**National Curriculum: Progression in Geography**

**Hanslope Primary School**

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|  | | Locational knowledge, Place knowledge, Human and physical geography and Geography skills and fieldwork. | | | | | | | |
|  | Foundation  Stage\*on | | Year 1 Year 1 | Year 2 Year 2 | | Year 3 Year 3 | Yea Year 4r 4 | Yea Year 5r 5 | Year 6Year 6 |
| **Locational knowledge** | Through continuous provision Pupils should be taught to:  **People, Culture and Communities:**   * I can draw information from a simple map. * I can recognise some similarities and differences between life in this country and life in other countries.   . | | **Pupils should be taught to:**  • name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas. | | **Pupils should be taught to:**  • name and locate the world’s 7 continents and 5 oceans | **Pupils should be taught to:**  • name and locate cities of the United Kingdom, identifying human and physical characteristics, (including land use patterns) and understand how some of these aspects have changed over time.  \*name and locate counties of the United Kingdom, | **Pupils should be taught to:**  • locate the world’s countries, using maps to focus on Europe (including the location of Russia) and South America.  • name geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), | **Pupils should be taught to:**  • locate the world’s countries, using maps concentrating on their environmental regions, key physical and human characteristics, countries, and major cities  • identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, and the Prime/Greenwich Meridian and time zones (including day and night). | **Pupils should be taught to:**  • locate the world’s countries, using maps to focus on North America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities  • identify the position and significance of the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle. |
| Learning Intentions  to be covered for Locational knowledge | Enabling environments:  • Provide play maps and small world equipment for children to create their own environments.  • Give opportunities to record findings by, e.g. drawing, writing, making a model or photographing.  • Provide stories that help children to make sense of different environments. | | LI: To understand how we can travel to other places. (including, road, paths, trains)    LI: To be able to name and locate the countries of the United Kingdom. (England, Scotland, Wales and Northern Ireland)  LI: To be able to name the capital cities of the countries of the UK (England - London, Scotland – Edinburgh, Wales - Cardiff and Northern Ireland - Belfast)  LI: To be able to name the seas surrounding the United Kingdom (English Channel, North Sea, Irish Sea and Atlantic Ocean). | LI: To be able to name and locate the world’s 7 continents (Africa, Antarctica, Asia, Oceania, Europe, North America, and South America).  LI: To locate and name the 5 oceans of the world (Atlantic Ocean, Arctic Ocean, Indian Ocean, Pacific Ocean, and Southern Ocean round the Antarctic)  LI: To understand the difference between oceans and seas (the difference between the two terms are that seas are smaller than oceans, seas are partially enclosed by land. Looking at the Mediterranean will help with this) | | LI: To be able to name and locate cities of the UK..  LI: To be able to use land-use patterns (or aerial pictures).  LI: To understand what a county is (a county is an area of England used for different purposes, which include administrative, geographical, cultural and politics)  LI: To be able to identify and locate the county of Buckinghamshire and it boarding counties. (Bedfordshire, Northamptonshire, Hertfordshire, Greater London, Berkshire and Oxfordshire) This may be useful <https://www.ordnancesurvey.co.uk/mapzone/> | LI: To use an atlas to locate countries within Europe including Russia.  LI: To be able to recognise countries by their shape.  LI: To be able be identify South America.  **(Mayans topic)**  LI: To be able to recognise the 7 continents by their shape (Africa, Antarctica, Asia, Oceania, Europe, North America, and South America).  LI: To be able to name and locate the capital cities of the countries in Europe (there are 51 countries in Europe)  LI: To understand what topographical features are and compare Italy and England (topographical features are hills, mountains, coasts and rivers etc.). ***(Volcano/Earthquake Topic)*** | LI: To compare countries including their key topographical features, key physical and human characteristics, countries, and major cities.  LI: To understand what is meant by latitude, longitude, Equator  LI: To be able to understand the significance of the impact of a country’s latitude and longitude.  LI: To identify what countries are located in the northern and southern Hemisphere  LI: To identify and describe the significance of the Greenwich Meridian and time zones. | LI: To identify and locate the Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle |
| **Place**  **knowledge** | Through continuous provision Pupils should be taught to:  **People, Culture and Communities:**   * I can draw information from a simple map. * I can recognise some similarities and differences between life in this country and life in other countries. | |  | **Pupils should be taught to:**  • 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 | | **Pupils should be taught 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. | **Pupils should be taught 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 a South American country. | **Pupils should be taught to:**  •understand geographical similarities and differences through the study of human and physical geography of a region/s in Greece. | **Pupils should be taught 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 in North America. |
