Preesall Fleetwood's Charity CE School

Geography Progression Document

Our School Vision Statement

'You are the light of the world. A school built on a hill cannot be hidden.'
Matthew 5:14 (adapted)

We will do our best, be kind, share ourselves with our community and shine from our hill, out into the world. At Fleetwood's Charity, we create a happy caring environment based on Christian Values, where we value every child and encourage them to strive for their highest standards of achievement. We ensure that our young people go into the world as confident, independent, responsible citizens with a love for learning.
Our Vision Statement pays homage to our belief that there is something potentially wonderful in each individual, and that this is something to be proud of and share with others.

GEOGRAPHY

In line with KLIPs Lancashire

It is our intention for our Geography curriculum to inspire pupils with a curiosity and fascination about God's world, and its people, that will remain with them for the rest of their lives. Pupils should be equipped with a knowledge about diverse places, people and resources, as well as natural and human environments, together with a deep understanding of the Earth's key physical and human processes. By revisiting these areas of learning regularly, children will remember and understand more. Lessons are exciting, practical where possible, and valued as a way of understanding the world and our place in it.

Geography Year 1 & 2

Locational knowledge	Place knowledge	Human and Physical Geography
▪ Name and locate the world's seven continents and five oceans. ▪ Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.	▪ Small area of the United Kingdom. ▪ Small area in a contrasting non-European country.	▪ 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 and the North and South Poles. ▪ Use basic geographical vocabulary to refer to: – key **physical** features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather – key **human** features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Skills				
Mapping	**Fieldwork**	**Enquiry and Investigation**	**Communication**	**Use of ICT / technology**
▪ Use a range of maps and globes (including picture maps) at different scales. ▪ Use vocabulary such as bigger/smaller, near/far.	▪ Use simple fieldwork techniques such as observation and identification to study the geography of the school and its grounds as well as the key human and physical	▪ Ask simple geographical, 'where?', 'what?', and 'who?' questions about the world and their environment e.g. 'What is it like to live in this place?'	▪ Speak and write about, draw, observe and describe simple geographical concepts such as what they can see where. ▪ Notice and describe patterns.	▪ Use simple electronic globes/maps. ▪ Do simple searches within specific geographic software.

▪ Know that maps give information about places in the world (where/what?). ▪ Locate land and sea on maps. ▪ Use large scale maps and aerial photos of the school and local area. ▪ Recognise simple features on maps e.g. buildings, roads and fields. ▪ Follow a route on a map starting with a picture map of the school. ▪ Recognise that maps need titles. ▪ Recognise landmarks and basic human features on aerial photos. ▪ Know which direction is North on an OS map. ▪ Draw a simple map e.g. of a garden, route map, place in a story. ▪ Use and construct basic symbols in a map key. ▪ Know that symbols mean something on maps. ▪ Find a given OS symbol on a map with support ▪ Begin to realise why maps need a key. ▪ Look down on objects and make a plan e.g. of the classroom or playground.	features of its surrounding environment. ▪ Use cameras and audio equipment to record geographical features, changes, differences e.g. weather, seasons, vegetation, buildings etc. ▪ Use simple compass directions (NSEW). ▪ Use locational and directional language to describe feature and routes e.g. left/right, forwards and backwards. ▪ Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features.	▪ Investigate through observation and description. ▪ Recognise differences between their own and others' lives.	▪ Interpret and create meaningful labels and symbols for a range of places both in and outside the classroom. ▪ Use basic geographical vocabulary from the PoS (above) as well as to describe specific local geographical features (tube station, canal etc.) ▪ Give and follow simple instructions to get from one place to another using positional and directional language such as near, far, left and right. ▪ Use maps and other images to talk about everyday life e.g. where we live, journey to school etc.	▪ Use a postcode to find a place on a digital map. ▪ Add simple labels to a digital map. ▪ Use the zoom facility of digital maps and understand that zooming in/out means more/less detail can be seen. ▪ Use programmable toys or sprites to move around a course/screen following simple directional instructions. ▪ Use cameras and audio equipment to record geographical features, changes, differences e.g. weather/seasons, vegetation, buildings etc. ▪ Describe and label electronic images produced.

Year 3 & 4

Locational knowledge	Place knowledge	Human and Physical Geography
▪ Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America. ▪ Name and locate counties and cities of the United Kingdom. ▪ 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).	▪ A region of the United Kingdom. ▪ A region in a European country. ▪ A region within North or South America.	▪ Describe and understand key aspects of: – **physical** geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. – **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.

