



Our Golden Threads: vocabulary, knowledge of the world and promoting diversity

Our curriculum is knowledge based and designed to have an impact on long term memory. See long, medium, short term plans and knowledge mats regarding curriculum content and coverage. The following outlines the progress expected within the subject and helps to ensure and track progression throughout the school in our mixed age classes.

Due to the impact of Covid, teachers assess children at the beginning of units of work and track back through the colours when necessary, to fill gaps and ensure sound understanding before moving on.

Curriculum Progression in Geography

	Rainbow reference	Geographical study and Fieldwork Children can:	Maps Children can:	Knowledge and understanding Children can:
Pre-school	White	Explore their immediate environment		Know about different places they have experienced
Reception	Red	Explore their immediate environment Talk about what they like about the immediate environment Enjoy books about places	Know about the layout of the school and follow instructions to use the building Play with a globe	Know about different places they have experienced Know about different places in the world from festivals celebrated Show interest in a continuous provision area such as a travel agents
Year One	Orange	Show interest in what they see in field work Record what they have seen, in simple ways, including pictures and diagrams with labels Remember and talk about what was seen Use a digital cameras to record what they see Collect simple statistics – longest, shortest, highest Fill in and use a class weather chart	Use simple blocked maps and plans Make simple plans and talk about them Mark the location of the school on a simple local map Identify where they have been on holiday, using a map	Describe places using their characteristics and simple vocabulary – e.g. house, street, wood Make lists of places with similar characteristics – e.g. the seaside, towns Talk about places seen in books, videos, internet Describe different types of buildings Understand the concept of close and far away

Year Two	Yellow	<p>Ask simple geographical questions</p> <p>Take and use digital photographs</p> <p>Make detailed sketches whilst on field work and/or draw labelled diagrams</p> <p>Discuss changes in weather and seasons from a chart</p> <p>Use tally charts and simple tables to collect information</p>	<p>Identify features on a map</p> <p>Know the main aspects of the British Isles using maps</p> <p>Draw simple maps and plans, sometimes with keys</p> <p>Make a plan of the classroom</p> <p>Mark some locations on a map of UK – our town, our school visit, my holiday</p> <p>Identify the main regions of the world – continents, equator, tropics</p> <p>Begin to use concepts of NSEW</p>	<p>Recognise characteristic physical and human features of places - built up, noisy, busy ..</p> <p>Identify parts of some physical features – e.g. coast</p> <p>Understand similarities and differences in places</p> <p>Use aerial photographs to identify land use and other geographical features Know that places are linked by paths or roads</p> <p>Express views about local area and environment</p> <p>Use vocabulary of size to classify – hamlet, town, city</p>
Year Three	Green	<p>Use prediction and prior knowledge to find out about unknown places, and combine this with observation</p> <p>Use a range of primary and secondary sources, including the internet, Google Earth, and questionnaires</p> <p>Suggest own ways of presenting information, including graphically and in writing</p> <p>Make detailed and labelled field sketches</p> <p>Make field measurements over time</p> <p>Collect statistics and present them appropriately</p> <p>Record information on charts, graphs and tables</p> <p>Collect temperature and rainfall using a range of instruments, and compare these with information from the internet to discuss weather and climate</p> <p>Begin to use the computer to draw graphs</p>	<p>Draw maps of local places, including sketches from field work</p> <p>Use and draw maps with a simple key</p> <p>Use maps with simple grid references</p> <p>Work out routes on maps and plans</p> <p>Find longest and shortest routes using maps</p> <p>Plan routes using 4 points of the compass</p> <p>Compare information from atlases with that from a globe</p> <p>Use atlases which show physical and human features</p> <p>Use contents and index pages of an atlas</p>	<p>Work out a location using a range of information</p> <p>Understand the different uses of different places</p> <p>Understand that different places may have similar / different characteristics and give reasons for these</p> <p>Understand and use the concept of reciprocal link between physical and human features</p> <p>Describe and identify how a place has changed</p> <p>Understand how economic development can change a place Identify the parts of a river, and land use around and how these can change people’s lives</p> <p>Express views and recognise how people affect the environment, summarising the issues</p> <p>Suggest ways of improving local environment</p> <p>Understand how weather changes an environment</p> <p>Know the difference between weather and climate</p>

				Suggest ways towards a reduction in climate change
Year Four	Blue	<p>Draw on own knowledge and understanding when setting up a field work investigation</p> <p>Examine, question, analyse what is discovered, using a range of evidence</p> <p>Discriminate between different sources of information</p> <p>Test conclusions for accuracy</p> <p>Measure wind speed, rainfall and noise levels</p> <p>Make good use of ICT in charts and graphs</p> <p>Use a database to find out information</p> <p>Make a database to record information</p> <p>Prepare questionnaires to investigate people's views on an environmental issue</p> <p>Offer explanations for some features seen in field work, underlying reasons for observations, giving own views and judgements</p>	<p>Read and use the symbols on an OS map</p> <p>Use four figure grid references to locate points on a map</p> <p>Identify time differences around the world</p> <p>Plan a route and work out distance using map scales</p>	<p>Begin to recognise geographical patterns, and identify through aerial photographs</p> <p>Understand why people choose to live in contrasting areas</p> <p>Compares the lives of people in two different environments or places</p> <p>Understand how people can both improve and damage the environment</p> <p>Explain the process of erosion and deposition, and its effects on people</p> <p>Consider the future of some physical and human features, based on an understanding of change</p> <p>Explain their own views on environmental change and topical issues and compare these with the views of others, evaluating the arguments of each</p>
Year Five	Indigo	<p>Suggest suitable questions for a field work study</p> <p>Rank information found into order of importance</p> <p>Come to accurate conclusions, using information</p> <p>Make careful measurements - e.g. rainfall, noise level, distance</p> <p>Collect statistics about people and places</p> <p>Begin to use a range of graphs, including pie charts</p>	<p>Work out a journey time, using their knowledge of time zones</p> <p>Use and understand simple scale</p>	<p>Begin to understand geographical pattern – e.g. industry by a river</p> <p>Describe and begin to explain patterns and physical and human changes</p> <p>Describe how change can lead to similarities between different places</p> <p>Justify own viewpoint or decision, and use new information to adapt their own viewpoint</p>
Year Six	Violet	<p>Suggest relevant issues for further study</p> <p>Carefully select sources of evidence, and sift information</p> <p>Collect statistics about people and places, and set up a database from fieldwork or research</p>	<p>Use 6 figure grid references</p> <p>Use a compass to follow a route</p>	<p>Suggest how human activities can cause changes to environment and to the different views people hold</p> <p>Recognise dependent links and relationships in both human and physical geography</p>

		Analyse data – e.g. population data - using similarity and difference Speculate and hypothesise about what is found Suggest plausible conclusions, and back up with evidence		Make a plausible case for environmental change Interpret other people’s arguments for change, analysing and evaluating their viewpoints
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