



Geography Progression


Big School Hub

UNITED SCHOOLS FEDERATION



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational Knowledge 	<p>Use maps and a globe to identify oceans and understand that both a map and a globe show the same thing</p>	<p>Use maps and a globe to identify the continents and oceans and understand that both a map and a globe show the same thing. Locate the continents in an atlas. Use maps and globes to locate the UK. Be able to identify the 4 countries and label the capital cities of the UK Explain the purpose of a capital city and form opinions on how this affects population size.</p>	<p>Using maps, locate the Equator, the Tropics of Cancer and Capricorn. Consider the countries and climates that surround these lines and discuss the relationships between these and the countries. Use the language of 'north', 'south', 'east', 'west' to relate countries to each other.</p>	<p>Identify the different hemispheres on a map. Use the compass points N, NE, E, SE, S, SW, W, NW to direct and locate using a compass. Locate and label different countries/continents in the Northern and Southern hemisphere.</p>	<p>Confidently use maps, globes and Google Earth. Use atlases/maps to describe and locate places using 4 figure grid references. Locate the Equator on a map, atlas and globe and draw conclusions about the climates of countries on the Equator and on the tropics. Study photos/pictures/maps to make comparisons between locations.</p>	<p>Use 6 figure grid references to identify countries and cities in the world, the main mountain ranges and the longest rivers. Select the most appropriate map for different purposes e.g atlas to find a country, Google Earth to find a village. Explain the climates of given countries in the world and relate this to knowledge of the hemispheres, the Equator and the Tropics. Locate the major cities of the world and draw conclusions as to their similarities and differences. Use maps to identify longitude and latitude.</p>
Place knowledge 	Local area Scotland	Local area Devon Africa - Kenya	UK Mediterranean	UK Europe and Beyond Egypt	Europe – Germany South America	UK World
Human Geography 	<p>Use basic geographical vocab to refer to key human features, including: city, town, village, factory, farm, house and shop. Be able to verbalise and write about similarities and differences between the features of the two localities.</p>	<p>Use basic geographical vocab to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. Be able to verbalise and write about similarities and differences between the features of the two localities</p>	<p>Discuss how volcanoes affect human life e.g. settlements and spatial variation. Look at maps, pictures and other sources to identify similarities and differences between a UK and the Mediterranean. Compare physical and human features, draw conclusions, pose questions and use prior knowledge of map reading. Identify main trade and economy in the Mediterranean and compare to region of the UK. Look at settlements, particularly in relation to the volcanoes – what conclusions can be drawn? Analyse evidence and draw conclusions e.g. make comparisons between locations using photos/pictures, temperatures in different locations and population numbers.</p>	<p>Study maps of Roman settlements. Draw conclusions about the location of the settlements based on prior knowledge. Compare with current maps and make suggestions about change. Study how land in the local area was used during the historical periods studied. Look at land use in the same area today and consider how and why this has changed. Identify main economies in the immediate area. Compare with trade in the past. Why has this changed.</p>	<p>Identify and mark on a map the different countries of South America. Identify the major cities and consider how they differ to other regions in the country. Looking at photographs, children to compare and contrast two differing regions e.g. rich/poor Brazil, hilly/icy Argentina. Using photographs, children to make connections between South America and the UK. Ask geographical questions e.g. Are there any links? (big cities near rivers, less populated areas near hilly ones etc).</p>	<p>Study maps and pictures of Ippelen. Compare and contrast photos and maps from today. Discuss land use and draw conclusions about the reasons for this based on the human inhabitants and changing needs.</p>

