



Progression in Geography at Riddlesden St. Mary's

Curriculum breadth and depth in knowledge and skills in Geography at Riddlesden St Mary's C of E Primary School

→ Nursery	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Immersive theme of learning including key texts	Theme: All about me and Autumn Text: Owl Babies Key Questions: I wonder what family looks like.	Theme: All about me, Celebrations and Winter Text: We're Going on a Bear Hunt Key Questions: I wonder where this journey will take us.	Theme: Africa Text: Handa's Surprise/ Handa's Hen Key Questions: I wonder what my senses will discover.	Theme: On the Farm Text: James and the Beanstalk/The Enormous Turnip Key Questions: I wonder what magic awaits us at the top of the Beanstalk.	Theme: Traditional Tales Text: Three little pigs / The Gingerbread Man Key Questions: I wonder if a wolf can huff and puff.	Theme: Dinosaurs Text: Dinosaurs in my School/ Dinosaurs in the supermarket Key Questions: I wonder if dinosaurs ever existed.
Experiences	Family pictures, Autumn Walk, Exploring Autumn objects Finding a birds nest Making bird feeders, Diwali	Bear footprints, Sensory Bear Hunt, Real bear hunt around school, winter walk, exploring ice, Bonfire Night, Remembrance Day, Christmas National Geography week November 18th to November 22nd	Fruit tasting, walk to the Coop, Chinese New Year	Planting seeds, visit from Joel the school gardener, Trip to the farm, World Book day, Pancake Day, Mothers' Day, Easter, hatching chicks Earth Day: 22 April 2027	Runaway gingerbread man, lots of baking and cooking, tasting different flavours, Magic beans, Who's are these clothes? Giant footprints growing, imagination, Father's Day	Letter from a dinosaur, a visit from a real dinosaur, hunting for a dinosaur, dinosaur eggs, Eid, Dinosaur Day 1st June 2027
Characteristics of Effective Learning	Playing and Exploring: • Make independent choices. • Respond to new experiences Active Learning: • Keep on trying when things are difficult. Creating and Thinking Critically: • Know more, so feel confident about coming up with their own ideas. • Make more links between those ideas.					
Knowledge	Walk around school – noticing different environments; pond, grass, allotment, forest, field, playground, edible playground etc. Exploring outdoor area Visiting the school Library.	Walk around Grange Crescent – looking at features of our immediate environment. Using family holiday photos to compare countries.	Comparing Africa to where we live – what fruits grow in Africa, what fruit can we grow? Walk to the Coop	Comparing the features of a farm to our school. Investigating composting fruit – what happens.	Looking after and caring for our environment. Walk along the canal.	Comparing where we live to Pakistan.
Key Skills	I know some words to describe the features of the environment around school; pond,	I know some words to describe features of my immediate environment, house, road, garden, path,	I know how to talk about similarities and differences between where we live and another country.	I know some words to describe a farm; farm, field, farmyard, tractor, barn,	I know how to talk about similarities and differences between where we live and another country.	I know how to talk about similarities and differences between where we live and another country.

	grass, field, tree, plant, forest. I can explore the outdoor area and school environment.	I can notice differences between where we live and another country. I can spot similarities and differences between places.	I know some words to describe features of my immediate environment, house, road, garden, path, shop, pedestrian crossing, carpark.	I know how a farm differs to school and can talk about differences and similarities.		
Development Matters link	- Use all their senses in hands-on exploration of natural materials. - Explore collections of materials with similar and/or different properties. - Talk about what they see, using a wide vocabulary.	- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. - Use all their senses in hands-on exploration of natural materials. - Explore collections of materials with similar and/or different properties. - Talk about what they see, using a wide vocabulary.	- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. - Begin to understand the need to respect and care for the natural environment and all living things - Explore collections of materials with similar and/or different properties. - Talk about what they see, using a wide vocabulary.	- Begin to understand the need to respect and care for the natural environment and all living things - Explore collections of materials with similar and/or different properties. - Talk about what they see, using a wide vocabulary.	- Use all their senses in hands-on exploration of natural materials. - Explore collections of materials with similar and/or different properties. - Talk about what they see, using a wide vocabulary. - Begin to understand the need to respect and care for the natural environment and all living things.	- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. - Explore collections of materials with similar and/or different properties. - Talk about what they see, using a wide vocabulary.

→ Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Immersive theme of learning including key texts	Text: Goldilocks and the Three Bears Theme: Magical Me Key Questions: I wonder why I am wonderful.	Text: The Leaf Thief Theme: Autumn Key Questions: I wonder why leaves crunch.	Text: Whatever Next/ Look up Theme: Space Key Questions: I wonder why we should look up.	Text: Supertato Theme: Superheroes Key Questions: I wonder what makes a villain.	Text: Tadpoles Promise Theme: Minibeasts Key Questions: I wonder why bees buzz.	Text: Don't Spill the Milk/ The Queen's Hat Theme: Africa Key Questions: I wonder where this adventure will take us.
Experiences	Weekly Forest Adventure Cycling Porridge making Local walk to look at houses	Weekly Forest Adventure Cycling 'Pricky Pigs Hedgehog Rescue'- visitor in school Baking pumpkin loaf	Weekly Forest Adventure Cycling Big Garden Birdwatch- visit the Bird Hide and work with Joel on a bird topic over the half term	Weekly Forest Adventure Cycling Planting potatoes and making potato salad Visit from local Greengrocer	Weekly Forest Adventure Cycling World Bee Day- visit from beekeeper Make honey biscuits using local honey	Weekly Forest Adventure Cycling Planting sunflower seeds

		East Riddlesden Hall Visit- The Discovery Garden and Trim Trail National Geography week November 18th to November 22nd	Make bird feeders Diwali Day- clay diva lamps and traditional food making	Visit from 'Real Life Superheroes' Police and Nurse Lunar New Year Day- Siya in school to support. Tasting traditional food Ramadan Day- Sara Khan author visit. Making roti and mint chutney, mehndi artist Earth Day: 22 April 2027	Tadpole and caterpillar growing in class Visit to Rodley Nature Reserve to pond dip World Bee Day – 20th May	African Forest Dance with masks, fruit kebabs, trade beads East Riddlesden Hall Visit- Nature Day End of year tea-party with parents- baking
Characteristics of Effective Learning	Playing and Exploring: - Respond to new experiences Active Learning: - Keep on trying when things are difficult. Creating and Thinking Critically: Concentrate on achieving something that's important to them. They are increasingly able to control their attention and ignore distractions					
Knowledge and skills	My family – who is in my family and where do I live. Compare different places where people live; flats, houses, igloos, caravans, tents etc. Introduce paper recycling and fruit composting Maps of the local area Seasonal changes	In depth Autumn into Winter investigation Compare hot and cold places. Explore the lives of Inuit communities and how their lives are similar/different to ours Introduce paper recycling and fruit composting Visit to East Riddlesden Hall – noticing what they see on the journey Maps of the local area Visit to church Seasonal changes	Comparing England to other countries – Spain, Pakistan, China etc. Facts about Earth and other planets Seasonal changes	Seasonal changes Plotting bus trip on a map Visit to Church	Comparing the canal to the field – why do some animals live in water? Maps of the local area Seasonal changes	Comparing where we live to Africa Maps of the local area vs Africa Visit to East Riddlesden Hall – noticing what they see on the journey, how is it different to the Autumn/Winter visit? Seasonal changes
Key Skills	I know where I live	I know where ERH is	I know that we live on Earth and how Earth is	I know what happens in Spring.	I know how the canal/pond is different to the field.	I know how England is different to Africa

	I know some features of the environment where I live I know how to look at a map and spot roads and fields I know what happens in Autumn I know that we recycle paper and compost fruit	I know what the canal is like and how it differs to a street I know the route to get to church I am beginning to know why paper is recycled and fruit composted. I know some differences between here and life for Inuit communities. I know what happens in autumn and Winter	different to other planets. I know how England is different to other countries. I know what happens in Winter/Spring	I can see a map to describe our bus journey to Bingley.	I know some animals live in water. I know what happens in Spring/Summer	I can compare differences using maps to support. I know what happens in Summer.
Development Matters link	• Draw information from a simple map. • Describe what they see, hear and feel whilst outside. • Understand the effect of changing seasons on the natural world around them.	• Draw information from a simple map. • Understand that some places are special to members of their community. • Recognise some similarities and differences between life in this country and life in other countries. • Recognise some environments that are different to the one in which they live. • Understand the effect of changing seasons on the natural world around them.	• Recognise some environments that are different to the one in which they live. • Understand the effect of changing seasons on the natural world around them.	• Draw information from a simple map. • Understand that some places are special to members of their community. • Understand the effect of changing seasons on the natural world around them.	• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. • Recognise some environments that are different to the one in which they live. • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.	• Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

