

Geography

| Geographical Curricular Goal Progression | | | |
|---|--|---|---|
| | Autumn | Spring | Summer |
| Reception | <ul style="list-style-type: none"> • Describe their immediate environment. • Know some similarities and differences between the natural world around them and contrasting environments. • Explain some similarities and differences between life in this country and life in other countries. • Understand some important processes and changes in the natural world around them, including the seasons. | | |
| Y1 | Recall the route to school using geographical vocabulary. | Use locational knowledge of the UK to discuss the impact human rubbish has on marine life. | Describe the weather making reference to human and physical features in the Local Area. |
| Y2 | Describe the location of continents and oceans using compass directions to identify relative positions. | Compare and contrast the human and physical features of Hull and Yukon to recommend the best place to live. | Present information about the impact of Global Warming on hot and cold areas of the world. |
| Y3 | Identify similarities and differences between job opportunities in Hull and Scarborough based on the human and physical features of each place. | Recommend the most suitable location (Southampton, Hull or Scarborough), utilising knowledge of land use and distribution in the individual places. | Apply their knowledge of European countries and map reading skills to describe sea trade routes. |
| Y4 | Summarise the different settlement types in Europe using locational knowledge. | Describe the impact of volcanoes and earthquakes on human civilisation. | Present reasons for and against living in Venice using knowledge of human and physical features and comparing to life in Hull. |
| Y5 | Interpret data to conclude how the climate impacts on the Key Features in South America. | Construct plans to reduce the impact of deforestation, analysing the reasons for and against. | Evaluate the economic opportunities of the Thames and Amazon and conclude reasons for the differences. |
| Y6 | Review the pros and cons of disposable technology and justify their reasons, referencing the human and physical impact on the land. | Summarise the different biomes and draw conclusions about why people live where they do. | Analyse information about an area of the world to report on a range of environmental, human and physical features and their impact on the population and economic growth. |