



CHJS Curriculum progression for Geography 2025/26



Let your light shine (Matthew 5:16)

In Geography, children are encouraged to let their light shine by taking delight in learning about the physical and human geography of God's wonderful world. By appreciating the wonder of creation, children know how to make positive changes to the global community. They are also encouraged to make positive changes within their classroom by sharing their knowledge with their peers and supporting each other with their learning.

Substantive Knowledge	Year 3/ 4 Cycle B	Year 3/ 4 Cycle A	Year 5	Year 6
<p>Knowledge of location</p>	<p>To know how...</p> <p><u>The UK</u></p> <p>U1)To 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 in the context of maps of the UK, the UK's rivers and seas, hills and mountains.</p> <ul style="list-style-type: none"> • To know the names of and locate the main rivers and seas of the UK 	<p>To know how...</p> <p><u>All Around the World</u></p> <p>U1)To identify the position and significance of the Arctic and the Antarctic Circle</p> <ul style="list-style-type: none"> • To describe the key features of the polar regions <p>U1)To identify the position and significance of the Tropics of Cancer and Capricorn by comparing the climate of the tropics with that of the UK.</p> <ul style="list-style-type: none"> • To compare the climate of the tropics with the UK climate 	<p>To know how...</p> <p><u>Rivers</u></p> <p>U1) To locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America by using an atlas.</p> <ul style="list-style-type: none"> • To find countries in Europe and North and South America on a map. <p><u>Local Study</u></p> <p>U1) To name and locate cities of the UK and their identifying human and physical characteristics by using an atlas.</p> <ul style="list-style-type: none"> • To find cities in the UK on a map and identify some of their features. 	<p>To know how...</p> <p><u>Magnificent Mountains</u></p> <p>U1) To 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 in the context of mountain ranges.</p> <ul style="list-style-type: none"> • To locate key mountain ranges of the world • To locate key areas of higher ground in the UK.

	<ul style="list-style-type: none"> • To know the names and locate the countries and cities of the UK. • To know the names of and locate some of the counties of the UK. • To know the names of and locate areas of high ground in the UK. <p><u>Rainforests</u></p> <p>To 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 in the context of rainforests.</p> <ul style="list-style-type: none"> • To be able to identify areas of the world containing rainforests. 		<p>U1) To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics and land-use patterns; and understand how some of these aspects have changed over time by comparing maps and photographs of places.</p> <ul style="list-style-type: none"> • To describe how land use has changed over time. <p><u>Rivers</u></p> <p>U2) And in the context of rivers</p> <ul style="list-style-type: none"> • I can locate the key rivers of the UK • To locate the key rivers of the world. <p><u>Local Study</u></p> <p>U3) To 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</p>	<p><u>The Amazing Americas</u></p> <p>U2) And in the context of places in North and South America.</p> <ul style="list-style-type: none"> • I can identify the capital city of a country. <p>U2) And in the context of learning about the wonders of the world and where they are located (specifically those of the Americas).</p> <ul style="list-style-type: none"> • To know the names and locations of the ancient and new wonders of the world. • To describe the characteristics and significance of a natural wonder of the Americas <p><u>Trade and Economics</u></p> <p>U3) And in the context of UK imports and exports.</p> <ul style="list-style-type: none"> • To explain the UK's trade links with other countries
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			<p>some of these aspects have changed over time in the context of locating Leicester.</p> <ul style="list-style-type: none"> • To identify Leicester and its major features. 	
Knowledge of place	<p>To know how...</p> <p><u>Rainforests</u></p> <p>U2)To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America by comparing the Amazon rainforest and Sherwood Forest.</p> <ul style="list-style-type: none"> • To compare the Amazon rainforest and Sherwood Forest 	<p>To know how...</p> <p><u>Exploring Eastern Europe</u></p> <p>U4) To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country, in the context of comparing landscapes, climates, towns and in the context of planning a trip to eastern Europe.</p> <ul style="list-style-type: none"> • To compare the human geography of eastern European regions with that of my own area. • To present information about one area of eastern Europe • To compare the climate of eastern European regions with that of my own area. • To compare features of eastern European landscapes with my own area. 	<p>To know how...</p> <p><u>Local Study</u></p> <p>To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America in the context of the landscape and land use around Leicester.</p> <ul style="list-style-type: none"> • To compare the physical and human geography of Leicester City with that of Thurmaston Village. <p>To know about the history of Leicester which has resulted in changes to the geography of the area.</p>	<p>To know how...</p> <p><u>The Amazing Americas</u></p> <p>U2)Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom [...] and a region within North or South America in the context of comparing human and physical features of the local area with a region of North America.</p> <ul style="list-style-type: none"> • To identify similarities and differences in the human and physical geography of my local area and a region of North America <p><u>Trade and Economics</u></p> <p>U3) And in the context of exports from El Salvador.</p> <ul style="list-style-type: none"> • I can explain trade links between El Salvador and the UK.

