



Topic Texts - examples for you to use Literacy Tree units - to be used alongside your topic.

GEOGRAPHY : CURRICULUM CONTENT AND PROGRESSION FRAMEWORK

Topics/Themes/Texts:

The key things we want children to know/be able to do

Sunflowers

Nursery:

These skills to be included through a thematic approach:

- Where in the world with Barnaby Bear or Paddington
- Where I live
- The Seaside

The Lighthouse Keeper's Lunch - Ronda Armitage & David Armitage

Katie Morag's Island Stories - Mairi Hedderwick

Billy's Bucket - Kes Gray & Garry Parsons

All children will be able to:

- Enjoys playing with small-world models such as a farm, a garage, or a train track.
- Notices detailed features of objects in their environment.

Most children will be able to:

- Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.
- Can talk about some of the things they have observed such as plants, animals, natural and found objects.
- Talks about why things happen and how things work.
- Developing an understanding of growth, decay and changes over time.
- Shows care and concern for living things and the environment.

Some children will be able to:

- Looks closely at similarities, differences, patterns and change



<p>Daffodils</p>	
<p style="text-align: center;"><u>Cycle one:</u></p> <p><u>Working alongside Great Fire of London topic</u></p> <p><i>Locational Knowledge - name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas - Finding England, Wales, Scotland and Ireland on a map and their capital cities.</i></p> <p><i>Human and physical features - use aerial photographs and plan perspectives to recognise landmarks and basic - Looking at famous English landmarks in London - London Eye, Tower Bridge, etc. 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 - Describe the location of cities using the correct geographical language.</i></p> <p>A Walk around London- Salvatore Rubbino</p> <p>Story of London Picture Book - Rob Lloyd Jones</p> <p>Atlas of Britain Picture Book - Stephanie Turnbull and Fiona Patchett</p>	<p><u>Reception</u></p> <p>All children will be able to:</p> <ul style="list-style-type: none"> - Look closely at similarities, differences, patterns and change. <p>Most children will be able to:</p> <ul style="list-style-type: none"> - Children know about similarities and differences in relation to places, objects, materials and living things. Talk about the features of their own immediate environment and how environments might vary from one another. - Make observations of animals and plants and explain why some things occur, and talk about changes. <p>Some children will be able to::</p> <ul style="list-style-type: none"> - Know that the environment and living things are influenced by human activity - Can describe some actions which people in their own community do that help to maintain the area they live in - Know the properties of some materials and can suggest some of the purposes they are used for. They are familiar with basic scientific concepts such as floating, sinking, experimentation.



Kellington

Human and Physical features - use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment - Work around and explore Kellington with the children drawing their own simple maps

human and physical features; devise a simple map; and use and construct basic symbols in a key - Work around and explore Kellington with the children drawing their own simple maps and label

Cycle two:

Works alongside Explorers topic

Locational knowledge - name and locate the world's seven continents and five oceans- Label the continents and oceans of the world

Geographical skills and fieldwork - use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage - Label the continents and oceans of the world

Place knowledge - 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 - Link to Christopher Columbus - Compare the UK with South America or the caribbean

Human and physical geography 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 - Link to Christopher Columbus - Compare the UK with South America or the caribbean and an arctic country

Year 1

- Teacher led enquiries, to ask and respond to simple closed questions.
- Use information books/pictures as sources of information.
- Investigate their surroundings
- Make observations about where things are e.g. within school or local area.
- Follow directions (Up, down, left/right, forwards/backwards)
- Draw picture maps of imaginary places and from stories.
- Use own symbols on imaginary map.
- Use a simple picture map to move around the school; Recognise that it is about a place.
- Use relative vocabulary (e.g. bigger/smaller, like/dislike)
- Draw around objects to make a plan.
- Learn names of some places within/around the UK. E.g. Home town, cities, countries e.g. Wales, France.



“Slowly, slowly, slowly,” Said the Sloth - Eric Carle
 Dancing Turtle: A Folktale from Brazil - Pleasant DeSpain
 The Great Explorer - Chris Judge

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 key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Roses

Cycle one:

Working alongside Great Fire of London topic

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A Walk around London- Salvatore Rubbino

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Year 2



Story of London Picture Book - Rob Lloyd Jones

Atlas of Britain Picture Book - Stephanie Turnbull and Fiona Patchett

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- Children encouraged to ask simple geographical questions; Where is it? What's it like?
- Use NF books, stories, maps, pictures/photos and internet as sources of information.
- Investigate their surroundings
- Make appropriate observations about why things happen.
- Make simple comparisons between features of different places.
- Follow directions (as yr 1 and inc'. NSEW)
- Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph)
- Begin to understand the need for a key.
- Use class agreed symbols to make a simple key.
- Follow a route on a map.
- Use a plan view.
- Use an infant atlas to locate places.
- Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map)
- Look down on objects to make a plan view map.
- Locate and name on UK map major features e.g. London, River Thames, home location, seas.
- Find land/sea on globe.
- Use teacher drawn base maps.
- Use large scale OS maps.
- Use an infant atlas



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Tulips

Cycle one:

Works alongside Stone Age topic

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 patterns; and understand how some of these aspects have changed over time - Explore Lyme Regis or similar and explore why fossils are found there.

The Street Beneath My Feet - Charlotte Guillian & Yuval Zommer

Year 3

- Begin to ask/initiate geographical questions.
- Use NF books, stories, atlases, pictures/photos and internet as sources of information. Investigate places and themes at more than one scale
- Begin to collect and record evidence
- Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations.
- Use 4 compass points to follow/give directions:
- Use letter/no. co-ordinates to locate features on a map.
- Try to make a map of a short route experienced, with features in correct order;



Stone Girl Bone Girl - Laurence Anholt and Sheila Moxley

Under Earth, Under Water - Aleksandra Mizielinski & Daniel Mizielinski

Works alongside Ancient Egypt

physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle - Links to pyramids and the river Nile.

