



Geography

Curriculum Document



The following progression shows how our Geography curriculum has been planned in line with our intent, providing opportunities to revisit and reinforce links with key knowledge and vocabulary. The table includes possible ideas for local and global learning. Below the table is a summary of how we might promote an understanding of our key aims of Local Community, Global Citizenship and Effective Communication within the Geography curriculum.

Geography Progression across year groups

(Note: This is a working document, and will be altered and updated over time)

| Year | Unit | Content | Links to previous learning | Possible ideas for Local Learning | Possible ideas for Global Learning |
|------|----------------------------------|---|----------------------------|---|--|
| YR | It's good to be me (Autumn 1) | Thornbury and where I live | It's good to be me | Exploring our homes and our town | Where in the world do our families come from? Culture of our class. |
| | Celebrations (Autumn 2) | Places around the world – linked to different celebrations and events | | Local war memorial | Countries around the world |
| | The world around us (Spring 1) | Places around the world Comparing climates and locations | | Comparing Thornbury to other locations | Where in the world do our families come from? Culture of our class. |
| | Our world in danger (Spring 2) | Changing environments in our school round | | Walk/ Litter pick in area outside the school grounds | |
| | Plants and creatures | Habitats in our environments | | Exploring the different environments around our school | |
| Y1 | Me and My World (Autumn 1 and 2) | The place where I live (my home, my street and my school) Key human and physical features (e.g. houses, shops, churches in local area) Draw and simple picture maps. Story maps Identify seasonal and daily weather patterns Fieldwork and observation of the school and grounds Use world maps, atlases and globes | It's good to be me (YR) | Walk around school grounds Walk around local area identifying physical and human features Visit key locations within school site Yate heritage centre - history of toys loan boxes | Do children have family/ links to other countries? Houses and homes in other countries |
| | Brilliant Brunel (Spring 1) | The place where I live (Thornbury) Recognise local landmarks Drawn simple picture maps. Story maps. Key human and physical features (e.g. houses, shops, churches in local area) | | Comparing Thornbury to Bristol Materials in our environment Buildings/ places they have visited in and around Bristol SS Great Britain and the Suspension Bridge Compare the Suspension bridge to the Severn Bridges and the bridge over the stream Local wooden bridge along Streamside | Brunel and his significance to Bristol Other locations linked to Brunel – Paddington Station, 1st tunnel under a river (Thames) etc. Transatlantic route of Brunel's steamships – world geography Comparing Suspension Bridge to other bridges around the UK/ world |

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| | | Fieldwork and observational skills to identify features of the surrounding environment | | Royal Albert bridge (R. Tamar) Box tunnel (Bath) Thornbury local history and archaeology society | |
| | Castles and Crowns (Spring 2) | The place where I live (The UK) Recognise local landmarks and others Key human and physical features (e.g. castle and palaces) Four 4 UK countries and capital cities Identify seasonal and daily weather patterns Use simple compass directions (NSEW) and use directional language in relation to maps Sketch maps and construct basic symbols in a key. Use world maps, atlases and globes | The place where I live | Blaise Castle Estate with Museum Visit Thornbury Castle Chepstow Castle Berkeley Castle Comparing homes | Windsor castle castles around the world UK/world geography locating these castles Look at Cardiff Castle, Edinburgh Castle, Belfast Castle & Windsor Castle |
| | Dinosaur Discovery (Summer 1 and 2) | Identify seasonal and daily weather patterns Fieldwork and observational skills to identify features of the surrounding environment Use world maps, atlases and globes | Sketch maps and construct basic symbols in a key. Sketch maps and construct basic symbols in a key. | Animal life signs hunt around the school grounds Investigating the pond Yate Heritage centre - sandboxes for digging for fossils Tytherington/Bristol dinosaur - Thecodontosaurus (link with Bristol University 'Thcodontosaurus Project') Jurassic coast works heritage site (online links) | Dinosaur discoveries around the world Continent Pangaea Dinosaurs of China exhibition (virtual 3d tour) |
| Y2 | Living in London: Now and in the past (Autumn 1 and 2) | UK counties and regions UK major rivers/ significant local rivers Use world maps, atlases and globes | Using simple maps, aerial photographs and planned perspectives Four 4 UK countries and capital cities | Exploring the school grounds for different materials and their uses. Compare Thames and River Severn Visit fire station in Thornbury | Key landmarks and locations of London and the UK. Comparing London to Thornbury Gao and the Plague Samuel Pepys, Guy Fawkes, |
| | Why don't penguins live in the North Pole? (Spring 1 and 2) | Name and locate the 7 continents and 5 oceans Equator and the North and South Pole Identify seasonal and daily weather patterns Use world maps, atlases and globes Location of hot and cold areas of the world (Biomes and Vegetation belts) | Sketch maps with keys and compass directions (NSEW) | Compare our local habitat (woodland, pond) with those studied. Compare our climate with those studied. Bristol zoo/ Wild Place | Understanding of the continents and oceans, their location and where the UK fits into this. Exploration of the world including Arctic circle/ Antarctica - SCOTT Global warming and climate change. Captain Robert Scott Matthew Henson |

