



Dringhouses

Primary School | York

Dringhouses Discovery Curriculum - Geography Curriculum Progression Plan

Intent - At Dringhouses, our geography sessions aim to equip children with the skills and knowledge to understand our changing world and inspire children to contribute responsibly to its development. We are committed to supporting sustainability and promoting an awareness of global issues through discussions sparked by the news and weekly assemblies.

Implementation - At a whole school level, we ensure all areas of the geography programme of study from the National Curriculum are covered in depth and that there is a clear progression of skills (which can be seen through our planning, children's work and the progression grids). The children's knowledge and skills, as a result, are built on year-on-year for geography. Objectives are covered appropriately to ensure key skills and knowledge are revisited in different ways throughout the school, where appropriate, giving these chance to be embedded.

Impact - "Pupil voice shows that children enjoy geography and can talk confidently about what they know. They made good cross-curricular links with other subjects such as science and RE. In the most recent subject leader monitoring, there was an obvious progression of knowledge and skills throughout the school with evidence of children building on these year on year. This can be seen clearly in pupils' books. Our data shows a high percentage of children achieving the expected standard for our school in geography at the end of each key stage. Our learning projects expose our children to many geographical concepts and skills which are taught at secondary school, allowing them to form a solid foundation to build on during their later education.

| Geography | Early Years | Key Stage 1 | Lower Key Stage 2 | Upper Key Stage 2 |
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| Skills | <p>ELG: People, Culture and Communities</p> <p>I can use world maps and globes to recognise there are many countries around the world. (KPI)</p> <p>I can use observation, discussion, stories, non-fiction texts and maps to describe my immediate environment. (KPI)</p> <p>I can identify and use basic symbols on a map. (KPI)</p> | <ul style="list-style-type: none"> I can use world maps, atlases and globes to identify the United Kingdom and its countries, as well as their capital cities and a human feature there (e.g. a famous castle). (KPI) I can use world maps, atlases and globes to identify the United Kingdom and its surrounding seas. (KPI) I can use world maps, atlases and globes to identify the North and South Pole, equator, seven continents (including Africa) and five oceans. (KPI) I can use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. (KPI) I can use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features at the coast. (KPI) I can devise a simple map of a coastal area and use and construct basic symbols in a key. (KPI) | <ul style="list-style-type: none"> I can use maps, atlases, globes and digital/computer mapping to locate some of the countries within Europe and South America, five major cities across the continents, their environmental regions, and key physical and human characteristics. (KPI) I can use maps, atlases, globes and digital/computer mapping to locate the equator, northern hemisphere, southern hemisphere, Arctic and Antarctic Circle, on a world map. (KPI) I can use maps, atlases, globes and digital/computer mapping (e.g. Google Maps/Earth) and Ordnance Survey maps to 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). (KPI) I can use the eight points of a compass, four-figure grid references, | <ul style="list-style-type: none"> I can use maps, atlases, globes and digital/computer mapping to locate some of the countries within Europe and North America, five major cities across the continents, their environmental regions, and key physical and human characteristics. (KPI) I can use maps, atlases, globes and digital/computer mapping to locate the equator, northern hemisphere, southern hemisphere, and lines of latitude (including Arctic and Antarctic Circle, Tropics of Cancer/Capricorn, , the Prime/Greenwich Meridian and time zones) on a world map. (KPI) I can use maps, atlases, globes and digital/computer mapping (e.g. Google Maps/Earth) and Ordnance Survey maps to 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 |

