WINDHILL PRIMARY SCHOOL

Core themes & Progression of Disciplinary Skills – Geography

Core themes in our geography curriculum: 'Physical geography, 'Location', 'Field Work'.

Throughout our geography curriculum, we ensure pupil's learning builds on what they have previously learnt and base our curriculum content around these three themes.

Disciplinary skills are woven throughout all topics, with clear progression for each Key Stage Phase:

Cycle A	EYFS	Years 1 & 2	Years 3 & 4	Years 5 & 6
Autumn Term		*If you go down to the woods today, what will you find?* Physical geography Location Fieldwork *How is the UK different from the artic regions?* Physical geography Location	*What did the Romans do for Doncaster?* Non-geography topic	*Why is the Earth so explosive?* Physical geography Location Fieldwork
Spring Term		*Which wonder would you visit?* Physical geography Location Fieldwork	*Would you rather live in the UK or Italy?* Physical geography Location	*What impact did the Tudor Monarchy have on Britain?* Non-geography topic
Summer Term		*Why do people love to be besides the seaside?* Physical geography Location	*How would you survive in the rainforest?* Physical geography Location Fieldwork	*How does water shape the world we live in?* Physical geography Location Fieldwork

Cycle B	EYFS	Years 1 & 2	Years 3 & 4	Years 5 & 6
Autumn Term		*Where did all the castles come from?* Location *How do we stay healthy?* Non-geography topic	*How do we know about the Lost Lands?* Non-geography topic	*How advanced were the Maya for their time?* Compare & contrast

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Spring Term		*How has Mexborough changed and what will it look like in the future?* Physical geography Location Fieldwork *Transport* Location	*How did Early Man survive?* Non-geography topic	*Why were the Vikings successful invaders?* Non-geography topic
Summer Term		*Why do people visit London?* Physical geography Location	*Extreme Planet* Physical geography Location Fieldwork	*What happened to all the coal mines?* Physical geography Location Fieldwork

Progression of disciplinary skills

Physical & Human geography	
Year 1 & 2	Name and describe some physical features using photos. Name and describe some human features using photos. Identify what is the same and what is different between two places (e.g., our locality and another). Use simple vocabulary (e.g., near/far, town/countryside, land/sea) to compare places. Talk about where people live and what they do in different places.
Year 3 & 4	Identify and describe key physical and human features in different regions using photos and maps. Compare two places using correct geographical terms, such as climate, population, land use, and terrain. Use maps, photos, and other sources to describe similarities and differences between places. Explain how human and physical features affect each other, like how a river might influence where people build towns.
Year 5 & 6	Use data, maps, and case studies to support comparisons and contrasts. Compare and contrast the geography of region (South Yorkshire) in the UK and abroad, explaining how human and physical features interact. Analyse changes over time (e.g., how land use has changed in an area). Explain how physical geography (like mountains or rivers) influences human activity (e.g., farming, settlement). Reflect on how different environments meet human needs, and how people adapt to their surroundings.
Location	
Year 1 & 2	Name and locate the four countries that make up the UK. Name and locate the capital cities of the UK and its surrounding seas. Name and locate the world's seven continents and five oceans on a map.

	To identify the North Pole, South Pole and equator. Understand and use simple compass direction (North, East, South & West). Use Location and directional language (near, far, left & right) to describe location on a map.
Year 3 & 4	Name and locate the following countries in Europe including their capitals (UK, France, Spain, Italy, Greece, Germany, Rep. of Ireland, Russia & nationalities of pupils). Name and locate Brazil in South America. Know the capital cities of Italy, Greece & Brazil. Name other major cities of the UK (Sheffield, York, Leeds). Identify the position of the Northern and Southern Hemisphere, Tropics of Cancer and Capricorn & Arctic and Antarctic Circle. Understand and use the 8 points of a compass and four figure grid reference.
Year 5 & 6	Name and locate the following countries in North America (Mexico, USA, Canada). Name and locate the region of South Yorkshire. To identify the position and significance of latitude and longitude. Know and explain how time zones work. Understand and use 4 & 6 figure grid references.
Fieldwork	
Year 1 & 2	Use senses to explore local environments (sight, sound, smell). Identify features in the immediate environment (e.g. buildings, roads, natural features). Recognize basic maps and aerial photos (e.g. looking at a simple map of the school). Talk about what they see using basic geographical language (e.g. near/far, left/right). Pose simple geographical questions, e.g., "What is this place like?" or "Why are there more cars here?" Follow a simple route and note changes in the environment. Compare places based on fieldwork (e.g. quiet vs. busy streets).
Year 3 & 4	Collect basic data linked to weather. Rain gauge, temperature, observation. Record data more systematically, including using tables and bar charts. Create different mini biomes (ecosystems) and observe changes over a term. Change one factor of each biome. Make simple comparisons and draw conclusions between the different biomes. Present findings in short written reports, with maps, charts, or diagrams to support their explanation.
Year 5 & 6	Independently interpret results, draw conclusions, and suggest reasons or hypotheses (weather graphs Mexico) Identify simple patterns or trends in data with help. (Mexico weather) Begin to decide what needs to be measured, recorded, or observed with guidance. (River study/habitats (through science) Use simple equipment (e.g., measuring tapes, stop watches) with increasing accuracy – Rivers topic Record findings in labelled diagrams. (Rivers and Habitats)