			<ul style="list-style-type: none"> • To compare land use in Leicester City with that of Thurmaston village. • To create a travel guide for a trip to Leicester. 	
Knowledge of human and physical geography	<p>To know how...</p> <p><u>Rainforests</u></p> <p>U2) To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle in the context of a tropical climate.</p> <ul style="list-style-type: none"> • To describe the key aspects of a tropical climate. • To describe and understand the features of the layers of a rainforest. • To describe the animals and plants living in the rainforest <p>U2/3) To describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural</p>	<p>To know how...</p> <p><u>Somewhere to Settle</u></p> <p>U3) To describe and understand key aspects of 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 in the context of the needs of early settlers, comparing land use in different settlements and designing a settlement.</p> <ul style="list-style-type: none"> • To explain why settlements develop in certain locations • To explain why settlements develop in certain locations. • To compare land use in different settlements. • To create a map of a settlement <p><u>Exploring Eastern Europe</u></p>	<p>To know how...</p> <p><u>Rivers</u></p> <p>U2) To describe and understand key aspects of 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 in the context of rivers and dams.</p> <ul style="list-style-type: none"> • To know and describe the ways rivers are used. • To explain the impact of damming rivers. <p>U2) To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle in the context of features of rivers.</p>	<p>To know how...</p> <p><u>Magnificent Mountains</u></p> <p>U1) To describe and understand key aspects of 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 in the context of mountain tourism.</p> <ul style="list-style-type: none"> • To describe how tourism affects mountain regions <p><u>Trade and Economics</u></p> <p>U3) And in the context of UK imports and exports.</p> <ul style="list-style-type: none"> • To explain the UK's trade links with other countries. <p>U3) And in the context of fair trade.</p> <ul style="list-style-type: none"> • To explain the importance of fair trade.