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| | | <ul style="list-style-type: none"> I can use simple fieldwork and observational skills to study the geography of our school and its grounds and the key human and physical features of Dringhouses. (KPI) | <p>symbols and key (including the use of Ordnance Survey maps) to build my knowledge of the United Kingdom and the wider world. (KPI)</p> <ul style="list-style-type: none"> I can use fieldwork skills 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. (KPI) | <p>patterns. (KPI)</p> <ul style="list-style-type: none"> I can use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build my knowledge of the United Kingdom and the wider world. (KPI) I can use fieldwork skills 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. (KPI) |
| Powerful Knowledge | <p><u>People, Culture and Communities</u></p> <ul style="list-style-type: none"> Children will know about features of the immediate environment. Children will know that people around the world have different religions. Children will know about people who help us within the community. Children will know that simple symbols are used to identify features on a map. Children will know that there are many countries around the world Children will know that people in other countries may speak different languages. <p><u>The Natural World</u></p> <ul style="list-style-type: none"> Children will talk about features of the environment they are in and learn about the different environments. Children will make observations about plants discussing similarities and differences. Children will make observations about animals discussing similarities and differences. Children will know some important processes and changes in the natural world, including states of matter. | <p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> I can name and locate the world's seven continents (Europe, Africa, Asia, Antarctica, North America, South America and Australia/Oceania) and five oceans (Atlantic, Indian, Pacific, Southern and Arctic). (KPI) I can name, locate and identify characteristics of the four countries (England, Northern Ireland, Scotland and Wales) and capital cities (London, Belfast, Edinburgh, Cardiff) as well as a human feature there (e.g. a famous castle) of the United Kingdom and its surrounding seas Northern Sea, Irish Sea and English Channel. (KPI) I know that countries are part of a continent and can give examples (Kenya - Africa and the England - Europe) I know that the difference between oceans and seas is seas are smaller than oceans and are usually located where the land and ocean meet. Seas are partially enclosed by land. Seas are found on the margins of the ocean. <p><u>Place knowledge</u></p> <ul style="list-style-type: none"> I can understand 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. (Nairobi - Africa and York - UK; Nuuk - Greenland) (KPI) | <p><u>Locational Knowledge</u></p> <ul style="list-style-type: none"> I can locate the world's countries (Greece, Egypt, Mexico, Italy, England, Wales, Scotland, Meso America, northern Costa Rica, Nicaragua, Honduras, El Salvador, Guatemala, Belize, and central to southern Mexico, Brazil) using maps to focus on Europe (including the location of Russia) and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. (KPI) I can identify different countries on a map of Europe (Italy, United Kingdom, Spain, France, Greece) including locating their capital cities (London, Belfast, Edinburgh, Cardiff, Dublin, Paris, Madrid, Rome, Athens) and bordering countries. I can locate Egypt and Europe on a world map and understand that it is a transcontinental country spanning Asia and Africa. I can explain how the environment changes throughout Egypt and name its major physical and human characteristics and cities. I can name and locate counties (North Yorkshire, Cumbria, East Riding) and cities (York, London, Cardiff, Newcastle, Edinburgh, Manchester, Belfast, Inverness, Leeds, Liverpool) 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 | <p><u>Locational Knowledge</u></p> <ul style="list-style-type: none"> I can locate the world's countries (United States of America, Canada, Mexico, Sweden, Norway, Denmark) using maps to focus on Europe (including the location of Russia) and North America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. (KPI) I can locate America, as well as key states, environmental regions, physical and human characteristics, and major cities (Alaska, Nevada (Las Vegas), New York state (New York) location of Washington DC) I can name and locate Sweden, Norway and Denmark, and name this area as Scandinavia, a sub-region of Northern Europe, and explore its relation and proximity to the Arctic Circle, explaining how this impacts the topographical features there (the Norwegian Fjords, the flat areas of Denmark and the archipelagos of Sweden and Norway.) I can name and locate counties (North, South, East, West Yorkshire, Lancashire, County Durham) and cities (York, Ripon, Leeds, Hull, Bradford, Wakefield) 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 with a focus on York and North Yorkshire (including Howardian Hills, |