→ Year One	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Immersive theme of learning including key texts	I wonder if humans are similar to similar to the very hungry badger.	I wonder what toys our Grandparents played with. No Bot	I wonder how we can get you home. Lost and Found Science – Geography	I wonder if I can survive here. Meerkat Mail Geography	I wonder where my nearest castle is. Hector and the Big Bad Night.	I wonder what is growing in our garden. Jim and the Beanstalk

	The Disgusting Sandwich Science	History			History	Science
Experiences	Woodland walk	Toy Shop in the hall – different stations playing with a timeline of toys from Victorian toys, toys from the last 20 years and recent toys. Invite some grandparents into the classroom to talk about the different toys / cartoons they played with / watched when they were young. National Geography week November 18th to November 22nd	Walk around the local area – do they know their home address? Plan / map out a route from school to their home. Geography Superhero: Prem Gill (Polar Conservationist)	Tropical world trip Use the post box to send post cards to different parts of the world. Earth Day: 22 April 2027	Trip to Skipton Castle Role play in the hall – King Queen, Knights, servants for the day.	Woodland experience Planting seeds / taking care of the allotment – invite Joel in for class discussion / planting / taking care of the plants in our school grounds. Use the school grounds to HOOK the children with objects from the story – hide a wig, golden coin, fake teeth and large glasses. Use the post box outside the classroom to send letters to the different characters. Environment Day: 5th June 2027
Character education (linked to the character education framework)	Consideration and respect for the environment. Promoting the local area A sense of belonging to the local area					
Knowledge taken from the NC (including progression linked to CDs and keeping everything spinning opps)	I know the name, location and characteristics of the 4 countries of the UK and their capital cities. I know some basic geographical vocabulary.		I know how to identify seasons. I know some basic geographical vocabulary. I know how to locate hot and cold areas (with references to the Equator and North/South Poles).	I know some of the continents and oceans. I know the name, location and characteristics of the 4 countries of the UK and their capital cities I know some similarities and differences between an area of the UK and an area of a non-European country	I know the name, location and characteristics of the 4 countries of the UK and their capital cities I know some similarities and differences between an area of the UK and an area of a non-European country. I know some basic geographical vocabulary.	I know some basic geographical vocabulary.

				I know some basic geographical vocabulary. I know how to locate hot and cold areas (with references to the Equator and North/South Poles)		
Knowledge bespoke for RSM pupils (including progression linked to CDs and keeping everything spinning opportunities)	I know that a forest is different to where I live. I know some features of a forest / woodland area.		I know where the South Pole is. I know that some penguins live in the South Pole.	I know the difference in the human and physical geography of Riddlesden and the Kalahari Desert.	I know the name of some key towns in the UK. I know the difference between a town, village and city.	
Skills taken from the NC (including progression linked to CDs and keeping everything spinning opportunities)	I can use a map, atlas or globe to identify the UK and its countries. I can use the words forest, vegetation, season.		I can use a map, atlas or globe to identify the continents and oceans. I can use the words coast, sea, ocean, weather, town, port, harbour, house, season I can locate hot and cold areas on a map with references to the Equator and North/South Poles.	I can use a map, atlas or globe to identify the continents and oceans. I can use the words forest, sea, ocean, weather, I can locate hot and cold areas on a map with references to the Equator and North/South Poles.	I can use a map, atlas or globe to identify the UK and its countries. I can use simple compass directions and locational/directional language to describe the location of features on a map. I can use aerial photographs and planned perspectives to recognise landmarks and basic human/physical features. I can use and create a basic key. I can use the words cliff, coast, hill, town, village, house	I can use the words soil, vegetation, season, weather
Skills bespoke for RSM pupils (including progression linked to CDs and keeping everything spinning opportunities)	I can describe the difference between the forest and the area where I live. I can describe the features of a forest / woodland (visit to school woodland).		I can locate the South Pole on a map and a globe. I can explain which species of penguin live the South Pole.	I can describe the difference in the human and physical geography of Riddlesden and the Kalahari Desert.	I can locate some key towns on a map e.g. Keighley. I can describe the differences between villages, towns and cities.	

→ Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Immersive theme of learning including key texts	I wonder what makes a home. The Owl who was Afraid of the Dark Science / Geography	I wonder who the lady with the lamp was. Vlad and the Florence Nightingale Adventure History	I wonder where leaf came from. Leaf Science / Geography	I wonder if Keighley has ever had a great fire. (Dalton Mill) The Baker's Boy and the Great Fire of London History	I wonder why Saltaire was built. Titus Salt- and how he built Saltaire Science	I wonder why we love to be beside the seaside. The Secret of Black Rock Geography
Experiences	Bird Hide visit Woodland Walk in school grounds Visit to East Riddlesden Hall Visitor from Bird Hide sanctuary	Victorian Day – exploring first aid and medicine and the importance of hygiene Bradford first introduced free school meals – compare and contrast to menus today and design own (nutrition) (hook) National Geography week November 18th to November 22nd	Growing beans/cress Allotment visits/Joel orienteering International Polar Bear Day Big Garden Birdwatch (RSPB) Geography Superhero: Jane Humble (Head of Polar Department)	Global Recycling Day Earth Hour Day baker to visit Prepare tours for London (17th Century London in classroom role play) Cheese and 'wine' afternoon tea (hook) Earth Day: 22 April 2027	World Bee Day Spinning yarn on home-made drop spindles dyeing, weaving (hook) Visit to Saltaire Exploring being an architect (hook)	Visit to Lytham St. Annes Beach Ice-cream making – different recipes green screen news report from St Annes beach Contrasting to a beach abroad (hook) World Oceans Day: 8th June 2027
Character education (linked to the character education framework)	Co-operation Importance of long-term commitments to the community Promoting self-confidence Consideration and respect for the environment. Courage					

Knowledge taken from National Curriculum (including progression linked to CDs and keeping everything spinning opps)	I know some basic geographical vocabulary. I know how to name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas I know how to 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.		I know some similarities and differences between an area of the UK and an area of a non-European country. I know how to identify seasons. I know how to locate hot and cold areas (with references to the Equator and North/South Poles). I know some basic geographical vocabulary. I know all 7 continents and 5 oceans. I know how to locate hot and cold areas (with references to the Equator and North/South Poles). I know some basic geographical vocabulary.	I know some basic geographical vocabulary. I know the name, location and characteristics of the 4 countries of the UK and their capital cities.		I know some basic geographical vocabulary.
Knowledge bespoke for RSM pupils (including progression linked to CDs and keeping everything spinning opportunities)	I know why it gets dark at night time.			I know where London is in relation to Riddlesden. I know how human geography of London contributed to the spread of the fire.		I know what it is like at the seaside. I know the name of some local seaside towns.
Skills taken from National Curriculum (including progression linked to CDs and keeping everything spinning opportunities)	To 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		I can use a map, atlas or globe to identify the UK and its countries. I can use a map, atlas or globe to identify the continents and oceans. I can use simple compass directions and	I can use simple compass directions and locational/directional language to describe the location of features on a map.	I can use the words, office, factory	I can use a map, atlas or globe to identify the UK and its countries. I can use a map, atlas or globe to identify the 7 continents and 5 oceans of the world.

	and the North and South Poles I can understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, Use world maps, atlases and globes to identify the United Kingdom and its countries, Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key		locational/directional language to describe the location of features on a map. I can use the words forest, ocean, weather, vegetation, season, I can locate hot and cold areas on a map with references to the Equator and North/South Poles.	I can use the words river, city, house, shop, I can use a map to name and locate the capital cities of England, Wales, Scotland and Northern Ireland.		I can use simple compass directions and locational/directional language to describe the location of features on a map. I can use aerial photographs and planned perspectives to recognise landmarks and basic human/physical features. I can use and create a basic key. I can use the words beach, cliff, coast, sea, ocean, shop, port, harbour, I can locate hot and cold areas on a map with references to the Equator and North/South Poles. I can find where I live on a map of the UK.
Skills bespoke for RSM pupils (including progression linked to CDs and keeping everything spinning opportunities)	I can describe why it gets dark at night time.			I can use a map to locate London and Riddlesden. I can use directional knowledge to describe the route between London and Riddlesden. I can explain how the human geography of London helped the fire to spread.		I can use my five senses to describe what it is like at the seaside. I can talk about one local seaside town.

→ Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Immersive theme of learning including key texts	I wonder who came before me. Stone Age Boy History	I wonder how the British monarchy has changed. The adventures of King Arthur History	I wonder what makes Volcanoes vicious. The Street Beneath My Feet Science	I wonder what our local story is. Malala's Magic Pencil Geography	I wonder what happens during the allotment at night. The Night Gardener Science	I wonder who the Romans were and how they impacted Bradford. Escape from Pompeii History
Experiences	Immersive hook and role play around the Stone Age Allotment visits/Joel orienteering	Trip to Skipton Castle? Allotment visits/Joel orienteering National Geography week November 18th to November 22nd	Visit Stump Cross Cavern? Allotment visits/Joel orienteering Geography Superhero: Lorna Dawson (Head of soil forensic group)	Local walk to look at local area Mosque visit? Allotment visits/Joel orienteering Earth Day: 22 April 2027	Allotment visits/Joel Orienteering Visit from local gardeners? National Gardening Day: April 14th 2027	Trip to Royal Armouries – Roman Rule Workshop Allotment visits/Joel orienteering
Character education (linked to the character education framework)	Co-operation Importance of long-term commitments to the community Promoting self-confidence Consideration and respect for the environment. Courage					
Knowledge taken from the National Curriculum (including progression linked to CDs and keeping everything spinning opps)	I know how to describe and understand the key aspects of different types of settlements and land use.		I know how to name and locate volcanoes. I know how to describe and understand the key aspects of volcanoes. I know and understand key aspects related to earthquakes. I know how to use maps to focus on European countries (and North and South America) and their geography. I know how to identify the position and significance of latitude	I know how to locate the worlds countries. I know how to name and locate counties and cities of the UK.		I know how to use maps to focus on European countries (and North and South America) and their geography. I know how to use maps to focus on European countries and their geography. I know how to describe and understand the key aspects of different types of settlements and land use.

			and longitude, equator and the Northern hemisphere.			
Knowledge bespoke for RSM pupils (including progression linked to CDs and keeping everything spinning opportunities)	I know about Stone Henge. I know what stone henge looks like.		I know how and why a volcano erupts.	I know about a country that is important to some of our ancestors.		I know how to name and locate capital cities of neighbouring European countries.
Skills taken from National Curriculum (including progression linked to CDs and keeping everything spinning opportunities)	I can explain what a stone-age settlement looked like.		I can name and locate some famous volcanoes across the world. I can describe the key features of a volcano. I can describe what happens to the earth during an earthquake. I can describe what causes an earthquake. I can use a map to locate Italy and Pompeii. I can describe where Pompeii is in relation to the equator.	I can locate Pakistan on a map, atlas and globe. I can name countries and cities that are important to our heritage.		I can use a map to find Rome. I can use a map to show how the Romans moved across Europe. I can explain why the Romans decided to settle where they did.
Skills bespoke for RSM pupils (including progression linked to CDs and keeping everything spinning opportunities)	I can talk about Stone Henge and how it was created. I can describe what stone henge looks like.		I can explain why a volcano would erupt. I can explain what happens when a volcano erupts.	I can explain why Pakistan is important to our ancestors and families.		I can name and locate some of the countries and cities that the Roman legion travelled through.

→ Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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Immersive theme of learning including key texts	I wonder who the Ancient Egyptians were. Egyptian Cinderella History	I wonder what happens to the food we eat. Charlie and the chocolate factory Science	I wonder where the water in the River Aire comes from. The Rhythm of the Rain Geography	I wonder what it's like to live on a mountain. Everest Geography	I wonder who the Anglo- Saxons were and how they have shaped the United Kingdom. Beowulf History
Experiences	Egyptian hook – eating like an Egyptian, looking for Egyptian artefacts as a archaeologist.	Model of the digestive system practically 3D. Make chocolate Trip to Chocolate factory National Geography week November 18th to November 22nd	Walk up to the canal and visit the River Aire at East Riddlesden Hall to compare. World Water Day: March 22 (Can be celebrated early)	Mountain and map reading hook day – Identifying countries on a map using an atlas, creating a replica of a globe, making notes from Planet Earth 2. Visit to Eureka- Link to Science. Earth Day: 22 April 2027 Geography Superhero: Hannah Cloke (Physical Geographer)	Anglo- Saxon Day in hall- Let's say we have come over and settled in Britain, we need to make a village. Make shields and spears. Battle re-enactment followed by Anglo- Saxon feast
Character education (linked to the character education framework)	Co-operation Importance of long-term commitments to the community Promoting self-confidence Consideration and respect for the environment. Courage				
Knowledge taken from NC (including progression linked to CDs and keeping everything spinning opps)	I know how to locate the worlds countries. I know how to identify the position and significance of latitude and longitude, equator and the Northern hemisphere. I know how to locate the tropics of cancer and Capricorn.		I know how to describe and understand key aspects of the water cycle. I know how to use fieldwork to observe, measure, record and present the human and physical features in the local area.	I know how to locate the worlds countries. I know how to use maps to focus on European countries (and North and South America) and their geography. I know how to name and locate mountains.	I know how to locate the worlds countries. I know how to use maps to focus on European countries and their geography. I know the similarities and differences between the UK and another European country. I know how to describe and understand the key aspects of different types of settlements and land use. I know how to name and locate counties and cities of the UK.