	<p>resources including energy, food, minerals and water in the context of rainforest conservation and land use.</p> <p>U2) • To know explain the effects humans are having on the rainforests</p> <p>U3) • To use simple sketch maps that show how land is used.</p> <p><u>Land Use</u></p> <ul style="list-style-type: none"> • To use a key on a map to show how land is used 	<p>U4) And in the context of nuclear power generation at Chernobyl.</p> <ul style="list-style-type: none"> • To know and explain the impact of the Chernobyl nuclear disaster <p><u>Extreme Earth</u></p> <p>U2) To describe and understand key aspects of physical geography in the context of what is under the Earth's surface, volcanoes, earthquakes, tsunamis and tornadoes.</p> <ul style="list-style-type: none"> • To know and describe what you find underground. • To know and explain how volcanoes are formed. • To know and explain how volcanoes affect people's lives. • To know and explain what causes earthquakes and how they are measured. • To know what causes tsunamis and how they affect people. 	<ul style="list-style-type: none"> • To describe the key features of a river system 	<p>U3) And in the context of the global supply chain.</p> <ul style="list-style-type: none"> • To explain the global supply chain <p>U3) And in the context of changing trade links.</p> <ul style="list-style-type: none"> • To explain how trading has changed through history. <p><u>Magnificent Mountains</u></p> <p>U1) To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle in the context of mountains.</p> <ul style="list-style-type: none"> • To describe the key features of a mountain range. • To explain how different types of mountains are formed. • To describe a mountainous climate. <p><u>The Amazing Americas</u></p> <p>U1) Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers,</p>
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		<ul style="list-style-type: none"> • To know and explain what causes tornadoes and the effects they have. 		<p>mountains, volcanoes and earthquakes, and the water cycle in the context of comparing how weather and climate across America is affected by geographical location.</p> <ul style="list-style-type: none"> • To describe the climates and biomes of different regions across the Americas
Disciplinary Knowledge	Year 3/ 4 Cycle B	Year 3/ 4 Cycle A	Year 5	Year 6
Geographical skills and fieldwork	<p>To know how...</p> <p><u>The UK</u></p> <p>U1) To 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 in the context of describing the position of UK cities.</p> <ul style="list-style-type: none"> • To use the eight compass points to describe the location of the countries and cities of the UK. <p>U1)To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>To know how...</p> <p><u>Somewhere to Settle</u></p> <p>U3)To 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 in the context of identifying links between settlements.</p> <ul style="list-style-type: none"> • To use maps to identify links between settlements. <p><u>All Around the World</u></p>	<p>To know how...</p> <p><u>Marvellous Maps</u></p> <p>U1) To use the eight points of a compass to build knowledge of the United Kingdom and the wider world by describing routes on a map and planning a journey.</p> <ul style="list-style-type: none"> • To use the eight compass points to describe routes on a map. • To plan a journey using the eight compass points and four or six-figure grid references <p>To use four and six-figure grid references to build their knowledge of the United Kingdom and the wider world by finding features on a map.</p>	<p>To know how...</p> <p><u>Magnificent Mountains</u></p> <p>U1) To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied in the context of hills and mountain ranges</p> <ul style="list-style-type: none"> • To use a map to find and describe key features of the mountains. • To use a map to find countries and their key features <p><u>The Amazing Americas</u></p> <p>U2)To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied in the context of North and South America.</p>

