

Planning and Progression: Geography



Topics	FS	Y1/2		Y3/4		Y5/6	
	My World, Seasons and Celebrations London Where Does the Snow Go? We Are Heroes, Terrific Tales, Watch it Grow	<u>CYCLE A</u> London Me On My Map Water's Edge	<u>CYCLE B</u> Grimsby and India Our Seaside	<u>CYCLE A</u> Natural Disasters Amazon Rainforest Rivers	<u>CYCLE B</u> Chocolate: From bean to bar Our Local Area Coastlines	<u>CYCLE A</u> WW2 Extreme Environments Olympic Legacies	<u>CYCLE B</u> Town and Country Fair Trade Keen To Be Green
Locational Knowledge	Grimsby is in England. England is in the United Kingdom. We go to Springfield Primary Academy in Scartho. Scartho is in England. Africa is close to the equator. Locate The Poles on the world map.	Name and locate the four countries and capital cities of the UK on a map, atlas, globe and describe characteristics Name and locate the world's seven continents and five oceans and countries studied (Nairobi, Kenya) Begin to spatially match places e.g. recognises UK on a small scale and a large scale map. Name and locate familiar places in the local area and beyond including, UK, Europe and the wider world in relation to the Equator. Asks and answer geographical questions (such as: What is this place like? How is this different to my locality? What do people do here?)	Build on KS1– name and locate countries and major cities of the UK, all continents and oceans Name and locate different countries in Europe and the world studied (and their capital cities) Locate geographical regions and their identify Tropical climate zones its topographical and locational features (e.g. Northern/ Southern Hemisphere, Equator, Tropics, locations of rainforest, major mountain ranges) using geographical terms Use compass points to describe location of countries and features in Europe and the wider world in relation to each other Name and locate major bodies of water: UK rivers (Severn, Thames, Trent, Great Ouse, Wye) and major European Rivers (Danube, Volga, Loire, Rhine, Elbe) Compare UK and major European rivers to the Humber Locate Egypt and the River Nile and major towns and cities in Egypt, Mayan civilisation in Central America	Build on Y3/4 - identify the position and explain the significance of latitude, longitude, GMT, Equator, Tropics, and the Arctic and Antarctic Circles Name and locate all climate zones Name and locate places and describe their location in relation to other places using: compass points, directional language, continent, country, climate zone, city Name and locate: Countries in Europe (incl. Russia) and beyond, involved in WW2; where the Vikings migrated from and to; the countries of Scandinavia; major cities targeted in UK during WW2; countries in Central and S. America; the Ancient Greek Empire; venues of the Summer Olympic Games, the top renewable energy providing countries Collect and analyse statistics and other information in order to compare and draw conclusions about locations above			
Place Knowledge	I can name some places in my local area, for example, the shops, the library, the leisure centre, the café, the playground etc... Some places in our community are special. Africa is different to the UK (weather, seasons and growing plants)	Can describe, compare and understands geographical similarities and differences (human and physical) of their locality and places studied Compares Grimsby with London by describing and identifying similarities and differences of human features, landmarks and types of buildings and their use Identifies and describes what a place is like in terms of more abstract features such as jobs, weather and landscape Compares Grimsby and Scartho to India – identifying similarities and differences.	Describe and understands geographical similarities and differences – compare a UK region (Yorkshire and Humber) to European region (Naples) and UK to a region in S. America (Amazon Basin) Can compare earthquake measurements in the UK against another country: Why are they different? What is the impact on humans/the environment? Describe what the rain forest is like and compare to their own locality and a local forestry area (Sherwood) Build on previous learning about continents – how are the continents of S. America, Africa similar/different in terms of jobs, climate, weather, and landscape? Compare the physical similarities and differences between two places in the UK (East Coast and Jurassic coast) and beyond (Humber, Nile and Amazon) and understand how some of these aspects have changed over time Describe geographical similarities and differences between countries	Use a range of resources to give detailed descriptions and opinions on the characteristics of different locations considering: land use patterns, key topographical features and change over time Build on previous knowledge of Equator, Tropics, hemispheres Extend work in Y3/4 - Identify and locate main climate zones (polar, tropical, temperate, desert, mountain-cold) longitude and latitude and their geographical significance Explain why the polar day and night varies Know the significance and layout of Grimsby and Cleethorpes, (e.g. a port, major river, industry etc. building on prior studies in Y34) Describe location and geographical diversity in terms of; hemisphere, continent, country and identify and describe how locations/land use around the world are changing and explain some reasons for change Explain, describe and compare geographical similarities and differences of UK to an Eastern European and S. American country; compare two different climate zones, (focus on biomes – annual temperature, precipitation, landscape) countries in Europe, N and S America Study human and physical geography in the context of climate, temperature, economy, exports and imports and how different locations lend themselves to different types of land use/settlements/renewable energy			
