

# Geography progression at Forest & Sandridge CE Primary School



## Geography National Curriculum

Key Stage 1	Key Stage 2
<ul style="list-style-type: none"> <li>• Investigate the world's continents and oceans.</li> <li>• Investigate the countries and capitals of the United Kingdom.</li> <li>• Compare and contrast a small area of the United Kingdom with that of a non-European country.</li> <li>• Explore weather and climate in the United Kingdom and around the world.</li> <li>• Use basic geographical vocabulary to refer to and describe key physical and human features of locations.</li> <li>• Use world maps, atlases and globes.</li> <li>• Use simple compass directions.</li> <li>• Use aerial photographs.</li> <li>• Use fieldwork and observational skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Locate the world's countries, with a focus on Europe and countries of particular interest to pupils.</li> <li>• Locate the world's countries, with focus on North and South America and countries of particular interest to pupils.</li> <li>• Identify key geographical features of the countries of the United Kingdom, and show an understanding of how some of these aspects have changed over time.</li> <li>• Locate the geographic zones of the world.</li> <li>• Understand the significance of the geographic zones of the world.</li> <li>• Understand geographical similarities and differences through the study of human and physical geography of a region or area of the United Kingdom (different from that taught at Key Stage 1).</li> <li>• Understand geographical similarities and differences through the study of human and physical geography of a region or area in a European country.</li> <li>• Understand geographical similarities and differences through the study of the human and physical geography of a region or area within North or South America.</li> <li>• Describe and understand key aspects of:</li> </ul>



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- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle
- human geography, including: settlements, land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water supplies.

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

- Use the eight points of a compass, four-figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the world.

- Use a wide range of geographical sources in order to investigate places and patterns.

- 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.

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## Skills progression

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Cultural Capital</b> (See passports for linked values)	Complete a walk around our local area. Visit the Primrose nature trail. Woods visits	Local area walk Visit the remembrance memorial in Melksham. Visit post office. Woods visits		Year 4 residential  Woods visits	Use an Ordnance Survey (OS) map Go orienteering in a team  Woods visits	Year 6 residential  Woods visits
<b>To investigate places</b>	<p>Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?)</p> <p>Identify key features of a location in order to say whether it is a city, town, village, coastal or rural area.</p> <p>Use world maps, atlases and globes to identify and name the UK, 7 continents</p> <p>Use world maps, atlases and globes to identify and name the UK and its countries. Include capital cities and surrounding seas. <i>Scotland, England, Wales and Northern Ireland.</i></p> <p>Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.</p>	<p>Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?)</p> <p>Use world maps, atlases and globes to identify and name the UK, 7 continents and 5 oceans. Include capital cities and surrounding seas.</p> <p><u>Continents</u>: Asia, Africa, Antarctica, Australasia (Oceania), Europe, North America and South America <u>Oceans</u> <i>Pacific, Atlantic, Southern, Indian, Arctic</i></p> <p>Use aerial images and plan perspectives to recognise landmarks and basic physical features of a place. (Choose place)</p>	<p>Ask and answer geographical questions about the physical and human characteristics of a location.</p> <p>Explain own views about locations, giving reasons.</p> <p>Use fieldwork to observe 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.</p> <p>Use a range of resources to identify the key physical and human features of a location.</p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand</p>	<p>Ask and answer geographical questions about the physical and human characteristics of a location.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</p>	<p>Collect and analyse statistics and other information in order to draw clear conclusions about locations.</p> <p>Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</p> <p>Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>Name and locate the countries of North and South America and identify their main physical and human characteristics</p>	<p>Collect and analyse statistics and other information in order to draw clear conclusions about locations.</p> <p>Identify and describe how the physical features affect the human activity within a location.</p> <p>Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways + Analyse and give views on the effectiveness of different geographical representations of a location (<b>RESIDENTIAL</b>)</p> <p>Name and locate the countries of North and South America and identify their main physical and human characteristics</p>

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			<p>how some of these aspects have changed over time.</p> <p>Name and locate the countries of Europe and identify their main physical and human characteristics. (Could link to Roman invasion)</p>			
<b>To investigate patterns</b>	<p>Identify seasonal and 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.</p> <p>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 contrasting non-European country (Africa)</p>	<p>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 contrasting non-European country (Insert country here)</p> <p>Identify Land use around school</p> <p>Identify seasonal and 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.</p>		<p>Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas.</p> <p>Describe geographical similarities and differences between countries.</p> <p>Describe how the locality of the school has changed over time.</p>	<p>Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).</p> <p>Understand some of the reasons for geographical similarities and differences between countries.</p> <p>Describe how locations around the world are changing and explain some of the reasons for change.</p>	<p>Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).</p> <p>Describe geographical diversity across the world.</p> <p>Describe how countries and geographical regions are interconnected and interdependent.</p>
<b>To communicate geographically</b>	<p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> <li>- key physical features</li> <li>- Key human features.</li> </ul> <p>Devise a simple map and use and construct basic symbols in a key.</p>	<p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> <li>- key physical features</li> <li>- Key human features.</li> </ul> <p>Use compass directions (north, south, east west) and locational language (e.g. near/far) to describe location of features on maps. (could link with beebots)</p>	<p>Describe key aspects of:</p> <ul style="list-style-type: none"> <li>• <b>human geography</b>, including: settlements and land use.</li> </ul> <p>Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.</p>	<p>Describe key aspects of:</p> <ul style="list-style-type: none"> <li>• <b>physical geography</b>, including: rivers, mountains, volcanoes and earthquakes and the water cycle.</li> </ul>	<p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>• <b>physical geography</b> including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.</li> </ul> <p>Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).</p>	<p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>• <b>human geography</b>, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.</li> </ul> <p>Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard</p>

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		Be able to use simple grid references when using a map.				Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world. <b>(RESIDENTIAL)</b>
<b>Vocabulary</b>	forest, hill, mountain, soil, valley, vegetation, city, town, village, factory, farm, house, office, season, bungalow, detached, semi-detached, flat	beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, and weather, city, town, village, factory, farm, house, office, port, harbour and shop	Key, atlas, settlement, north, east, south, west, north east, north west, south east, south west, hills, mountains, cities, rivers,	Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, river, mountain, volcano, earthquake	Grid-reference, key, study, topography, population, density, biomes, diversity,	Grid-reference, key, study, topography, ordnance, survey, interconnected, interdependent

### End of School Expectations

*By the time a child leaves Forest & Sandridge CE Primary they will:*

- Have an excellent knowledge of where places are and what they are like.
- Have an excellent understanding of the ways in which places are interdependent and interconnected and how much human and physical environments are interrelated.
- Have an extensive base of geographical knowledge and vocabulary.
- Be fluent in complex, geographical enquiry and the ability to apply questioning skills and use effective analytical and presentational techniques.
- Have the ability to reach clear conclusions and develop a reasoned argument to explain findings.
- Have significant levels of originality, imagination or creativity as shown in interpretations and representations of the subject matter.
- Be highly developed and frequently utilised fieldwork and other geographical skills and techniques.
- Have a passion for and commitment to the subject, and a real sense of curiosity to find out about the world and the people who live there.
- Have the ability to express well-balanced opinions, rooted in very good knowledge and understanding about current and contemporary issues in society and the environment.