

Planning and Progression: Geography



FS		Y1/2		Y3/4		Y5/6	
My World, Seasons and Celebrations Where Does the Snow Go? Traditional Tales, Marvellous Mini-beasts Fun on the Farm		CYCLE A London Move It, Me On My Map Scented Garden, Seaside	CYCLE B Toys, Under the Sea Springfield to India Wriggle and Crawl	CYCLE A Natural Disasters Explorers, South America (Rainforest) Water (Rivers), Ancient Egypt	CYCLE B The Mayan Civilisation, