beach, The Great Barrier Reef, coast.) See vocabulary progression for SEN specific vocabulary.	Children know that the weather and climate impacts how warm or cold it is, how wet or dry it is and how fertile the soil is: children know about survival in extreme environments. (Spreading pollen, seeds.)	Children know the role of tectonic plates, different ways mountains form and their types and make links back to the water cycle.	Children know about weather and climate, coastlines and the impact of climate with a day in the life comparison study.	Children know how tectonics influences the world around us. (Tsunamis (Indian Ocean 2004), floods (local), earthquakes (Japan), forest fires (Australia), volcanoes (Iceland), wind-based (New- Orleans.)
Human geographical features	Children describe what they see, hear and feel. (Children begin to use basic language such as house, farm, school, fire	Children know how to use basic geographical vocabulary to describe human features.	Children know how to use geographical vocabulary to refer to: key human features in the UK and Non-EU countries.	Children know how to use the geographical vocabulary to refer to: Settlement, rivers, quarries, hop fields, transportation of	Children know about settlement, economic activity, trade and tourism.	Children know about the division between Northern and Southern Asia, settlements and their distribution (capita per KM etc), tourism	Children know about how we try to defend ourselves against disasters- e.g. 'floating buildings', settlement choices, sea-defences.



The Flourish Federation

Geography Curriculum Progression & Sequencing Document

Adopted	September 2022	Review	September 2023
---------	----------------	--------	----------------

	station, which links to their daily lives.)	(Focus on Aylesford and London i.e. village, shops, city, landmarks.) See vocabulary progression for SEN specific vocabulary.	(Focus on Hastings and Cairns i.e. town, railway, port, harbour.) See vocabulary progression for SEN specific vocabulary.	materials, paper mills, roads, gateway to Europe.		and the impact the weather has on people's day-to-day lives. Children know and apply the key vocabulary: renewable (hydro, solar, wind power)/ non-renewable energy sources (coal, oil, natural gas), deforestation in the Amazon, mining, clean living/ green living including dietary choices- veganism, over- fishing, other forms of pollution and how we can counter them.	Children know about quarrying and the uses afterwards (Leybourne lakes), housing developments, Hermitage quarry, building on green and brown belt land. Children learn what we would need to support housing developments- infrastructure, schools, roads, doctors, shops and recreational areas. How will the area look in 10-20 years?
Spatial variation Physical composition of the land.	Children know there are more people in their class than in their house. Children know there are more people in the whole school than their class.	Children know there are more people in the whole of the UK than in England as a country. Children know that Aylesford is rural and London is urban.	Children know that some continents have a higher population in comparison to other continents in reference to hot and cold places. Children know that the human and physical features in different locations vary in composition. (e.g. Hastings/ Queensland, hot and cold places.)	Children know that biomes differ from one another in their physical geographical composition. (Children know the composition of land - e.g. woodland, vegetation, desert, etc.)	Children know how bodies of water on a map vary depending on location – manmade, natural, re-use. Children know how to recognise land above sea level and identify ranges globally.	Children know that global resources are grouped within certain areas of the world, varying in quantity depending on location. Children know how to compare population density, city size, areas of nature and recreation.	Children know how to identify how tectonic plates influence the composition of the planet (e.g. mountain ranges, etc). Children know that decisions on local land use influence the physical composition of the land.
Change over time (temporal variation)	Children understand that changes happen throughout their daily life. (Children know they grow older each year and that timetables	Children know that weather changes over the course of the year and impacts the activities & choices of humans.	Children know the impacts that humans have had on the environment have changed over time. Children know the population of local areas	Children know how differing seasons affect biomes. Children know that population density and land use varies over time, linked to socio-	Children know that the journey of a river (or body of water) can adapt over time. Children know that tectonic plates, over an extended period of time,	Children know that population density and land use varies over time, linked to socio-economic activity - global comparison.	Children know that tectonic plates are constantly moving and this alters the landscape over time. Children know that the local area has developed in its social



The Flourish Federation Geography Curriculum Progression & Sequencing Document

Adopted	September 2022	Review	September 2023
---------	----------------	--------	----------------

	change throughout the day etc.)	(Children know the weather changes with the seasons.)	have increased or decreased over time. (Changes to the amount of plastics around the Coral Reef etc.)	economic activity - local scale.	create mountain ranges and alter the landscape.		and economic use over time and how this has altered physical composition.
--	---------------------------------	---	--	----------------------------------	---	--	---

Aim 3 – are competent in the geographical skills needed to:

- collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Data	Children are given opportunities to: -collect qualitative data by discussing their observations with teachers and peers. -collect quantitative data through observations of their environment. (E.g. counting parked cars at the start/ end of the day/ observing the number of children in their class)	Children make observations and discuss the world around them. Children go on seasonal walks and look at the physical/ human features which are impacted. Children use qualitative data (photos, observations) to gather evidence to form an opinion. Children take photos of the local area and use this to inform their discussions with each other.	Children use qualitative data from maps. Children answer questions about hot and cold places using map data. Children use quantitative data (tally charts, tables) and qualitative data to form more accurate opinions or judgements. Children count litter/ pollution that can be seen by the seaside. Children talk to local residents about living where they do.	Children can collect a range of weather data to contextualise the local environment to that of biomes. (Children measure local temperature, rainfall, hours of daylight for use as a comparative tool across biomes.) Children can interpret qualitative and quantitative map data to identify areas of economic activity. (River trade routes.)	Children know how to identify and explain gradual changes in river paths and sizes. Children know how to present erosion data to highlight the speed at which it occurs. Children know how to identify and explain how altitude data works in relation to river courseways and flooding.	Children know how to use qualitative and quantitative data (including contour lines) to explain some of the reasons for differences in lifestyle between cultures. Children know how to ask questions and collate data to explain how choices in human behaviour affect our world.	Children know how to analyse, compare and predict the use of land in their local area using a range of data sources. Children know how to analyse data surrounding natural disasters, and can form their own predictions on how this can affect both human and physical geography.
Interpret a range of sources (mapping progression including	Children are given opportunities to create a map of their favourite place.	Children know that an atlas contains world maps and they can	Children know how to use a world map/globe to locate the seven	Children know how to use world maps and globes to introduce	Children know how to read and interpret the key for maps of Europe and South America and	Children know how to read and interpret the key for maps of the	Children know how to locate places using 6 figure grid references.

diagrams, globes, aerial photographs and GIS)	(Maps of their outside area/ park/ bedroom.)	locate the UK & surrounding seas. Children know that maps have basic symbols on them which represent importance. Children are introduced to aerial imagery. Children can map weather data on a map of the UK, adding simple symbols.	continents and five oceans. Children know the four compass directions (N, E, S, W). Children know how to add information to a simple map and can include symbols in a key. Children know how to devise a simple aerial map. Children will know how to use a map for a local scale study. Children will know key map features.	latitude, longitude, and climate patterns. Children know how to apply developing compass skills- using the 8 compass points. (NE, SE, SW, NW) Children know how to locate capital cities within the UK. Children know how to read and interpret the key for maps of the local area.	can understand the concept of scale. Children know how to investigate mountains using Google Earth and Digimap for Schools. Children know how to read and use 4 figure grid references.	Amazon, Asia and the wider world. Children know how to apply and are developing compass skills. (NNE, SSW, etc.) Children know how to read contour lines on a map and can use this to discuss gradients.	Children know how to create their own maps applying knowledge of grid references, compass skills and appropriate symbols.
Communicate geographical information	Children are given the opportunity to use small world play or the roleplay area to represent a visited place. Children express their feelings about places that they have visited. (Children say what they like/ dislike.)	Children notice and describe patterns. Children know how to interpret and create a range of labels. Use vocabulary from the federation's vocabulary progression to communicate their thinking. See vocabulary progression for SEN specific vocabulary. Use images and maps of the UK to talk about everyday life. i.e where they live.	Children speak and write about, draw and observe in order to describe simple geographical concepts such as what they can see and where it is. Use vocabulary from the federation's vocabulary progression to communicate their thinking and opinions. See vocabulary progression for SEN specific vocabulary. Use images and world maps/ globe to talk about their thoughts and opinions.	Children know how to apply some key geographical vocabulary and source material/data in response to their enquiry question.	Children know how to respond to an enquiry question by presenting a range of appropriate data, using appropriate and accurate use of geographical vocabulary and building on prior geographical concepts.	Children know how to address an inquiry question, beginning to understand how to use a range of geographical information, data, prediction and opinion to support their argument. Children know how to generate their own inquiry question and understand how they can work towards work towards a response – Baseline specific	Children are able to convey effectively a range of geographical information, using supporting data, prediction and opinion to address an enquiry question. (Children can write and present a discursive argument.)