

Geography progression – Freshford Church School

Geog	Year		G & BTS	Ashe	Mill	Joyce
Autumn	A	<i>What is home?</i>	Locational Knowledge: Freshford village, city vs village- floor plans, location of Freshford on map Place Knowledge: human & physical features Human Geography: using geographical vocabulary to describe key human features Geographical skills: directions L-R, aerial views, symbols, key, NSEW (Y2), use and construct basic symbols in a key	Locational Knowledge: Locate Freshford in UK, identify Stone/Bronze age sites on OS map. Human Geography: From gathering to farming (Stone Age); why and how did change happen (climate drives innovation.) Place Knowledge: caves, incl formation of stalactites and stalagmites Geographical skills: read OS maps and interpret, follow routes, 4 fig grid ref, use a compass to plot a way, eg. out of the forest, using 8 points of a compass ;plan routes on OS maps, 4 fig. grid ref, using compass points	Locational Knowledge: see Summer Term. Geographical skills: plan routes on OS maps, 4 fig. grid ref, using compass points Human Geography: the movement of belief systems and how Christianity spread across the world Place Knowledge and Human Geography: Volcanoes and tectonic plates – their impact on settlements (Pompeii, Vesuvius) Location knowledge: countries of the Roman Empire (see History) Climate and weather: impact of volcanic eruptions on weather.	Locational Knowledge: migration- how mov't of people has shaped maps and borders, Geographical skills: plan a route on OS map using 6 fig grid ref, GPS, W3W Human Geography & Place Knowledge : migration over time Archipelago, island, settlement, transport links, socio economics. Erosion, Sea-level rise, Sustainability, Natural resources, Infrastructure, Climate change. Human response to environmental and economic challenge Location knowledge: locate Freshford in the world and immigration to UK (Caribbean, Europe, wars)

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						Climate and weather: crop failure leading to famine and refugees (Great Famine 1840)
B	<i>Are we born to explore?</i>	Place Knowledge: comparing a small area of the UK a(Freshford & Swift Boxes) to Africa. Continent, distance (near, far) trace Swifts' journey on map Physical Geography: key physical features. Sea Geographical skills: using world maps, atlases and globes to trace journey. Weather and Seasons: Four seasons. How weather affects animals Swifts arrive in the UK in spring/summer The UK is warmer Full of flying insects (food) In winter the UK is colder Has fewer insects.	Human Geography: early exploration by river/sea, resources and value, trade links, distribution of resources, ports and harbours, trade routes. Location knowledge: rivers, mountains, seas (Europe). Geographical skills: 4 points of the compass, 4 fig. grid referencing	Locational Knowledge: the equator, plan routes on OS maps, 4 fig. grid ref, using compass points to circumnavigate the globe, latitude and longitude Human Geography: Place Knowledge: mountains of S America Location knowledge: Amazon River and the countries it flows through; countries that contain Amazon rainforest; identifying S America on map Climate and weather: Rainforest and volcanoes in S America	Locational Knowledge: navigating in Arctic/Antarctic and at sea, time zones. Longitude and latitude, hemisphere, poles Human Geography: Inuits and impact of extreme climates on human settlement Place Knowledge: desert Location knowledge: Arctic/Antarctic Climate and weather: tundra and ice cap climates, polar/frigid zones	

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			Understand that swifts migrate because of weather and food Animals and People share spaces; understand humans can help protect wildlife. Contrast wild and urban places. Locational Knowledge: aerial images, basic symbols Human Geography: where I live and where my family lives, how do I get there? Using geographical vocabulary to describe key human features			
Spring	A	<i>What is a museum?</i>	Geographical Skills and Fieldwork: using maps, atlases and globes to locate the continent of North and South America Place Knowledge: N.American Continent	Locational and Human geographical knowledge: Locating Egypt and the Nile. The importance of the river Nile for trade, transport, farming and settlement. N.America Climate and weather: Desert climate zone (Egypt) and how weather impacted on the	Locational Knowledge: using compass points to circumnavigate the globe, latitude & longitude N.America Human Geography: Place Knowledge: Location knowledge: countries of Europe and their imprint on the rest of the world through early	Locational Knowledge: Human Geography: Impact of human settlement on nature. Place Knowledge: Galapagos, India/Pakistan, Africa, New Zealand, Papua New Guinea/Indonesia N.America

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				preservation of bodies and need for irrigation.	exploration, former colonies (Benin) Climate and weather:	Location knowledge: Galapagos Islands (Darwin & extinction) Climate and weather:
B	<i>Who Can Change the World?</i>	Geographical Skills and Fieldwork: using maps, atlases and globes to locate relevant places	Locational Knowledge: locate world's major rivers, locate our local river Avon and its influence on settlement and economic factors. Human Geography: Physical Geography: water cycle, river and seas, Place Knowledge: Climate and weather: flooding and benefits- Bangladesh and Somerset. How weather affects daily life.	Locational Knowledge: locate world's major rivers, locate our local river Avon and its influence on settlement and economic factors. Human Geography: Physical Geography: water cycle, river and seas, Place Knowledge: Climate and weather: flooding and benefits- Bangladesh and Somerset. How weather affects daily life.	Locational Knowledge: Locate Malawi. Latitude, Southern Hemisphere, neighbouring countries Human Geography: Empathy, vocabulary in context, subsistence farming, limited access to electricity & William's windmill changes lives. Place Knowledge: UK vs Malawi Urban vs rural living. How climate affects jobs and lifestyle. Climate and weather: how does climate affect how people live in Malawi Alternative power & climate change; weather affects daily life and farming. Climate zones. latitude to explain Malawi's hot climate.	Locational Knowledge: Locate Ghana and Cote D'Ivoire. Latitude, hemisphere and the equator; coast and distribution, trade. Human Geography: Empathy, vocabulary in context, subsistence farming. Forced and child labour. Distribution of natural resources incl. energy, food. Cash crop; small farmer vs global company. Export of raw material + processing elsewhere. Profit and subsistence = inequality. Consumer choice and education. Knowledge to justify opinion & statistics to evidence opinion. Solutions eg: fairtrade and open chain.

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					Earthquakes Key Vocabulary Tectonic plates Plate boundary Fault line Seismic waves Epicentre Magnitude Aftershock Human Geography: Children explore how earthquakes affect people: Impact on Humans Damage to buildings and roads; Injuries and loss of life; Homelessness; Damage to water and electricity supplies. Human Responses Earthquake-resistant buildings (science & DT link); Education and preparedness.	Place Knowledge: Ivory Coast, Ghana and chocolate industry. Socio-economic factors. Climate and weather: effect of climate change and over farming on cocoa production. Why narrow equatorial band for cocoa production?
Sum	A	How can we protect our planet?	Place Knowledge: comparing a small area of the UK. Locating Rivers and tracing their courses on maps, lakes,	Locational Knowledge and Geographical Skills: locate Bangladesh on world map, locate world's	Locational Knowledge: River features on OS maps for R.Avon Human Geography:	Locational Knowledge and Geographical Skills: use maps to investigate local issues;

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		<i>What is an environmentalist?</i>	seas. Use atlases, OS maps, globe and google maps. explore in different scales. Aerial view. River to sea. Geographical skills and vocabulary: natural environment. Otter Mammal River, Stream, Lake, Coast Land/water/riverbank Local Habitat Wet / dry Clean water Four seasons. How weather affects animals – water levels, food availability, behaviour Animals and People share spaces; understand humans can help protect wildlife. Contrast wild and urban places. Impact of pollution, human choice and actions.	countries and their key physical and human characteristics Human Geography: how do people adapt to living in flood plains? BoA 2024 Place Knowledge: Why does an area flood? Similarities/difference between flooding here & there. Climate and weather: water cycle	Why people have chosen to live here over time Place Knowledge: earthquakes that lead to tsunamis Climate and weather:	identify coastal OR River features on OS maps: comparisons Human Geography: Kelp forests off Sussex coast – impact and benefit. Cardiff Bay wind farm; solar farms Cornwall & Africa. if Coast; If rivers: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. Place Knowledge: coasts eg N Devon River Avon through Freshford and BoA. Climate and weather: Rising sea levels.
B		<i>What does Shakespeare teach us?</i>	Place Knowledge: identifying features on maps; representing features on maps Physical Geography: key physical features including beach, cliff, coast, hill forest, Island	Weather forecast for storm using vocabulary and geographical language. Human: How storm affects people's lives. Clothing and preparedness	Link back to Volcanic or coral islands. Tropical storms and tornadoes caused by warm air, warm oceans, climate zones	Human and environmental interaction. Risk, response and climate connections. Warm sea temperatures, air pressure systems,

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			Coast, Sea, Weather and Storms: Identify seasonal and daily weather patterns. Rain from clouds; wind moves objects; change the environment. Link to dance and drama.			climate pattern, climate change. Locational storm belts, tropical regions, storm prone coastlines. Human: warning systems, building
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