| Learning Intentions to be covered for Place knowledge | Enabling environments:  • Provide play maps and small world equipment for children to create their own environments.  • Give opportunities to record findings by, e.g. drawing, writing, making a model or photographing.  • Provide stories that help children to make sense of different environments. | |  | LI: To compare the similarities and differences of human and physical features of Hanslope and Antarctica.  (These locations can be changed to be suitable for cohort but must be contrasting. Including a seaside location will help build up the children’s knowledge of physical geographical features). | | LI: To understand how the UK has similarities and differences to places around the world comparison of two different locations (e.g England and Italy-***Volcano/ Earthquake topic***). | LI: To understand and describe the similarities and differences of human and physical geography of e.g Scotland and England/England and Mexico (***Scotland*** and ***Mayan******topic***). (Look at climate, population, cities, food, latitude, time zones, employment, natural resources etc) | LI: To compare the physical and human features of a region of the UK and Greece (**Greeks topic**). | LI: To compare the physical and human features of the United Kingdom, \*\*\* and North America. (Link with ***Titanic topic***- ship left for America) |
| **Human and physical geography** | **Through continuous provision pupils should be taught to:**  The Natural World  • I can explore the natural world around me.  • I can describe what I see, hear and feel whilst outside.  • I can recognise some environments that are different to the one in which I live.  • I can understand the effect of changing seasons on the natural world | | **Pupils should be taught to:**  • 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: river, season and weather and key human features, including: town, house, shop  and  key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop | **Pupils should be taught to:**  • 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.  and  key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop | | **Pupils should be taught to:**  • describe and understand key aspects of:  **physical geography,** including: climate zones.  • describe and understand key aspects of physical geography,  **human geography,** including: types of settlement and land use. | **Pupils should be taught to:**  • describe and understand key aspects of:  **physical geography,** including: rivers, mountains, and the water cycle,  • describe and understand key aspects of physical geography, including: volcanoes and earthquakes.  **human geography,** including: the distribution of natural resources including energy, food, minerals and water. | **Pupils should be taught to:**  • describe and understand key aspects of physical geography, including: biomes and vegetation belts, economic activity, | **Pupils should be taught to:**  • describe and understand key aspects of physical geography, including: biomes and vegetation belts, economic activity, including trade links.  ***(Hanslope Enterprise topic***) |
| Learning Intentions to be covered for human and physical geography | Enabling environments:  • look closely at similarities, differences, patterns and change.  e.g. rubbings from grates, covers, or bricks.  • use appropriate words, e.g. ‘town’, ‘village’, ‘road’, ‘path’, ‘house’, ‘flat’, ’temple’ and ‘synagogue’, to help children make distinctions in their observations.  • be encouraged to express opinions on natural and built environments, with opportunities for them to hear different points of view on the quality of the environment.  • Encourage the use of words that help children to express opinions, e.g. ‘busy’, ‘quiet’ and ‘pollution’.  • Use the local area for exploring both the built and the natural environment.  • Give opportunities to design practical, attractive environments, for example, taking care of the flowerbeds or organising equipment outdoors.  ***Early Learning Goals:***   * *I can explore the natural world around me, making observations and drawing pictures of animals and plants.* * *I know some similarities and differences between the natural world around me and contrasting environments, drawing on my experiences and what has been read in class.* * *I can understand some important processes and changes in the natural world around me, including the seasons and changing states of matter.* | | LI: To understand how the four seasons in the UK are different. (Spring, Summer, Autumn and Winter)  LI: To understand that the weather is different around the world (north and south poles and equator)  LI: To be able to name the physical geographical features of Hanslope.  LI: To be able to name the human features of Hanslope (village, houses, shops, bridges) | LI: To understand and use the key physical features vocabulary  beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.  LI: To understand and use the key human features vocabulary  city, town, village, factory, farm, house, office, port, harbour and shop | | LI: To understand difference between different settlement types (hamlet, village, town, city), and land use.  LI: To be able to identify the physical and human feature of a city.  LI: To understand what climate zones are. | LI: To understand the water cycle (1. Evaporation happens when warmth from the sun causes water from the sea, lakes and rivers to rise into the air and turn to vapour, which then merge together to form clouds. 2. Condensation happens when water vapour turns back into liquid, and forms clouds in the sky. 3. Precipitation is when water (falls from clouds in the sky. 4. Run off happens when much of this water flows into lakes and rivers, and gets carried back to the sea).  LI: To understand the features of a river (source, waterfall, oxbow, lake, stream, spring, channel, meander).  