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| | | <p>Human and physical geography</p> <ul style="list-style-type: none"> • I can identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. (KPI) • I know that a season is one of the 4 divisions of the year (Spring, Summer, Autumn and Winter) and that this is different to the weather (rain, sun, clouds, wind etc) and that contrasting locations around the world have different weather patterns in these seasons. • I know the seasonal and daily weather patterns in the UK (York). • I know that the Equator is an invisible line that goes around the middle of the earth where it is generally the hottest. • I know that the North and South poles are at the top and bottom of the earth where it is the coldest. • I can use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. (KPI) • key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. (KPI) • I know the physical and human features at the coast (e.g. lighthouse, pier, beach, cliff, coast, sea, ocean). | <p>of these aspects have changed over time with a focus on York and North Yorkshire. This is covered through a local study of York, York's rivers, flood patterns and the land use, a comparison of the Lake District and North Yorkshire, a comparison of the Amazon Rainforest and Sherwood forest. (KPI)</p> <ul style="list-style-type: none"> • I can explain how settlements have changed over time e.g York's flood defences and bridges. . • I can identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere and the Arctic and Antarctic Circle. (KPI) <p>Place Knowledge</p> <ul style="list-style-type: none"> • I can make comparisons (using geographical similarities and differences through the study of human and physical geography) between a region of the United Kingdom (North Yorkshire), a region in a European country (Greece), and a region within South America (Amazon) (KPI) • I can explain that these differences exist between North Yorkshire and Amazon because of their physical environments and the way people live, as well as their differing climate zones, biomes and vegetation belts, types of settlement and land use. Using rivers as a focus for comparison. <p>Human and Physical Geography</p> <ul style="list-style-type: none"> • I can describe and understand key aspects of: physical geography, including: climate zones, rivers, volcanoes and earthquakes, and the water cycle (KPI) • I can describe and understand 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. (KPI) • I can explain the position of the key rivers in and around York and how these have affected and been | <p>North York Moors, Yorkshire Dales, coastal towns including Whitby and Scarborough). (KPI)</p> <ul style="list-style-type: none"> • I can 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 (including day and night). (KPI) • I can name and locate the different time zones on a world map and explain that time zones are divided by imaginary lines called meridians which run from the north pole to the south pole. • I can explain that as the Earth rotates on its axis, it causes day and night time around the world depending on which countries the sun is shining on. <p>Place Knowledge</p> <ul style="list-style-type: none"> • I can make comparisons (using geographical similarities and differences through the study of human and physical geography) of a region of the United Kingdom (York and North Yorkshire) a region in a European country (Norwegian Fjords), and a region within North America (Nevada, US). • I can explain that these differences exist between the regions of N Yorkshire, the Norwegian Fjords and Nevada because of their physical environments and the way people live, as well as their differing climate zones, biomes and vegetation belts, types of settlement and land use. <p>Human and Physical Geography</p> <ul style="list-style-type: none"> • I can describe and understand key aspects of: physical geography, including: biomes and vegetation belts, mountains, volcanoes and earthquakes (KPI) • I can explain that the three major climate zones on Earth are the polar, temperate, and tropical zones. • I can explain that the temperatures in these climate zones are determined by the location or latitude of the area. • I can explain that biomes are areas of |