Skills				
Mapping	**Fieldwork**	**Enquiry and Investigation**	**Communication**	**Use of ICT / technology**
▪ Use a wider range of maps (including digital), atlases and globes to locate countries and features studied. ▪ Use maps and diagrams from a range of publications e.g. holiday brochures, leaflets, town plans. ▪ Use maps at more than one scale. ▪ Recognise that larger scale maps cover less area. ▪ Make and use simple route maps. ▪ Recognise patterns on maps and begin to explain what they show. ▪ Use the index and contents page of atlases.	▪ Use the eight points of a compass. ▪ Observe, measure and record the human and physical features in the local area using a range of methods including sketch maps, cameras and other digital devices. ▪ Make links between features observed in the environment to those on maps and aerial photos.	▪ Ask more searching questions including, 'how?' and, 'why? as well as, 'where?' and 'what?' when investigating places and processes ▪ Make comparisons with their own lives and their own situation. ▪ Show increasing empathy and describe similarities as well as differences.	▪ Identify and describe geographical features, processes (changes), and patterns. ▪ Use geographical language relating to the physical and human processes detailed in the PoS e.g. tributary and source when learning about rivers. ▪ Communicate geographical information through a range of methods including sketch maps, plans, graphs and presentations.	▪ Use the zoom facility on digital maps to locate places at different scales. ▪ Add a range of text and annotations to digital maps to explain features and places. ▪ View a range of satellite images ▪ Add photos to digital maps. ▪ Draw and follow routes on digital maps. ▪ Use presentation/multimedia software to record and explain geographical features and processes. ▪ Use spreadsheets, tables and charts to collect and display geographical data.

▪ Label maps with titles to show their purpose ▪ Recognise that contours show height and slope. ▪ Use 4 figure coordinates to locate features on maps. ▪ Create maps of small areas with features in the correct place. ▪ Use plan views. ▪ Recognise some standard OS symbols. ▪ Link features on maps to photos and aerial views. ▪ Make a simple scaled drawing e.g. of the classroom. ▪ Use a scale bar to calculate some distances ▪ Relate measurement on large scale maps to measurements outside.			▪ Express opinions and personal views about what they like and don't like about specific geographical features and situations e.g. a proposed local wind farm.	▪ Make use of geography in the news – online reports & websites.

Year 5 & 6

Locational knowledge	Place knowledge	Human and Physical Geography
▪ Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America. ▪ Name and locate counties and cities of the United Kingdom. ▪ 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).	▪ A region of the United Kingdom. ▪ A region in a European country. ▪ A region within North or South America.	▪ Describe and understand key aspects of: – **physical** geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. – **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. –

Skills				
Mapping	**Fieldwork**	**Enquiry and Investigation**	**Communication**	**Use of ICT / technology**
▪ Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied. ▪ Relate different maps to each other and to aerial photos. ▪ Begin to understand the differences between maps e.g. Google maps vs. Google Earth, and OS maps. ▪ Choose the most appropriate map/globe for a specific purpose. ▪ Follow routes on maps describing what can be seen. ▪ Interpret and use thematic maps. ▪ Understand that purpose, scale, symbols and style are related. ▪ Recognise different map projections.	▪ Use eight cardinal points to give directions and instructions. ▪ Observe, measure and record human and physical features using a range of methods including sketch maps, cameras and other digital technologies e.g. data loggers to record (e.g. weather) at different times and in different places. ▪ Interpret data collected and present the information in a variety of ways including charts and graphs.	▪ Ask and answer questions that are more causal e.g. Why is that happening in that place? Could it happen here? What happened in the past to cause that? How is it likely change in the future? ▪ Make predictions and test simple hypotheses about people and places.	▪ Identify and explain increasing complex geographical features, processes (changes), patterns, relationships and ideas. ▪ Use more precise geographical language relating to the physical and human processes detailed in the PoS e.g. tundra, coniferous/deciduous forest when learning about biomes. ▪ Communicate geographical information in a variety of ways including through maps, diagrams, numerical and quantitative skills and writing at increasing length.	▪ Use appropriate search facilities when locating places on digital/online maps and websites. ▪ Use wider range of labels and measuring tools on digital maps. ▪ Start to explain satellite imagery. ▪ Use and interpret live data e.g. weather patterns, location and timing of earthquakes/volcanoes etc. ▪ Collect and present data electronically e.g. through the use of electronic questionnaires/surveys. ▪ Communicate geographical information electronically e.g.

▪ Identify, describe and interpret relief features on OS maps. ▪ Use six figure coordinates. ▪ Use latitude/longitude in a globe or atlas. ▪ Create sketch maps using symbols and a key. ▪ Use a wider range of OS symbols including 1:50K symbols. ▪ Know that different scale OS maps use some different symbols. ▪ Use models and maps to discuss land shape i.e. contours and slopes. ▪ Use the scale bar on maps. ▪ Read and compare map scales. ▪ Draw measured plans.			▪ Develop their views and attitudes to critically evaluate responses to local geographical issues or events in the news e.g. for/against arguments relating to the proposed wind farm.	multimedia software, webpage, blog, poster or app. ▪ Investigate electronic links with schools/children in other places e.g. email/video communication.