Geography knowledge progression:

**In each year group** - Core skills, knowledge, vocabulary and concepts acquired in the first two terms are applied towards the end of the year in the context of a place-based study.

\* not through Oddizzi

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Pathway 2 - Total Geography** | | | | |
| **Year group** | **First topic**  *(Full Schemes)* | **Second topic**  *(Full Schemes)* | **Third topic**  *(Full Schemes)* | **Additional opportunities** |
| **R\*** | Seasons | Local area | Farms |  |
| **1** | [**Weather and climate**](https://www.oddizzi.com/teachers/help/topic-planning/weather-climate-2/)**\*** (fieldwork opportunity) | [**United Kingdom**](https://www.oddizzi.com/teachers/help/topic-planning/the-uk/)**\*** (fieldwork opportunity) | [**Local area**](https://www.oddizzi.com/teachers/help/topic-planning/local-area-studies/)**\*** (integrates fieldwork) | **• fieldwork**  (opportunities linked to Schemes are marked with an asterisk: selected activities from the [**Lower KS2 Local Area Scheme**](https://www.oddizzi.com/teachers/help/topic-planning/local-area-studies/) could be used at any point in Key Stage 2) **•**  **• topical opportunities •**  **• use of maps •**  **• key geographical vocabulary •** |
| **2** | [**Continents and oceans**](https://www.oddizzi.com/teachers/help/topic-planning/continents-and-oceans/) | [**Hot and cold places**](https://www.oddizzi.com/teachers/help/topic-planning/hot-cold-places/) | [**Mugumareno Village, Zambia**](https://www.oddizzi.com/teachers/help/topic-planning/contrasting-locality/) |
| **3** | [**Climate zones**](https://www.oddizzi.com/teachers/help/topic-planning/climate/) | [**North America**](https://www.oddizzi.com/teachers/help/topic-planning/north-america/)*(medium-term plan)* | [**Rio and South-East Brazil**](https://www.oddizzi.com/teachers/help/topic-planning/brazil/) |
| **4** | [**Rivers**](https://www.oddizzi.com/teachers/help/topic-planning/brazil/)**\*** (fieldwork opportunity) | [**Rainforests**](https://www.oddizzi.com/teachers/help/topic-planning/rainforests/) | [**South America – the Amazon**](https://www.oddizzi.com/teachers/help/topic-planning/the-amazon-basin/)*(medium-term plan)* |
| **5** | [**Mountains**](https://www.oddizzi.com/teachers/help/topic-planning/mountains/)**\*** (fieldwork opportunity) | [**Volcanoes and earthquakes**](https://www.oddizzi.com/teachers/help/topic-planning/volcanoes/)(NB: this is a longer Scheme) | [**European region**](https://www.oddizzi.com/teachers/help/topic-planning/europe/) **- Greece** |
| **6** | [**United Kingdom**](https://www.oddizzi.com/teachers/help/topic-planning/the-uk/)**\*** (fieldwork opportunity) |  | [**Local area and region - Upper KS2**](https://www.oddizzi.com/teachers/help/topic-planning/local-area-studies/)**\*** (integrates fieldwork) |

**Across the school from Year R - 6**

Weather and seasons (physical geography):

Year R – seasons

Year 1 – weather and seasons

Year 2 – hot and cold places (i.e. how weather and seasons differs across the world)

Year 3 – climate zones – climate and farming

Year 4 – Rivers, rainforests and South America – how the weather processes occur (i.e. the water cycle) and place based study of weather

Year 5 – natural disasters and extreme weather

Location and Place:

Year R – local area

Year 1 – UK – 4 countries, capitals and seas – general overview

Year 2 – continents and oceans

Year 3 – specific places – North America and South America - Brazil

Year 4 – specific places – South America

Year 5 – specific places - Europe – Greece

Year 6 – UK – compare and contrast 4 countries; their locality and compare to major cities; physical features and human impact on the landscape (industries and energy sources) – how we live in the UK - specific

Human geography:

Year R – local area – farms and crops

Year 1 – local area – settlements – school grounds, local area, urban and rural

Year 2 – Zambia – contrasting location – land use (farms and settlements)

Year 3 – climate zones– farming and trade

Year 4 – rivers and rainforests – people impact them/resources and flooding; deforestation

Year 5 – Greece, mountains and natural disasters – economic activity; impact of living near mountains (settlements and farming) and natural disasters

Year 6 – trade and farming and UK – economic activity; land use; energy