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| | | | <p>impacted by land use and economic activity over time.</p> <ul style="list-style-type: none"> • I know about the course of a river, why most cities are located next to rivers and can name and locate some of the world's most famous rivers. I know why ports are important and the role they play in distributing goods around the world. • I can explain how the distribution of natural resources and the physical features such as the River Nile impacted on settlement and trade links during the Ancient Egyptian time. • I can explain how and why people chose to settle in certain counties in relation to their access to natural resources and how this has impacted the economy and land use in different areas across the UK. | <p>the planet with similar climates, landscapes, animals and plants.</p> <ul style="list-style-type: none"> • I can explain that what lives in each biome depends on: how warm or cold it is, how dry or wet it is, how fertile the soil is. • I can name the six types of biome: rainforests, deserts, savannah, woodlands, grasslands and tundra. • I can name a key feature of each of these biomes. E.g. rainforests are hot and wet all year, and they are rich in plants and animals. • I can explain that vegetation belts are areas of the world with distinct plant types dependent on the climate they are in and that these plants (together with the animals that live here), have had to make adaptations to survive. For example, plants in the desert have adapted to the dry conditions with long roots, small leaves, stems that store water and prickly spines. • I can explain that mountains rise high above the land around it and the highest point is called a summit or peak. I know that a mountain is only considered a mountain if it is over 300 metres. • I can explain that a mountain range is a group or chain of mountains that are close together. • I can name the world's most well-known mountain ranges: the Himalayas, the Alps and the Andes. • I can name the mountain ranges of the UK: the Pennines, Snowdonia, the Cairngorms and the Mourne (in Northern Ireland). • I can name the tallest mountains in each part of the UK: Ben Nevis (Scotland), Scafell Pike (England), Snowdon (Wales), Slieve Donard (Northern Ireland). • I can name the different types of mountain: fold, fault-block, dome and volcanic. • I can explain that mountains are formed when plates, pieces of the Earth's crust, collide with one another and force/push the earth between them upwards. • I can describe the climate of a mountain (higher=colder) and the |
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| | | | | <p>habitat changes from forest to bare outcrops/rock.</p> <ul style="list-style-type: none"> • I know that mountains are difficult places to live because of the high altitude, harsh weather and unsuitable ground for farming. • I can name and locate some of the world's most famous volcanoes. • I can describe the different parts of a volcano including the mantle, outer core, inner core, magma. • I know that volcanoes are categorised as active, dormant and extinct. • I can explain the positive and negative effects of a volcanic eruption (creates fertile land for farming, heat can be used to make electricity - serious damage to towns and farmland, breathing problems, unsafe for flights so air travel stops). • I can explain that an earthquake is when tectonic plates in the Earth's crust move suddenly near fault lines (cracks in the Earth's crust). • I can explain that earthquakes are measured by the Richter magnitude scale and this tells us how strong the earthquake is. • I can describe and understand 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. (KPI) • I can explain the differences between a hamlet, village, town and city. • I can explain the differences between urban and rural settlements. • I can explain how the trade of food was impacted during WW2 and how it resulted in rationing. • I can explain how the Vikings developed and expanded trade links. |
| Key Vocabulary | Park, woodland, moor, pond, houses, roads, trees, shops, church, school, religion, culture, countries, festivals, celebrations, England, York, India, world, earth, occupations, job, community, sea, ocean, China, weather, seasons, wind, rain, sun, frost, hail, cloud, nature, plants, stem, leaf, petal, root, woods, gardens, park, globe, atlas, country, world, map, land, minibeast, countries, language, map, | United Kingdom, England, Scotland, Wales, Northern Ireland, London, Cardiff, Edinburgh, Belfast, North Sea, Irish Sea, English Channel Key physical features: Beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather, seaside, beach, weather, town, country. | four countries and capital cities of the United Kingdom and its surrounding seas, United Kingdom, England, Scotland, Wales, Northern Ireland, town, city, village, sea, beach, hill, mountain, London, Belfast, Cardiff, Edinburgh, capital city, world map, continent, ocean, Europe, Africa, Asia, Australasia, North America, South America, Antarctica world's seven continents and five oceans, South | county, country, town, coast, physical features, human features, mountain, hill, river, sea, climate, tropics, tropical, of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, county, country, town, coast, human features, landscape, feature, population, land use, retail, leisure, housing, business, industrial, agricultural, |