<p>Physical Geography</p> 	<p>Ask questions about the weather and seasons.</p> <p>Observe and record e.g. draw pictures of the weather at different times of the year or keep a record of how many times it rains in a week in the winter and a week in the summer.</p> <p>Express opinions about the seasons and relate the changes to changes in clothing and activities e.g. winter = coat, summer = t-shirts.</p> <p>Use both maps and globes, identify the coldest places in the world – The North and South pole, related to their study of the Arctic</p> <p>Use basic geographical vocab to refer to key physical features including: beach, coast, forest, mountain, sea, river, season: weather.</p>	<p>Use both maps and globes, identify the coldest and the hottest places in the world –</p> <p>Make predictions about where the hottest places in the world are? Children to identify the equator and locate the places on the Equator which are the hottest.</p> <p>Use basic geographical vocab to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p>	<p>Locate places in the world where volcanoes occur.</p> <p>Understand and be able to communicate in different ways the cause of volcanoes and the process that occurs before a volcano erupts.</p> <p>Draw diagrams, produce writing and use the correct vocabulary for each stage of the process of volcanic eruption.</p> <p>Ask and answer questions about the effects of volcanoes.</p>	<p>Study maps of Roman settlements. Draw conclusions about the location of the settlements based on prior knowledge. Look at pictures and labelled diagrams of different historical settlements over time.</p> <p>Produce own pictures and labelled diagrams.</p> <p>Ask and answer questions through own knowledge and self-conducted research: What resources were used? Why were they used? Why were their settlements so different? What tools were available? What was the purpose of the settlements?</p> <p>Research and discuss how water affects the environment, settlement, environmental change and sustainability.</p>	<p>Use maps to identify different climate zones.</p> <p>Discuss and compare the climate zones of the UK and relate this knowledge to the weather in the local area.</p> <p>Locate the mountain ranges, rivers and oceans.</p> <p>Consider how the location of these geographical features has shaped life. Refer to UK e.g. London and the Thames/Lake District.</p> <p>Understand how geographical features are marked on a map. Using this knowledge, children to study world maps to identify other major cities, hilly areas, rivers etc. Children to ask questions about global warming.</p> <p>Discover the cause of global warming and research the implications.</p> <p>Reach reasoned and informed solutions and discuss the consequences for the future.</p> <p>Identify changes to be made in own lives in response to this.</p> <p>Use maps, globes and Google Earth to identify the continent of South America. Looking at a map of climate zones, children to use prior knowledge of the world to identify the climate they think may exist in different parts of South America. Understand the term ‘biome’.</p> <p>Use knowledge of this term to make suggestions for places in the world which may be biomes.</p> <p>Once the children are aware that the main types are tundra, desert, grassland and rain forest, children to use maps to locate areas they think may be biomes e.g. very green areas could be rainforests, flat pale ones could be deserts etc. Defend reasoning using knowledge of maps. Focus on Amazon rainforest – identify the climate, the habitats, the plant and animal types and how people live in the rainforest. Study life in the Amazon rainforest through primary sources –</p>	<p>Use the language of rivers e.g. erosion, deposition, transportation.</p> <p>Explain and present the process of rivers.</p> <p>Use maps to identify different climate zones.</p> <p>Discuss and compare the climate zones of the UK and relate this knowledge to the weather in the local area.</p> <p>Locate the mountain ranges, rivers and oceans.</p> <p>Consider how the location of these geographical features has shaped life.</p>
<p>Geographical Skills and Fieldwork</p>	<p>Use both maps and globes, identify the coldest places in the world – The North and South pole, related to their study of the Arctic.</p> <p>Use simple compass directions (North, South, East and West) to</p>	<p>Use maps and a globe to identify the continents and oceans and understand that both a map and a globe show the same thing.</p> <p>Locate the continents on a paper map.</p> <p>Locate Africa on a map.</p>	<p>Study maps and aerial photographs and use the eight points of the compass</p> <p>Study maps to make assumptions about the different areas of Europe e.g. using map keys to identify mountainous areas, urban areas.</p>	<p>Design questions and studies to conduct in the local area.</p> <p>Identify local features on a map and begin to experiment with four figure grid references, using them to locate and describe local features.</p> <p>Undertake surveys.</p>	<p>Look for evidence</p> <p>Make field notes/observational notes about land features.</p> <p>Locate and explain the features.</p> <p>Take photographs to support findings e</p>	<p>Look for evidence</p> <p>Make field notes/observational notes about land features.</p> <p>Locate and explain the features.</p> <p>Take photographs to support findings</p> <p>compare and contrast.</p>

	<p>describe the location of features on a map. Children make sketches/notes of their school create a map to direct others which uses a key and includes the main physical and human features.</p>	<p>Study maps and aerial photographs and use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map. Draw own maps of the local area; use and construct basic symbols in a key. Observe and record the features around the school e.g. the different types of plants, the animals, the different types of traffic compared to the beach Communicate findings in different ways e.g. reports, graphs, sketches, diagrams, pictures. Children make sketches/notes of their trip to school/trip to the river and then create a map to direct others which uses a key and includes the main physical and human features.</p>	<p>Identify hilliest areas and flattest areas as well as decide which rivers they think are the largest. Study some pictures of different parts of Europe (e.g. top of a mountain, on the banks of a river, on a farm. Make reasoned judgements about where the pictures are taken and defend e.g. a mountain top may be in France because there is a large mountain range there. Match key landmarks to the country and make suggestions as to how landmarks affect a country (tourism, economy etc)</p>	<p>Conduct investigations and take part in the local archaeological dig. Classify buildings. Use recognised symbols to mark out local areas of interest on own maps. Choose effective recording and presentation methods e.g. tables to collect data. Present data in an appropriate way using keys to make data clear. Draw conclusions from the data.</p>		<p>Select a method to present the differences in the area today. Record measurement.</p>
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