A River - Marc Martin - generic river text

The Wind in the Willows - Kenneth Grahame - generic river text

Cycle two:

Works alongside Romans

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - Find where the Romans settled and invade and think about why.

physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle - Mount Vesuvius and Pompeii.

A range of atlas' and maps

Volcanoes and Earthquakes - Kathy Furgang

- Try to make a simple scale drawing.
- Know why a key is needed.
- Use standard symbols.
- Locate places on larger scale maps e.g. map of Europe. Follow a route on a map with some accuracy. (e.g. whilst orienteering)
- Begin to match boundaries (E.g. find same boundary of a country on different scale maps.)
- Begin to draw a sketch map from a high view point.
- Begin to identify points on maps A,B and C
- Use large scale OS maps.
- Begin to use map sites on internet.
- Begin to use junior atlases.
- Begin to identify features on aerial/oblique photographs.

Year 4

- Ask and respond to questions and offer their own ideas.
- Extend to satellite images, aerial photographs
- Investigate places and themes at more than one scale
- Collect and record evidence with some aid
- Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps
- Use 4 compass points well:
- Begin to use 8 compass points;
- Use letter/no. co-ordinates to locate features on a map confidently.
- Make a map of a short route experienced, with features in correct order;
- Make a simple scale drawing.
- Know why a key is needed.
- Begin to recognise symbols on an OS map.



<p><u>Local study</u></p> <p><i>Use fieldwork 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.</i></p> <p><i>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 their knowledge of the United Kingdom and the wider world - look at a range of local maps of the local area focusing on where the vikings settled. Children to create their own maps of the area.</i></p> <p>A range of atlas' and maps</p>	<ul style="list-style-type: none"> - Locate places on large scale maps, (e.g. Find UK or India on globe) - Follow a route on a large scale map. - Begin to match boundaries (E.g. find same boundary of a county on different scale maps.) - Draw a sketch map from a high view point. - Identify significant places and environments - Use large and medium scale - OS maps. - Use junior atlases. - Use map sites on internet. - Identify features on aerial/oblique photographs.
<p>Lilies</p>	
<p style="text-align: center;"><u>Cycle one:</u></p> <p><u>Works alongside Vikings</u></p> <p><i>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 - exploring viking settlements and trade links</i></p> <p>Viking Invasion (I was there) - Stuart Hill</p> <p><u>Works alongside Mayans</u></p> <p><i>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a</i></p>	<p><u>Year 5</u></p> <ul style="list-style-type: none"> - Begin to suggest questions for investigating - Begin to use primary and secondary sources of evidence in their investigations. - Investigate places with more emphasis on the larger scale; contrasting and distant places - Collect and record evidence unaided - Analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations - influence on people/everyday life - Use 8 compass points; - Begin to use 4 figure co-ordinates to locate features on a map.



region in a European country, and a region within North or South America
 - Compare the UK and Mexico

The Princess and the Warrior: A Tale of Two Volcanoes - Duncan Tonatiuh

Dear Primo: A letter to my cousin - Duncan Tonatiuh

Cycle two:

Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle - Ben Nevis, rivers in Northern Europe and Mount Etna

King of the Cloud Forests - Michael Morpurgo - Himalayan mountains

The Brockenspectre - Linda Newbery - Swiss mountains

Works alongside Ancient Greece

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) - Locate significant places as well as the latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones

A range of atlas and maps

Who Let the Gods Out?- Maz Evans

- Begin to draw a variety of thematic maps based on their own data.
- Draw a sketch map using symbols and a key;
- Use/recognise OS map symbols.
- Compare maps with aerial photographs.
- Select a map for a specific purpose. (E.g. Pick atlas to find Taiwan, OS map to find local village.)
- Begin to use atlases to find out about other features of places. (e.g. find wettest part of the world)
- Measure straight line distance on a plan.
- Find/recognise places on maps of different scales. (E.g. river Nile.)
- Draw a plan view map with some accuracy.
- Identify significant places and environments
- Use index and contents page within atlases.
- Use medium scale land ranger OS maps.

Year 6

- Suggest questions for investigating
- Use primary and secondary sources of evidence in their investigations.
- Investigate places with more emphasis on the larger scale; contrasting and distant places
- Collect and record evidence unaided
- Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it
- Use 8 compass points confidently and accurately;
- Use 4 figure co-ordinates confidently to locate features on a map.



Greek Gods & Heroes - Sylvie Baussier & Almasty

A Visitor's Guide to Ancient Greece - Lesley Sims

Works alongside WWII

locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities - Locate the countries involved in allies and enemy countries.

A range of atlas and maps

Anne Frank - Josephine Poole

Letters from the Lighthouse - Emma Carroll

Goodnight Mister Tom - Michelle Magorian

Carrie's War - Nina Bawden

Boy in the Striped pyjamas - John Boyne

- Begin to use 6 figure grid refs; use latitude and longitude on atlas maps.
- Draw a variety of thematic maps based on their own data.
- Begin to draw plans of increasing complexity.
- Use/recognise OS map symbols;
- Use atlas symbols.
- Follow a short route on an OS map. Describe features shown on OS map.
- Locate places on a world map.
- Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns)
- Use a scale to measure distances.
- Draw/use maps and plans at a range of scales.
- Draw a plan view map accurately.
- Confidently identify significant places and environments
- Use OS maps.
- Confidently use an atlas.
- Recognise world map as a flattened globe.



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