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| | Flying High (Summer 1) | Name and locate the 7 continents and 5 oceans Fieldwork and observational skills to identify features of the surrounding environment Use world maps, atlases and globes | Name and locate the 7 continents and 5 oceans | Our local area - Filton and British Aerospace - workshops available Renishaw | Significant women in British History - Amy Johnson Neil Armstrong, The Wright Brothers, Yuri Gagarin |
| | What's it like to live in Uganda? (Summer 2) | Study of a non-European country - Uganda Identify seasonal and daily weather patterns Understand similarities and differences in human and physical geography between the UK and Uganda. Use world maps, atlases and globes Location of hot and cold areas of the world (Biomes and Vegetation belts) | Name and locate the 7 continents and 5 oceans Biomes and vegetation | Malawi Butterfly Project - Gill and Alice Leaper Helen Harrison - Acholi project Link to Stepping Stones and pen pals | Continents of the world. Comparing Uganda to the UK and Thornbury Isatou Ceesay - the recycling woman of the Gambia (plastic) |
| Y3 | Stones and Bones (Autumn 1) | Changes in Britain from the Stone Age to the Iron Age | (Science link - fossils - link to Y1 dinosaurs and Anning) | Woodland - day as a Stone Age person Woodland and Streamside - looking at the soil around our site and community and beyond (e.g. Winterbourne soil) Settlements along the Severn - why did they settle? Iron age and Bronze age - how did we live? | Stone Age to Iron Age around the world Location of Stone Age artefacts e.g.: cave paintings in Spain |
| | Journey Down the Nile (Autumn 2) | Physical geography - rivers from source to the sea Countries in Africa - the route of the Nile | Builds on work on UK geography and Thames (Y2) | The River Severn - looking at maps/ atlases including hall maps. Flooding in the UK e.g.: Boscastle | Rivers around the world - atlas work Location of the Nile - source to sea Flooding of the Nile (akhet) in Ancient Egypt allowing soil deposition for crop growth Looking at biomes across Africa following the Nile Egyptian farmers - traditional vs modern farming/ watering techniques |
| | The Romans (Spring 1 and 2) | The Roman Empire and its impact on Britain Britain's settlements by Anglo Saxons and Scots Caerleon Roman Museum in Newport | Iron Age and Celts in Britain at the start of the Roman invasion. | UK geography in Roman times Caerleon in Newport Coin hoard found in Thornbury - Thornbury museum Local artist - mosaic | Europe and the spread of the Roman Empire Other powers around the world during this time Boudicca |
| | A Greek Holiday (Summer 1 and 2) | European geography - a focus on a European country Island geography - coastlines | Builds on biome/ weather (Y2) | Comparing geography of Thornbury to Greece Visit to local restaurant Mike Spence - Athens Paralympics | Comparing Greek island to Thornbury and the UK European geography, biomes and climates |

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| Y4 | Living by the Severn (Autumn 1 and 2) | Local geography – field work observational skills The water cycle Physical and human geography | Features of a river (Y3) | Visit the coastline of the Severn (Severn Beach?) to use different field work skills Classification of living things within the school/woodland/pond environment (linked to the science unit). History of farming and trade linked to the Severn Brunel (built the Clifton Suspension bridge) across the Avon Gorge. (The River Avon passes through Bristol and along the Avon Gorge to Avonmouth where it joins the River Severn on its way to the Bristol Channel.) | Comparison to other rivers globally (link with River Nile in Egypt topic later in the year) |
| | Studying Thornbury Past and Present (Spring 1 and 2) | Local history study – study of Thornbury maps over time. Location of significant buildings/ events in Thornbury inc. WWII Fieldwork – exploring our locality: Where is Thornbury? What type of settlement? How was land used in the past and present? Important human and physical features. Plan a route around using compass directions for a visitor | My World (Y1) | Thornbury Castle - Tudor links? Henry VIII and the reformation of the church Churches and religions in Thornbury Thornbury during WWII, evacuees, POW camp, etc. – links to Thornbury Museum http://www.thornburyroots.co.uk/war/ww2evacuees/ OS maps South Glos. website: https://beta.southglos.gov.uk/south-gloucestershire-second-world-war-stories/#mcetoc_1do9k5if7u | European and World countries and their involvement in WWII Links to Rome - Catholic church Looking at the countries of Europe (through the WWII element of the topic) Henry VIII The Royal Family and their influence during WWII Sir Winston Churchill |
| | Ancient Egypt (Summer 1 and 2) | Ancient Civilisation: Ancient Egypt Time zones and world mapping | Journey along the Nile (Y3) | Bristol Museum - Ancient Egypt | Ancient Egypt – location of significant buildings, events etc. Atlas work KS1 hall maps Google Earth Howard Carter (link the English story) Zahi Hawass - Egyptian archaeologist who is still working on discoveries today |
| Y5 | Space: To infinity and Beyond (Autumn 1) | | Flight (Y2) | Study stars in own back garden - What constellations can you identify? Planetarium visit into school (£350+) Bristol Aerospace - workshop 'Mission to Mars' | Location of space launches etc. Countries involved in space travel and exploration - the race between USSR and America, |
| | Ancient Greece (Autumn 2) | Ancient Greece – a study of Greek life and achievements and their influence on the western world | Greek Holiday (Y3) | Yate Heritage centre Greek Myths - Visiting workshops, Loan boxes. | Location of modern day Greece and historical site |

