

## Geography progression at Shaw CE Primary School



|  | EYFS  | Year 1  | Year 2   | Year 3  | Year 4   | Year 5  | Year 6  |
|--|---|---|--|---|--|---|---|
| <b>Cultural Capital</b><br>(See passports for linked values) | Talk about who is in my family and who lives in my house<br>Make a treasure map<br>Look up where you live on a map  | Complete a trail around the village of Shaw and Whitley<br>Go to the Post Office and send their own Flat Stanley around the world.  |  | Re-use materials to design an eco project with a partner  |  | Use an Ordnance Survey (OS) map<br>Go orienteering in a team  |   |
| <b>Locational knowledge</b>                                  | <b>Understanding the World</b><br>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.   | Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. <i>Scotland, England, Wales and Northern Ireland.</i><br><br>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles | Name and locate the world's seven continents and five oceans.<br><u>Continents:</u> <i>Asia, Africa, Antarctica, Australasia (Oceania), Europe, North America and South America</i><br><u>Oceans</u><br><i>Pacific, Atlantic, Southern, Indian, Arctic</i>   | Locate the main countries of Europe (linked to Roman invasion across Europe) inc. Russia.<br>Identify capital cities of Europe. <i>Rome, Paris, London, Madrid and Berlin</i><br>Securely locate and name the countries making up the British Isles, with their capital cities.<br>Identify longest rivers in the world.  | Locate North and South America and some of the countries/states within them.<br><i>New York, Brazil, Columbia, Peru, United States, Mexico and Canada.</i><br>Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn.<br>Identify largest deserts and highest mountains ( <i>Everest – summit between Tibet and Nepal</i> ). | On a world map locate South Africa in Africa, Japan and Indonesia in Asia and Australasia/Oceania. and North or South America.<br>Locate and name capital cities in countries studied – Mexico, one other Central American country, Australia and Japan. Identify the main environmental regions, key physical and human characteristics, and major cities of Japan.<br><br>Locate and name the main cities in England.<br>Linking with History, compare land use maps of UK from past with the present: <i>Devizes (Canal study)</i> | Locate the main countries in Europe and the world involved in WW2 ( <i>France, Spain, Germany, Japan, Russia, USA</i> ).<br><br>Locate and name the main counties in England (Wiltshire, Dorset, Cornwall, Devon, London & Greater London)<br>Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers.<br>Identify the position and significance of latitude/longitude and the Greenwich Meridian. |
| <b>Place knowledge</b>                                       |   | Understand geographical similarities and differences between their local area ( <i>Shaw</i> ) and a contrasting non-European country ( <i>Africa?</i> ).  | 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 (Great Barrier Reef – link to water/rivers topic) concentrating on sea sides   | Compare a region of the UK with a region in Europe ( <i>Rome in Italy compared with Wiltshire</i> ). (BEER residential).  | 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 North or South America.  | Compare a region in UK ( <i>Shaw/Melksham</i> ) with Rio de Janeiro) in South America with significant differences and similarities.  | Compare 2 different regions in UK rural/urban. London and Shaw village.   |
| <b>Human and Physical Geography</b>                          | <b>Understanding the World</b><br>Can talk about some of the things they have observed such as plants, animals, natural and found objects.  | Name the four seasons and comment on the weather.<br>Use simple fieldwork and observational skills to study the geography of their school and its grounds.  | Identify human and physical features of the two localities studied ( <i>Australia – Great Barrier Reef</i> ) Towns, cities, landscape, climate   | Types of settlements in Early Britain linked to History. Why did early people choose to settle there? ( <i>Look at why the Romans chose to settle in Britain – what did it offer geographically?</i> )  | On a world map, locate areas of similar environmental regions, either desert, rainforest or temperate regions. Look at the human element, why are some places more inhabited than others? Human geography including trade between UK and Europe ( <i>keep this current as there is a lot of change</i> ) and rest of the world.<br>The water cycle – science.                  | Describe and understand key aspects of:<br>Physical geography including Volcanoes and earthquakes, looking at plate tectonics and the ring of fire.   | Describe and understand key aspects of:<br>Physical geography including coasts.   |
| <b>Geographical skills and Enquiry</b>                       | <b>ELG Understanding the World</b><br>Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes. | Use basic geographical vocabulary to refer to: Key physical features and key human features, including:<br>Show an understanding of how an atlas is used ( <i>as modelled by an adult</i> ).  | Use basic geographical vocabulary to refer to:<br>Key physical and human features.<br>Devise a simple map with a simple key.<br>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 ( <i>Link with computing using Bee-Bots</i> ). | Use maps, atlases, globes and digital/computer mapping ( <i>Google Earth</i> ) to locate countries and describe features studied.<br>Learn the eight points of a compass and some basic symbols and key to build their knowledge of the United Kingdom and the wider world.<br>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. | Use maps, atlases, globes and digital/computer mapping ( <i>Google Earth</i> ) to locate countries and describe features studied.<br>Use the eight points of a compass and have some understanding of the use of four-figure grid references.<br>Use fieldwork to observe, measure and record.   | Use maps, atlases, globes and digital/computer mapping ( <i>Google Earth</i> ) to locate countries and describe features studied.<br>Use four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom.<br>Use fieldwork to observe, measure and record the human and physical features using a range of methods, including sketch maps, plans and graphs, and digital technologies.<br>Cameras, photos, sketches...  | Use maps, atlases, globes and digital/computer mapping ( <i>Google Earth</i> ) to locate countries and describe features studied<br>Extend to 6 figure grid references with teaching of latitude and longitude in depth.<br>Use fieldwork to observe, measure and record the human and physical features using a range of methods, including sketch maps, plans and graphs, and digital technologies.   |
| <b>Vocabulary</b>  | Animals • Beach • Building • City • Countryside • Desert • England • Farm • festivals • flag • forest • globe • hill • house • journey • lake • land • language • local • map • mountain • park • path • people • place • pond • rainforest • river • road • sea • seasons shop • town • village • water • weather • wildlife • wood • world                                  | <i>forest, hill, mountain, soil, valley, vegetation, city, town, village, factory, farm, house, office, season, bungalow, detached, semi-detached, flat</i>   | <i>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</i>  | <i>Key, atlas</i>   | <i>Hemisphere,</i>   | <i>Grid-reference, key, study, topography,</i>  |   |