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|  **East Whitby Geography Progression Document** |
| **Early Learning Goal- Understanding the World - People, Culture and Communities**  |
| **Local Knowledge and Physical Geography** | **Human Geography** | **Comparative human and physical geography** |
| Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps | Know some similarities and difference between different religious and cultural communities in this county, drawing on their experience and what has been read in class | Explain some similarities and difference between life in this country and life in other countries, drawing on knowledge from stories non-fiction texts-when appropriate – maps. |
| **Early Learning Goal- The Natural World** |
| Explore the natural world around them, making observations and drawing pictures of animals and plantsKnow some similarities and differences between the natural world and contrasting environments, drawing on experiences and what has been read in class. |  | Understand some important processes and changes in the natural world around them, including the seasons. |
| **Location Knowledge Progression – Local and UK Geography (Joint project with Local History Project)** |
| **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| Name and locate local town. Name and locate the UK | Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. | Name and locate countries and cities of the UK, geographical regions and their identifying human and physical characteristic. (urban/rural features)Name and identify , key topographical features of the local area (in hills, cliffs, Jurassic coast, river and tidal patterns)  | Revisit and consolidates - Name and locate countries and cities of the UK, geographical regions and their identifying human and physical characteristics, Name and identify key topographical features of the local area (hills, cliffs, Jurassic coast (source and route of the river Esk) tidal patterns. River and land-use patterns; and understand how some of these aspects have changed over time. | Compare 2 different regions in UK rural/urban. (local area)Locate and name the main counties and cities in England.Linking with History, compare land use maps of the local area from past with the present, focusing on land use.  | Linking with local History, map how land use has changed in local area over time.Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time |
| **Location Knowledge Progression –Global Geography** |
| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Name and Locate the equator, north and south poles | Name and locate the poles of the Earth | Locate the Equator and climate zones.  | Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn.  | Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time zones, night and day |  |
|  | Name and locate the equator  | Identify hemispheres. |  |  |  |
|  | Name and locate the world’s seven continents and five oceans. | Name and locate the 7 continents and 5 oceans | Name and locate the 7 continents Oceans and major countries. | Name and locate the 7 continents and their major countries and capital cities |  |
|  | Locate the North America | Locate Artic/Antarctic  | Locate the world’s countries, using maps with specific focus on South America, concentrating on their environmental regions, key physical and human characteristics, countries and other major cities.  | Locate Asia - Continent, Countries and name principal cities | On a world map locate the main countries in Europe Identify their main environmental regions, key physical and human characteristics, and major cities. |
| **Place Knowledge Progression – Comparative Geography** |
| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Observe and describe the human and physical geography of a small area of the United Kingdom beyond Whitby. | Understand geographical similarities and differences through studying the human and physical geography of a **small area** of the United Kingdom, and of a small area in a non-European country.North America (Location in Austrialia/NewZealand-linked to history) | Understand geographical similarities and differences through studying the human and **physical geography of a region of the UK** and those of a contrasting one worldwide (Antarctica/Artic) | Compare a region in UK with a region in South America with significant differences and similarities. | Understand geographical similarities and differences through studying the human and physical geography of a **region in** the United Kingdom and **region i**n an Asian country. | Compare a region in UK with a region in Europe with significant differences and similarities Understand some of the reasons for similarities and differences.. |
| Key Vocabulary |
| equator, north, south pole,map, atlas, find, locate, north, south, east, west, compass, position. | continent, North America, South America, Europe, Asia, Australia, Artic, Pacific ocean, Atlantic Ocean, Artic Ocean, Indian Ocean equator, north pole, south poles | climate zones, weather, temperate, tropical, north hemisphere, southern hemisphere | Tropic of Cancer, tropic of Capricorn | latitude, longitude, Greenwich Meridian, time zones, night and day, | Continue to reinforce geographical vocabulary and meaning. |
| **Human and Physical Geography**Themes which project questions should include as part of learning about physical and human geographyHuman: Cultural practices of Indigenous peoples (art, religion, political systems/economic migration/exploration/ immigration/tradePhysical: Human impact on the environment (Deforestation and habitat loss/Sustainability) |
| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| ContinentAfrica(Simba and Me) | Continent North America(Pocahontas) | Continent –Antarctica/Arctic(Ernie Shackleton) | Continent South AmericaEd Standford (Year Commando Jo) | Continent Asia(Levison Wood) | Continent Europe (Amelia Earhart) |
| Identify seasonal/daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator and the North and South poles. | Identify seasonal/daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator and the North and South poles | Revisit and embed the Identification of seasonal/daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator and the North and South poles Above aspects of geography in relation to studies of a particular continent selected for study in each year group.  | Revisit and embed the Identification of seasonal/daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator and the North and South poles andAbove aspects of geography in relation to studies of a continent selected for study in each year group.  | Revisit and embed the Identification of seasonal/daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator and the North and South poles and Above aspects of geography in relation to studies of a continent selected for study in each year group.  | Revisit and embed the Identification of seasonal/daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator and the North and South polesAbove aspects of geography in relation to studies of a particular continent selected for study in each year group.  |
| Use basic Geographical vocabulary to refer to physical features of their school and its grounds and of the surrounding environment. | Use basic Geographical vocabulary to refer to key physical features (inc – beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather)and human features (inc city, town, village, factory, farm, house, office, port, harbour, shop) of a contrasting non-European country. | Describe and understand key aspects of:Physical geography including key topographical features (inc hills, mountains, coasts, rivers) and land patterns; and understand how some of these aspects have changed over time. | Describe and understand key aspects of :Physical geography including Volcanoes and earthquakes, looking at plate tectonics and the ring of fire.Distribution of natural resources focussing on energy  | Describe and understand key aspects of :Physical geography including Volcanoes and earthquakes, looking at plate tectonics and the ring of fire.Physical geography including coasts, rivers and the water cycle including transpiration; climate zones, biomes and vegetation belts.Link to work on local area and Asian Continent) | Describe and understand key aspects ofPhysical geography, including: climate zones, biomes and vegetation belts ( (Focus on local area and Europe (Borreal Forest)Human geography including trade between UK and Europe and ROW Fair/unfair distribution of resources (Fairtrade). |
| **Geographical Skills and Fieldwork** |
| Year 1 | Year 2 | Year3 | Year 4 | Year 5 | Year 6 |
| Use maps, atlases and globes to identify the continents and oceans studied at this key stage. | Use world maps, atlases and globes to identify the United Kingdom and its countries. | Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. | Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied | Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. | Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. |
| Use locational and directional language (eg, near and far, left and right), Describe the location of features and routes on maps. | Use simple compass directions (North, East, South and West), to describe the location of features and routes on a map. | Learn the eight points of a compass, and four-figure grid references. | Use the eight points of a compass, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. | Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom in the past and present. | Extend to 6 figure grid references with teaching of latitude and longitude in depth.Expand map skills to include non-UK countries. |
| Use photographs to recognise landmarks and basic human and physical features; devise simple picture maps. | 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. |  |  |  |  |
| Use simple fieldwork and observational skills to study the geography of their school and its grounds. | Use fieldwork and observational skills to study the key human and physical features of the schools surrounding areas. | Physical geography including key topographical features (inc hills, mountains, coasts, rivers) and land patterns; and understand how some of these aspects have changed over time. | 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. | 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. | 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. |