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| | Viking Invaders (Spring 1 and 2) | The Viking and Anglo-Saxon struggle for the Kingdom of England Britain's settlements by Anglo Saxons and Scots OS maps and grid references | Continuation of Stone Age to Iron Age and Roman Invasion of Britain and intro to Anglo-Saxon work (Y3) | Yate Heritage centre - Viking workshop? Local OS maps | Dates and locations of invasion routes around Europe. Viking exploration of the globe Migration - in Viking times/modern times (reasons/current news) |
| | Amazonia (Summer 1 and 2) | South American location study Biomes and vegetation belts | | Comparing the Amazon to the Severn Wild Place/ Bristol zoo for wild life of the Amazon Slimbridge - life cycles specific workshop Deforestation in The Amazon, impact. How can we look after our Woodlands in order to protect the wildlife and their habitats? | Comparing cities in the Amazon to Bristol/ others studied Where are the world's main rainforests? Frida Kahlo |
| Y6 | Wars that Changed the World (Autumn 1 and 2) | A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 | Build on Y4 local history/geography | WWI and II impact on Thornbury - evacuees, memorials, POW camp in Thornbury. | Countries involved in WWI and WWII, allies and axis, Pearl harbour, Dunkirk evacuation, Atomic bombs in Japan. Cold War: Russia, America, Berlin Wall. Involvement of the British Empire in WWI and WWII (e.g. Indians, Australians, etc.) How wars contributed to changes in women's rights movement: Suffragettes. Winston Churchill, Adolf Hitler, Joseph Stalin. |
| | Explorers (Spring 1 and 2) | World mapping and navigation Time zones Compass directions and grid references | Arctic and Antarctic explorers (Y2) | Mapping our locality Mojo Active run curriculum days linked to Explorers and Mapping - essential map reading skills and compass work on site and then off-site around Blaise-Castle and Ashton Court. John Cabot significant figure in Bristol and links to slavery. | Involvement of the British Empire in WWI and WWII (e.g. Indians, Australians, etc.) How wars contributed to changes in women's rights movement: Suffragettes. Winston Churchill, Adolf Hitler, Joseph Stalin. Charles Darwin. Nelly Bly. Vasco De Gama, Leif Erikson, Ibn Battuta, James Cook, Marco Polo, Jeanne Baret. Edward Jenner, John Cabot. |
| | The Mayans (Summer 1 and 2) | a non-European society that provides contrasts with British history – Mayan civilisation | (Y5 Amazonia/ South America) | Comparing Mayan developments to others around the world at that time | Comparing Mayan developments to others around the world at that time Frederick Catherwood. |

| <h3>Local Community</h3>  | <h3>Global Citizenship</h3>  | <h3>Effective Communication</h3>  |
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| <p>Our pupils will:</p> <ul style="list-style-type: none"> Explore and map their locality; gain new knowledge and understanding of the physical and human characteristics of places of geographical interest in our local area. Explore similarities and differences between the local area and contrasting areas through the study of human and physical geography. Use fieldwork* to see geographical concepts in the local context, collect and analyse a range of data to deepen their understanding of geographical processes and the key physical and human features in the local area. <p><i>(a fieldwork skills progression will be developed in 2021-22)</i></p> | <p>Our pupils will:</p> <ul style="list-style-type: none"> Be supported to develop a curiosity and fascination about the world's people, places, locations and geographical features that will help inspire their future learning. Develop their knowledge of the diverse people, places and resources of the world and the similarities and differences between places. Develop their understanding of the processes that cause key physical and human features around the world and how they change over time. Consider their responsibilities as global citizens, and the part they can play in protecting the world they are learning about. | <p>Our pupils will:</p> <ul style="list-style-type: none"> Develop a rich subject specific vocabulary, which they can use to explain themselves clearly and confidently when speaking and writing about the people, places and environments that they study. Be given time to talk, listen, question and discuss their observations, findings and understanding. This will be supported by teaching them to agree with, build on and challenge the ideas they encounter. Communicate geographical information in a number of different ways, including through: maps, photos, graphs, explanations, presentations and writing. |