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| | <p>globe, atlas, land, symbol, religion, same, different, nature, town, city.</p> | <p>Key human features: buildings, city, town, village, factory, farm, house, office, port, harbour, shop church, playground, park address, near, far, travel, journey, routes, shop,</p> <p>Directional language – North, South, East, West, left, right, forwards, backwards, map, country, sea, land, journey</p> | <p>America, London, Brasilia, compare, capital city, China, Asia, country</p> <p>Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather;</p> <p>Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. county, country, town, coast, physical features, human features, mountain, hill, river, sea,</p> <p>Climate, tropics, tropical, of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle, county, country, town, coast, human features, landscape, feature, population, land use, retail, leisure, housing, business, industrial, agricultural,</p> <p>mantle, outer core, inner core, magma, volcano, active, dormant, extinct, earthquake, epicentre, shock wave, magnitude, tsunami, tornado, climate, tropics, deforestation, evaporation, water cycle, evaporation, condensation, precipitation, cooling, filter, pollution, settlement, settler, site, need, shelter, food, sketch map, map, aerial view, feature, annotation, landmark, distance, key, symbol, land use, urban, rural, population, coordinates, atlas, index, coordinates, latitude, longitude, contour, altitude, peaks, slopes, continent, country, city, North America, South America, border, key, climate, human geography, land use, settlement, economy, natural resources, environmental disaster, resources, services, goods, electricity, supply, generation, renewable, non-renewable, solar power, wind power, population, similarities, differences, farming, culture, Africa, Kenya, Nairobi, river, desert, volcano, compass, 4-point, direction, North, East, South, West, plan, record, observe, aerial view, key, map, symbols, direction, position, route, journey, the UK, changes, tally chart, pictogram, world map, country, continent, human, physical plan, record, observe, aerial view, key, symbols, direction, position, route, the UK, changes, tally chart, pictogram, world map, country, continent, human, physical. biomass, origin, import, export, trade, efficiency, conservation, carbon footprint, peak, plateau, fold mountain, fault-block mountain, dome mountain, volcanic mountain, plateau mountain, tourism, positive, negative, economic, social, environmental, atlas, index, coordinates, latitude, longitude, key, symbol, Ordnance Survey, legend, borders, fieldwork, measure, observe, record, map, sketch, graph,</p> | <p>mantle, outer core, inner core, magma, volcano, active, dormant, extinct, earthquake, epicentre, shock wave, magnitude, tsunami, tornado, climate, tropics, deforestation, evaporation, water cycle, evaporation, condensation, precipitation, cooling, filter, pollution, settlement, settler, site, need, shelter, food, sketch map, map, aerial view, feature, annotation, landmark, distance, key, symbol, land use, urban, rural, population, coordinates, atlas, index, coordinates, latitude, longitude, contour, altitude, peaks, slopes, continent, country, city, North America, South America, border, key, climate, human geography, land use, settlement, economy, natural resources, environmental disaster, resources, services, goods, electricity, supply, generation, renewable, non-renewable, solar power, wind power, population, similarities, differences, farming, culture, Africa, Kenya, Nairobi, river, desert, volcano, compass, 4-point, direction, North, East, South, West, plan, record, observe, aerial view, key, map, symbols, direction, position, route, journey, the UK, changes, tally chart, pictogram, world map, country, continent, human, physical plan, record, observe, aerial view, key, symbols, direction, position, route, the UK, changes, tally chart, pictogram, world map, country, continent, human, physical. biomass, origin, import, export, trade, efficiency, conservation, carbon footprint, peak, plateau, fold mountain, fault-block mountain, dome mountain, volcanic mountain, plateau mountain, tourism, positive, negative, economic, social, environmental, atlas, index, coordinates, latitude, longitude, key, symbol, Ordnance Survey, legend, borders, fieldwork, measure, observe, record, map, sketch, graph,</p> |
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| | | | continent, human, physical. | |
| Long Term Planning Link | <p><u>What makes us special?</u> Exploring local environment</p> <p><u>Do we all celebrate the same things?</u> Similarities and differences between religious and cultural communities</p> <p><u>Where in the world do you live?</u> Similarities and differences between this country and other countries</p> | <p>A Autumn 1: Who are you? (Geographical skills and fieldwork; Human Geography)</p> <p>A Spring 1: - Digging for Dinosaurs (Locational knowledge: continents and oceans)</p> <p>A Spring 2: Going on Safari (- Human and Physical Geography - Place knowledge - Geographical skills)</p> <p>A Summer 1: Once Upon a Story (- Place Knowledge - Physical geography)</p> <p>A Summer 2: Inside the castle walls (Place knowledge)</p> <p>B Autumn 1: Totally Locally (Human and Physical geography Geographical skills and fieldwork)</p> <p>B Autumn 2: Fire, Fire! (- Locational Knowledge (UK countries and countries)</p> <p>B Spring 1: Iceberg Ahead! (-Human and physical geography)</p> <p>B Spring 2: Art Attack! (- Human and Physical Geography - Geographical Skills and Fieldwork - Locational Knowledge (Continents/Oceans)</p> <p>B Summer 2: Oh I do love to be beside the seaside! (- Human and Physical Geography - Geographical Skills and Fieldwork)</p> | <p>A Autumn: School of Rock (Water Cycle)</p> <p>A Spring: Jungle Run (Physical and Human Geography of a region in South America)</p> <p>A Summer: All Creatures Great and Small (Topographical features of the UK; Physical geography)</p> <p>B Autumn: Leaders and Legacies (Settlements)</p> <p>B Spring: York Glorious York (Study of Human and Physical geography of York-Driver)</p> <p>B Summer: Eureka! (European Borders and Capitals)</p> | <p>A Autumn: A Lasting Legacy (Physical geography of the World)</p> <p>A Spring: Invasions (Physical and Human Geography of a region in a European Country)</p> <p>A Summer: Earth and Beyond (Time Zones and Hemispheres)</p> <p>B Autumn: A Change in Time (Contrasting Locations)</p> <p>B Spring: Our Local History (Study of Human and Physical geography of York-link to York's future)</p> <p>B Summer: What a Wonderful World (Complex Map work linked to topic)</p> |
| Enrichment/ Personal Development | <p>Local area visits (library, church, railway, pond, post office)</p> <p>Fortnightly Forest School sessions</p> <p>Trip to Askham Bryan Wildlife Centre</p> <p>Visits from important people in our community (lollipop man, postman etc)</p> | | B Spring: River Walk | |