Human and Physical Geography	Name types of weather experienced in the UK. Weather in Africa is different to the UK. Africa is hotter than the UK because it is closer to the Equator. Weather in the North and South Poles is different to the UK. Name signs of Autumn, Winter, Spring and Summer. Plastic is harmful to the environment.	Can identify and describe seasonal and daily weather patterns in the UK and compare to hot and cold places in the world in relation to the Equator and the Poles Begin to respond to more precise geographical vocabulary to describe the physical features of the landscape (e.g. hill, cliff, forest, mountain, sea, ocean, river etc.) Begin to respond to more precise geographical vocabulary to describe the human features of the landscape (e.g. city, town, village, factory, shops, office, farm, house etc.) Begins to understand that human features are placed in their locations for a reason and can identify and describe land use around school and localities studied Begin to understand that changes can have further impact on the environment.	Ask and answer questions about the physical and human characteristics of a location and describe aspects Begin to understand and explain the difference between physical and human geography and use a range of resources to identify features of a location Build on learning from KS1 about weather patterns e.g. Climate zones (polar, tropical, temperate), rainforest layers, volcanoes, mountains, layers of the earth, rivers and begin to recognise how these might impact on land use Build on learning from KS1 about physical features e.g. Begin to recognise and describe changes in the physical environment: deforestation, coastal erosion Identify and give reasons for settlements and begin to recognise that land use is dependent on location and availability of natural resources, climate and landscape Begin to have an understanding of the importance of sustainability and suggest ways to protect our rivers and water supplies (e.g. dams, flood defences, farming and an introduction to Fair Trade) Identify and compare features and characteristics of the local area (e.g. Similarities and differences between Grimsby and Cleethorpes, docks compared to the seafront, etc. and how they are connected	Describe and understand key aspects of physical geography (e.g. climate zones, biomes, etc.) and human geography (settlements, trade links, land use, distribution of natural resources etc) Compare human and physical features of countries and types of settlements in terms of: climate, population, land use, natural resources, trade distribution, transport links, water, industry, altitude etc. Understand some of the reasons for geographical similarities and differences between countries Describe and compare features of the north and south poles, and different climate zones Describe and compare different biomes and apply knowledge about climate zones and latitude to identify patterns in physical and human geography Understand and explain how the distribution of natural resources and fossil fuels affects settlements, land use, migration, infrastructure, trade and industry and globalisation Build on learning in Y3/4 of sustainability and recognise and explain the importance of planned land use for sustainability, considering: pollution, global warming, renewable energy, climate change (E.g. Should Antarctica be a tourist destination? What happens to Olympic venues afterwards? How and where is electricity generated? How does human activity impact on the environment and wider world?) Describe how countries and geographical regions are interconnected and interdependent in: accessing natural resources, manufacturing and trading goods Build on learning in Y3/4 to know and explain what Fairtrade and why is it important for ethical sustainability Know of some natural and manmade disasters and consider the impact on the environment and climate change			
Mapping and Fieldwork	A map is a drawing of a place. A map helps people find their way to places or around a place. Africa is far away from the UK on the world map. I can find the UK on the world map. The equator is at the centre of the world map.	Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries studied, the continents and oceans Use aerial photographs and maps/plans to recognise landmarks and basic human and physical features. E.g. River Thames, key landmarks Use simple fieldwork and observational skills to study the geography of the school and its grounds and the key human and physical features of its surrounding environment. Uses a range of maps, atlases and aerial photos to identify basic geographical features to describe and compare places, and recognise landmarks Uses compass directions (North, South, East and West) and locational knowledge to describe location, features and direction on maps and in the environment Devise a simple map – construct basic symbols for a key Begin to use simple grid references e.g. A1, B1 Applies knowledge to ask a range of geographical questions about contrasting places and environments, how places have become the way they are and how places are linked to other places in the world	Use contents, index, and recognise key/symbols in maps and atlases of different scales and sizes Use 8 points of a compass, 4 figure grid referencing and recognise common symbols on maps and O.S maps Study a range of maps and aerial/satellite photographs to identify and compare change over e.g. settlements, decline of the docks, the impact of deforestation Compare satellite photos to maps and identify/match features and landmarks e.g. Docks, rivers, coastline, cities, mountains etc. and give reasons for why some features are located where they are Use fieldwork to observe and record the human and physical features in the local area using a range of methods including: sketching maps/plans, creating graphs, digital imagery, tables/charts - draw conclusions and present findings Apply learned knowledge to identify landscape, river features (e.g. mouth, bank, delta, meander, erosion, deposition etc.) on location field studies Study satellite photos of Egypt and River Nile – understand process of flood and the vegetation belt Explain own views about locations by applying knowledge to give reasons for their opinions	Apply procedural and declarative geographical knowledge to ask geographical questions and identify geographical pattern and diversity Use a full range of geographical resources including: maps, atlases, globes, aerial photographs, data and digital/computer mapping to describe, locate, describe and compare places Recognise that some geographical sources are more helpful or reliable than others for research Use different types of field work and information sources to observe, measure, compare and record features in the local area and apply geographical knowledge to analyse data and draw conclusions Compare and analyse the effectiveness of different geographical representations of a location (E.g. paper vs digital technologies) Use maps, atlases, globes and digital/computer mapping to compare and describe physical and human geographical features: change over time, urbanisation, deforestation, renewable energy farms, melting ice caps etc. Create maps and plans identifying location and patterns (land use, climate zones, biomes, altitude Etc.) Describe and collect and present geographical data in different ways Confidently use 8 points compass, 6 figure grid references, O.S keys/symbols			