				I know how to describe and understand the key aspects of mountains.	
Knowledge bespoke for RSM pupils (including progression linked to CDs and keeping everything spinning opportunities)	I know how to locate Egypt on a map. I know which of the tropics passes through Egypt.		I know the key differences between rivers and canals. I know the different types of flooding. I know what the start of a river looks like. I know the causes and effects of water pollution.	I know how to use 4-points of a compass.	I know how to find at least six cities in the UK on a map.
Skills taken from NC (including progression linked to CDs and keeping everything spinning opportunities)	I can use maps, atlases and globes to locate countries and describe their features.		I can describe and understand key aspects of the water cycle. I can use fieldwork to observe, measure, record and present the human and physical features in the local area.	I can use maps, atlases and globes to locate countries and describe their features. I can use 8-points of a compass, 4 figure grid references, symbols and a key.	I can use maps, atlases and globes to locate countries and describe their features.
Skills bespoke for RSM pupils (including progression linked to CDs and keeping everything spinning opportunities)	I can use a map to locate Egypt. I can identify that the tropic of cancer passes through Egypt and that Egypt is above the equator.		I can talk about the differences between the river Aire and the Leeds-Liverpool canal. I can talk about different types of flooding and areas they could affect. I can talk about what the start of the River Aire looks like. I can explain the impact of water pollution.	I can to use a 4-point compass to direct a person between two points.	I know how to find key cities (from Anglo-Saxon and Viking migration) in the UK.

→ Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Immersive theme of learning including key texts	I wonder if we can feel forces. (World famous buildings) The man who walked between the towers Geography/Science	I wonder who were the Bradford PALS. War Horse History	I wonder who the Victorians are and how have they shaped Britain. Oliver Twist Local History	I wonder if punishment for crime really needs to be cruel and painful. The Highway Man History	I wonder if I will go to the moon. Curiosity Science	I wonder why rainforests and rivers are so important. The Explorer Geography
Experiences	Becoming a travel agent and selling a holiday to teachers Role Play- New York in 1974. In PE, balancing tasks, become Philippe Petit	World War One box Watch War Horse Role Play- 'Let's say we are in the Trenches' Use of Sainsburys Christmas advert to help National Geography week November 18th to November 22nd	Victorian box – hired from Skipton Museum Role play - Oliver Twist 'Let's say we're children in workhouse Make Beggars Broth with Joel Bradford industrial museum	Immersive hook and role play – the curious case of the cookie calamity! Magistrates visit Bradford Police Museum Earth Day: 22 April 2027	Immersive hook and role play – 'Let's say we have landed on Mars'. Planetarium visit Space curiosity box LEGO rover Envelope from NASA	Immersive hook and role play – 'Let's say we are in the rainforest' - woodland walk. Rainforest curiosity Box Caterpillar and Butterflies pack National rainforest Day: June 22 Geography Superhero: Christopher Jackson (Sustainable geo-scientist)
Character education (linked to the character education framework)	Co-operation Importance of long-term commitments to the community Promoting self-confidence Consideration and respect for the environment. Courage					
Knowledge taken from the NC (including progression linked to CDs and keeping everything spinning opps)	I know how to locate countries and major cities. I know how to use maps, atlases, globes and digital/computer mapping to locate countries.	I know how to locate the worlds countries, including Russia, using maps to focus on Europe. I know how to locate countries and major cities.		I know how to name and locate counties and cities in the UK.		I know how to locate the worlds countries, I know how to name and locate some key topographical features including rivers and understand how they change over time.