LI: To be able to explain how the path of a river may change (look at physical intervention of dams (e.g in Mexico and natural erosion)  LI: To be able to explain how mountains are formed   * LI: To be able to name and identify different types of mountain formations (Fold mountains, fault-block mountains, fault-block mountains, dome mountains)   LI: To identify the features of a mountain  LI: To understand how earthquakes happen. ***(Volcanoes/ Earthquakes Topic)***  LI: To understand how volcanos are formed.  ***(Volcanoes/ Earthquakes Topic)***  LI: To understand that the earth’s crust is made up 12 techonomic plates.  ***(Volcanoes/ Earthquakes Topic)***  LI: To understand the impact of tectonic activities on humans and the environment.  ***(Volcanoes/ Earthquakes Topic)*** | LI: To understand how humans affect the environment over time (e.g looking at the impact of plastic).  LI: To be able to explain the climate zones around the world.  LI: To be able to explain the impact climate zones may have.  LI: To understand what biomes and vegetation belts are. (Biomes are naturally occurring mass of flora and fauna in a habitat for example forest or tundra. A vegetation belt/regions there are 5 major ones forest, grassland, tundra, desert, and ice sheet).  LI: To understand about economic activity. | LI: To understand about economic activity, including trade links. ***(Hanslope Enterprise topic***) |
| **Geography skills and fieldwork** | **Through continuous provision pupils should be taught to:**  **Through continuous provision pupils should be taught to:**  The Natural World  • I can explore the natural world around me.  • I can describe what I see, hear and feel whilst outside.  • I can recognise some environments that are different to the one in which I live.  • I can understand the effect of changing seasons on the natural world**.** | | **Pupils should be taught to:**  •use world maps, atlases and globes to identify the United Kingdom and its countries.  • use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map  • use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment | **Pupils should be taught to:**  • use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.  • 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. | | **Pupils should be taught to:**  • use maps, atlases, and globes to locate countries.  • use the 8 points of a compass, and 4 figure grid references, to build their knowledge of the United Kingdom and the wider world.  • use fieldwork to observe, measure record human features in the local area using a range of methods, including plans and graphs. | **Pupils should be taught to:**  •use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied  • use the 6-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.  • 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, plans and graphs, and digital technologies. | **Pupils should be taught to:**  •use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. | **Pupils should be taught 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, plans and graphs, and digital technologies. |
| Learning Intentions to be covered for geography skills and fieldwork | Enabling environments:  • Provide stimuli and resources for children to create simple maps and plans, paintings, drawings and models of observations of known and imaginary landscapes.  • Give opportunities to record findings by, e.g. drawing, writing, making a model or photographing.  \*provide opportunities to see/ discuss that the environment and living things are influenced by human activity.  •find out about the environment by talking to people, examining photographs and simple maps and visiting local places. | | LI: I can ask simple geographical question (for example, what is it like to live there? What is different?)  LI: To be able to understand simple compass directions (north, south, east and west)  LI: To understand the geography of Hanslope Primary School.  LI: To use simple map of local area (pictorial)  LI: To be able to use directional language to describe a route (left, right, forward, backwards, north, south, east, west).  LI: To be able to direct my way to a given location on a map.  LI: To make my own map of the school playground. | | LI: To be able to use an atlas to identify the countries of the UK  LI: To be able to use an atlas to locate different countries around the world.  LI: To use an aerial photograph to devise a simple map. (look at a map of Hanslope and then of an unknown area)  LI: To understand how to use a key. | LI: To use an atlas to locate countries and describe their features  LI: To be able to analyse and compare locations through aerial photographs and pictures.  LI: To analyse different locations based on evidence (population, temperatures, photographs)  LI: To understand how to use a four grid map reference  LI: To understand and use the 8 points of a compass (north (N), east (E), south (S), west (W), northeast (NE), southeast (SE), southwest (SW) and northwest (NW).  LI: To conduct a case study of the road usage in Hanslope.. | LI: To understand to use OS 6 figure grid references  LI: To understand how to use OS symbols and key  LI: To use maps (digital/computer mapping) to locate countries and describe features studied.  LI: To write a case study about the features of a river.  LI: To conduct field work on a river. (Trip to conduct field work, measure speed of a river, depth etc and write up findings). | LI: To be able to explore the impact of climate zones, biomes, vegetation belts, rivers, mountains and earth quakes. (this is to be presented through a research project/case study as part of e.g **Japan/Egypt topic** research) | To conduct fieldwork on the impact of new housing estate within Hanslope Fields. ***(Hanslope Enterprise topic***)   * Conduct public surveys * Traffic survey * Current shops on high street (create a map) * Wildlife survey * Impact on school places |

* **Early Years Foundation Stage**:

Children make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment. This is provided through continuous provision, trips and visits and targeted teaching.