	<p>in the context of the UK's rivers and seas and rainforests. U1) • To identify rivers and seas using an atlas or map</p> <ul style="list-style-type: none"> • To use a map to locate some of the counties of the UK • To use a map or atlas to locate areas of high ground in the UK. <p><u>Rainforests</u></p> <p>U2) • To use maps and atlases to locate rainforests</p> <p>U2) To 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) in the context of rainforests.</p> <ul style="list-style-type: none"> • To identify areas of the world containing rainforests <p><u>Land Use</u></p> <p>U3) Use maps and atlases to describe land use in the context of thinking about urban and rural areas.</p>	<p>U1) To use maps, atlases and globes to locate countries in the context of using co-ordinates to find locations.</p> <ul style="list-style-type: none"> • To use longitude and latitude to find places on maps, atlases and globes. <p><u>Somewhere to Settle</u></p> <p>U3) To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied in the context of the origins of settlements.</p> <ul style="list-style-type: none"> • To use maps to identify settlements built by invaders <p>To use maps and other sources to identify links between settlements</p> <p><u>Exploring Eastern Europe</u></p> <p>U4) To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied in the context of European countries.</p> <ul style="list-style-type: none"> • To know and identify the countries of Europe 	<ul style="list-style-type: none"> • To use four or six-figure grid references to locate places on a map. <p>U1) To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied by using the index and co-ordinates.</p> <ul style="list-style-type: none"> • To find information in an atlas using the index and simple co-ordinates. <p>To use symbols and a key (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the wider world by identifying landmarks shown on an Ordnance Survey map.</p> <ul style="list-style-type: none"> • To use a key to describe features on an Ordnance Survey map. <p><u>Rivers</u></p> <p>To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied in the context of rivers.</p> <ul style="list-style-type: none"> • To use atlases and maps to identify the key features of a river system 	<ul style="list-style-type: none"> • I can identify the countries of North and South America. <p><u>Trade and Economics</u></p> <p>U3) And context of UK trade links.</p> <ul style="list-style-type: none"> • To use maps to show the UK's trade links with other countries <p><u>The Amazing Americas</u></p> <p>U2) 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) in the context of identifying and describing a range of places across the Americas.</p> <ul style="list-style-type: none"> • I can use geographical terminology to describe the location and characteristics of a range of places across the Americas.
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	<ul style="list-style-type: none"> • To describe land use in urban and rural areas in the UK. • To know and explain how land is used for different types of farming <p><u>The UK</u></p> <p>U3) To 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 in the context of drawing a sketch map.</p> <ul style="list-style-type: none"> • To draw a simple sketch map. • To create a simple sketch map to show how land is used • To create a simple sketch map to show how land is used. (Walk to the church/local high street and look at land use on the way) 	<p><u>All Around the World</u></p> <p>U1) To 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)</p> <ul style="list-style-type: none"> • To explain the position and significance of the Equator, the Northern Hemisphere, and the Southern Hemisphere • To identify lines of latitude and longitude. • To explain the position and significance of the Prime Meridian • To explain the position and significance of time zones <p><u>Somewhere to Settle</u></p> <p>U) To 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 in the context understanding scale of maps.</p>	<p><u>Local Study and Rivers</u></p> <p>U2) Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies in the context of undertaking fieldwork to identify human and physical features of the local area – Watermead.</p> <p>U3) • To identify physical and human geographical features of my local area</p> <p>U2) To make a river channel using builders' sand on the playground. What features can the pupils see?</p> <p>U1) To create a journey on the playground using maps.</p>	<p>3 separate lessons (mini project after SATS) - Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies in the context of undertaking fieldwork to identify human and physical features of the local area – Thurmaston village or Leicester City.</p> <ul style="list-style-type: none"> • To identify physical and human geographical features of my local area – Oak academy lessons: <ol style="list-style-type: none"> 1) Fieldwork - Can I collect data about Road use in my community? 2) How do geographers present their data? (CC maths) 3) What do Geographers do with their data?
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Vocabulary	<p>ALL YEARS What makes a geographer lesson? (lesson in year 3 and year 5) KTW grid</p> <p><u>Land Use</u></p> <p>Agriculture Counties Recreation Retail rural Symbol Urban</p> <p><u>Rainforests</u></p> <p>Climate Deforestation Equator Humid Native tribe Species</p>	<p><u>All Around the World</u></p> <p>hemisphere equator lines of longitude lines of latitude, Royal Observatory North and South Pole Arctic Antarctic Tropic of Cancer Tropic of Capricorn precipitation meridian climate physical features</p> <p><u>Exploring Eastern Europe</u></p> <p>co-ordinates agriculture climate continent country</p>	<p>ALL YEARS What makes a geographer lesson? (lesson in year 3 and year 5) KTW grid</p> <p><u>Marvellous Maps</u></p> <p>Atlas Compass digital map easting grid references National Grid Northing Ordnance Survey maps symbols</p> <p><u>Rivers</u></p> <p>Channel Dam deposition/ deposit discharge erosion</p>	<p><u>The Amazing Americas</u></p> <p>Continent Country Hemisphere Longitude Latitude Weather Climate Biomes Landmass Fieldwork Landscape Equator</p> <p><u>Magnificent Mountains</u></p> <p>Altitude Avalanche Crust Gorges Hypothermia Lava</p>

	<p><u>The UK</u> United Kingdom Scotland Wales England Northern Ireland Capital city Countryside Coastline Nation Landmarks Union Jack Flag Currency National Anthem County Lake District</p> <p><u>Mapping the local area</u> Sketch Map aerial view feature annotation landmark distance key symbol</p>	<p>human/physical geography landscapes population precipitation weather</p> <p><u>Somewhere to Settle</u> Agriculture early settlers healthcare industrial leisure settlement</p> <p><u>Extreme Earth</u> cumulonimbus cloud erupt fossils magma tectonic plate volcano earth-quake tsunami tornado</p>	<p>mouth source tidal bore tributaries valley banks bed rapids gorge meander oxbow lake course water cycle evaporation condensation precipitation</p> <p><u>Local Study</u> County Country border physical features human features surrounding area migration multi-cultural migrated diverse culture compass landscape population</p>	<p>Magma Summit Tectonic plate</p> <p><u>Trade and Economics</u> Trade Import Export Goods Products Global</p>
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			aerial view tourist attraction	
Special days	<p>All year groups take place in Bi-annual Environment Day (Cycle A) and Indian Culture Day (Cycle B). The environment day ensures all the of national curriculum objectives are taught (objective and activities are split over the year groups).</p> <p>Year3/4 Vocabulary: Origin, import, export, food miles, as the crow flies, Efficiency, conservation, carbon footprint.</p> <p>Year 5/6 vocabulary: Renewable, non-renewable, solar power, wind power, biomass Electricity, supply, generation, power, Gigawatt (GW), coal, nuclear, CCGT, pumped storage.</p>			
Cross-curricular reading	<p>Rivers- CC reading around Rivers</p> <p>The UK- comprehension on main elements of UK (Capital city, countries in the UK etc).</p>	<p>Roman settlement – CC History</p> <p>Water – CC Science (water cycle)</p> <p>Discover & Learn: Volcanoes and Earthquakes</p> <p>Info texts (Natural disasters, Volcanoes)</p> <p>The Last Bear (climate change)</p>	<p>Floodlands – CC English</p> <p>Flooding info text – CC Guided read</p> <p>Shakleton’s journey – CC English</p> <p>Survivors – CC Guided read</p>	<p>Islam/Baghdad – history</p> <p>CC reading: Kensuke's Kingdom - lots of Geography about hurricanes, desert islands etc.</p>
Cross-curricular links Ideas for fieldwork – CC links – science/English?	<p>English – All about the UK</p> <p>Art – map and symbol work</p> <p>DT – Explorer Belts links with Rainforests</p>	<p>PSHE – Disaster: Quake, Disaster: Tsunami</p> <p>Oil disaster in the Gulf of Mexico</p>	<p>River art – CC Art</p> <p>Map art – CC Art/Computing</p>	<p>English - writing a balanced argument about whether pupils should be allowed to ride their bikes to school. We discuss things such as road safety as part of this.</p> <p>French - where do you live.</p>

				Computing - researching the Blitz using Google advanced search to find images which aren't protected by copyright
Christian Values	<p>Courage – Children develop courageous advocacy to make positive changes in the world. They show the courage to take risks and learn from mistakes and they are inspired by human endeavour and exploration.</p> <p>Fairness: Through Geography, children learn about the distribution and use of natural resources and the impact of trade. They are given opportunities for healthy debate.</p> <p>Kindness: Children are able to compare their own lives with others and show compassion for those in need.</p> <p>Koinonia: Through this subject, children can demonstrate understanding and respect of other cultures and beliefs, including economic and political knowledge. They learn how our co-humanity is inextricably involved with others as we share life on our finite planet.</p> <p>Responsibility: Children develop the discipline for seeking wisdom. They know that they are caretakers of the planet and how our everyday actions and small changes can make a difference.</p> <p>Thankfulness: Children show thankfulness for the natural world and the wonder of creation.</p> <p>Truthfulness: Children explore this value through discovery, through the investigative aspects of Geography and the testing of hypotheses. They develop a growing appreciation for the positive impact geographers can have when learning about and influencing global issues.</p>			
Spiritual Development	We promote a sense of wonder and fascination with the physical and human world. An understanding of scale is an important aspect of Geography and how small changes in climate can have far reaching consequences. Understanding that all life is linked together and create the processes that make Earth the only known inhabited planet. Pupils reflect on the			

	<p>long and short term impacts noting the rights and wrongs linking into the value of democracy, responsibility, fairness and koinonia. The value of responsibility and koinonia is also covered looking at reduce, reuse and recycle in our school.</p>
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