

GEOGRAPHY : CURRICULUM PROGRESSION PLAN 2024 - 2025



KS1						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Living in cities <i>Case Study: Preston</i> <i>Contrasting small area in London</i> Disciplinary focus: diversity.	Living in the countryside <i>Case study: Local area: Chipping & Beacon Fell</i> <i>Contrasting small area in countryside: Norfolk Broads/ East Anglia</i> Disciplinary focus: diversity.	The seasons change <i>Case study: local area</i> <i>Contrasting case study of small area in a non-European country: Africa/Asia</i> Disciplinary focus: change.	Where are we? UK map revisit and extend (seas, oceans), capital cities Disciplinary focus: location and graphicacy.	Working hard What is work? (broad definition–paid and unpaid) Disciplinary focus: fieldwork.	Living by the sea <i>Case study: Fleetwood</i> <i>Contrasting case study of a small area on the coast in UK or overseas: Whitby</i> Disciplinary focus: diversity.
Year 2	Living in the mountains <i>Keswick</i> <i>Contrasting Case study: small mountainous area in a non-European country</i> Disciplinary focus: diversity.	Nature all around us <i>Case study: small area in a non-European country</i> Disciplinary focus: interaction (physical-physical)	Visiting new places <i>Case Study: visit to another country</i> Disciplinary focus: diversity.	Weather in our world <i>Case study: small area in a non-European country</i> Disciplinary focus: diversity.	Looking after our world <i>Interaction (human-physical)</i> Disciplinary focus: interaction (human-physical)	Changing our world Disciplinary focus: change.

KS2						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Rivers	Mountains	Settlements & cities	Agriculture	Volcanoes	Climates & Biomes

	<p>Depth focus: River Indus</p> <p>Geographical skills: Using photographs</p> <p>Disciplinary focus: interaction. How do rivers, people and land affect each other?</p>	<p>Geographical skills: Describing location using 4-point compass</p> <p>Disciplinary focus: interaction. How do mountains and people affect each other?</p>	<p>Disciplinary focus: diversity. How are settlements similar and different?</p>	<p>Geographical skills: Optional local fieldwork on local shops - their sourcing, economic and ethical considerations.</p> <p>Disciplinary focus: interaction. How are we connected to farmers?</p>	<p>Geographical skills: Using diagrams, describing distribution</p> <p>Disciplinary focus: interaction. How do volcanoes affect a place?</p>	<p>Geographical skills: World map and key lines of latitude</p> <p>Disciplinary focus: interaction. How does the climate affect the way people live?</p>
Year 4	<p>Rhine & Mediterranean</p> <p>Geographical skills: Extending use of maps and photographs</p> <p>Disciplinary focus: diversity. How are different parts of the Rhine and the Mediterranean used by people?</p>	<p>Population</p> <p>Geographical skills: Thematic maps and using census data</p> <p>Disciplinary focus: diversity. How and why does population distribution vary across Great Britain?</p>	<p>Coastal process & landforms</p> <p>Disciplinary focus: interaction. How does the location of west Wales affect its coast?</p>	<p>Tourism</p> <p>Geographical skills: Interpreting climate data</p> <p>Disciplinary focus: interaction. How do tourists interact with a place?</p>	<p>Earthquakes</p> <p>Geographical skills: Thematic maps</p> <p>Disciplinary focus: interaction. How do earthquakes affect people and environments?</p>	<p>Deserts</p> <p>Geographical skills: Interpreting thematic maps and satellite photographs</p> <p>Disciplinary focus: diversity, Why are deserts located where they are?</p>
Year 5	<p>Why is California so thirsty?</p> <p>Geographical skills: Interpreting a range of thematic maps</p> <p>Disciplinary focus: change. How have the actions of people affected the drought in California</p>	<p>Oceans</p> <p>Geographical skills: Interpreting world and thematic maps</p> <p>Disciplinary focus: change. How can oceans affect human behaviour and settlements?</p>	<p>Migration</p> <p>Geographical skills: Asking questions, eight-point compass</p> <p>Disciplinary focus: change. Why do people migrate?</p>	<p>North & South America</p> <p>Geographical skills: 4-figure references, thematic maps</p> <p>Disciplinary focus: diversity. What are the pros and cons of living in a megacity?</p>	<p>The Amazon</p> <p>Geographical skills: Flow diagrams, interpreting satellite photos.</p> <p>Disciplinary focus: interaction and change. In what ways does the geography of South</p>	<p>Interconnected Amazon</p> <p>Geographical skills: Interpreting and drawing bar graphs, simple enquiry process, questionnaire</p> <p>Disciplinary focus: interaction and change. How does agriculture in the Amazon interact</p>

					America affect life in the Amazon?	with other parts of the world?
Year 6	Energy & Climate Change Geographical skills focus: Interpreting line graphs Disciplinary focus: Interaction. How do local actions in the UK affect global climate?	Ethiopia Geographical skills focus: Population pyramids, longitude and time zones Disciplinary focus: Interaction. How do global changes affect local places in Ethiopia?	Changing Birmingham Geographical skills: Interpretation and presentation of data Disciplinary focus: change. How much did Birmingham change between 1750 and the present day?	Jamaica Disciplinary focus: change. What is a preferable future for Jamaica's tourist industry?	Local area enquiry How do geographers find out about a place? Geographical skills: Ordnance survey maps, 6-figure grid references, enquiry process, local-area fieldwork Disciplinary focus: How geographers investigate a place. Enquiry question to be tailored to the local context and interests of the class.	