		I know about the prime Greenwich meridian and time zones. I know how to use maps, atlases, globes and digital/computer mapping to locate countries.				I know how talk about land-use patterns and how these have changed over time. I know how a European country and a Northern/Southern American country are similar or different. I know how to describe and understand climate zones and rivers. I know how to describe and understand – types of settlements and land use, trade links and distribution of natural resources. I know how to use maps, atlases, globes and digital/computer mapping to locate countries.
Knowledge bespoke for RSM pupils (including progression linked to CDs and keeping everything spinning opportunities)		I know how to locate Russia on a map, globe and atlas.				I know how to name and locate many of the world's famous rivers. I know how to locate some of the countries in North and South America. I know how to locate the Amazon Rainforest and River.
Skills taken from the NC (including progression linked to CDs and keeping everything spinning opportunities)	I can locate countries and major cities across the world. I can use a map, atlas, globe and digital mapping successfully to locate countries.	I can locate some of the world's countries in reference to the war (including Russia). I can locate counties and major cities. I can explain about the Prime Greenwich meridian and how time zones differ across the world.				I can name and locate the worlds countries. I can name and locate some features including rivers and explain how they change over time. I can talk about land-use patterns and how they have changed over time.

		I can use a map, atlas, globe and digital mapping successfully to locate countries.				I can explain similarities and differences between a European country and a country in North/South America. I can understand and describe climate zones and rivers. I can describe and understand types of settlements and how land is used, as well as trade routes and the distribution of resources from South America. I can use a map, atlas, globe and digital mapping successfully to locate countries.
Skills bespoke for RSM pupils (including progression linked to CDs and keeping everything spinning opportunities)		I can use a map, globe or atlas to locate Russia.	I can describe how London and Bradford differ – now and during the Victorian period.			I can name and locate some famous rivers across the world. I can locate some countries in North and South America. I can locate the Amazon rainforest and river.

→ Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Immersive theme of learning including key texts	I wonder how World War 2 shaped Britain and our local area. Rose Blanche History	I wonder why my heart keeps beating. Pig-Heart Boy Science	I wonder if Ancient Greeks have impacted my life. Who let the Gods out? History/Geography	I wonder how plants and animals have changed over time. Wonder Science	I wonder why Bradford is a 'City of Sanctuary'. Boy 87 – Transition Project Geography/ RSE	

Experiences	Dig for Victory: harvesting vegetables - Joel	National Geography week November 18th to November 22nd	Leeds city museum – Ancient Greeks workshop	Earth Day: 22 April 2027 Geography Superhero: Benjamin Hennij (World Mapper) NB- Use work to study the evolution of maps	
Character education (linked to the character education framework)	Co-operation Importance of long-term commitments to the community Promoting self-confidence Consideration and respect for the environment. Courage				
to Knowledge taken from National Curriculum (including progression linked to CDs and keeping everything spinning opps)	I know how to locate the world's countries and major cities using a map, atlas, globe and using digital mapping. I know how to name and locate counties and cities in the UK. I know how to understand the geographical similarities and differences between the UK and a European country.		I know how to understand the geographical similarities and differences between the UK and a European country. I know how to locate the world's countries I know how to use maps, atlases, globes and digital mapping.		I know how to locate the world's countries and major cities using a map, atlas, globe and using digital mapping. I know how to identify latitude, longitude, equator, northern hemisphere and southern hemisphere. I know how to describe and understand biomes and vegetation belts. I know how to describe different types of settlements. I know how to use maps, atlases, globes and digital mapping. I know how to use an 8-point compass and six-figure grid references to build knowledge of the wider world.
Knowledge bespoke for RSM pupils (including progression linked to CDs and keeping everything spinning opportunities)	I know how to use Ordnance Survey maps 6-figure grid references and 8 points of a compass. I know how to identify the position and significance of the Greenwich Prime Meridian and time zones.				I know how to name the largest desert in the world and locate desert regions on a map/atlas.

Skills taken from National Curriculum (including progression linked to CDs and keeping everything spinning opportunities)	I can locate some of the world's countries and major cities using a map, atlas, globe and using digital mapping. I can name and locate countries. I can understand the similarities and differences between the UK and Germany/Russia.		I can describe the geographical similarities and differences between the UK and Greece. I can locate Greece on a map. I can use maps, atlases, globes and digital mapping.		I can locate the worlds countries and major cities using a map, atlas, globe and using digital mapping. I can identify latitude, longitude, equator and northern and southern hemisphere. I can use an 8-point compass, and 6-figure grid references to build knowledge of the world.
Skills bespoke for RSM pupils (including progression linked to CDs and keeping everything spinning opportunities)	I can use ordinance survey maps, 6-figure grid and 8-points of a compass. I can identify the position and significance of the GPM and time zones.				I can name the largest desert in the world and locate desert regions on a map or atlas.

Map Skills – Progression Document

Early Years

Reception

- Draw information from a simple map.
- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

Key Stage 1

Year 1

- I can name the four countries of the UK and locate them on a map
- I can name some of the towns and cities in the UK
- I can locate hot and cold places in relation to the equator and the North and South poles.
- I can use world maps to identify hot and cold places.

- I can use directional language (near and far) in relation to places.

Focus on locating on maps but introduce atlases and globes

Year 2

- I can name the 7 continents of the world and locate them on a map, atlas and globe
- I can name 5 world oceans and locate them on a map, atlas and globe
- I can name the capital cities of England, Wales, Scotland and Ireland and locate them on a map of the UK
- I can find where I live on a map of the UK
- I can devise a simple map, and use basic symbols in a key as well as making own key.
- I can use simple compass directions (North, East, South and West) and locational and directional language (near, far, left, right) to describe the location of features and routes on a map.

Use world maps, atlases and globes

Key Stage 2

Year 3

- I can use some basic Ordnance Survey map symbols
- I can use grid references on a map
- I can use an atlas by using the index to find places
- I can name and locate some world famous volcanoes
- I can locate the Equator, Northern Hemisphere and Southern Hemisphere on a globe
- I can name a number of countries in the northern hemisphere
- I can locate European countries on a map, atlas and globe
- I can name and locate capital cities of neighbouring European countries.
- I can use maps of the local area to observe, measure and record human and physical features.

Use world maps, atlases and globes

Year 4

- I can identify the position and significance of the Equator and the Tropics of Cancer and Capricorn.

- I can name and locate some counties of the UK on a map
- I find at least 6 cities in the UK on a map
- I can name and locate some of the main islands that surround the UK
- I can use 4 figure grid references, symbols and keys when using maps of the UK.
- I can use 4 points of a compass.
- To locate some world countries on atlases and globes

Use maps, globes and atlases

Year 5

- I can name and locate many of the worlds famous rivers in an atlas
- I can name and locate many of the worlds famous mountain regions in an atlas
- I can locate some of the world's countries to focus on North and South America, concentrating on their environmental regions, key physical characteristics and major cities.
- Identify the position and significance of the equator, latitude and longitude.

Use maps, globes and atlases.

Year 6

- I can use ordnance survey map symbols, 6 figure grid references and 8 points of a compass
- I can name the largest desert in the world and locate desert regions in an atlas
- I can locate Russia using a map, globe and atlas.
- I can identify the position and significance of the Greenwich Meridian and time zones
- I can name and locate the Arctic and Antarctic circles.

(Recap the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn.)

Use maps, atlases, globes

Human and Physical Geography - Progression Document

This is a breakdown of the terminology that your children should be introduced to in each year group.

Key Stage 1

Children to be able to use the words below.

Year 1

<u>Human</u>	<u>Physical</u>
Farm	Seasons
Harbour	Weather
Shop	Sea
House	Forest
Town	Hill
	Soil
	River

Year 2

<u>Human</u>	<u>Physical</u>
City	Mountain
Village	Beach
Factory	Cliff
Office	Coast
Port	Ocean
	Valley
	Vegetation

Key Stage 2

Children to be able to use, describe and understand the key aspects below,

Year 3

<u>Human</u> Recap KS1	<u>Physical</u> Volcanoes Earthquakes
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Year 4

<u>Human</u> Types of settlement and land use	<u>Physical</u> Water cycle (science) Climate zones
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Year 5

<u>Human</u> Economic activity including trade links	<u>Physical</u> Rivers Mountains Biomes and vegetation belts
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Year 6

<u>Human</u> Recap	<u>Physical</u> Recap
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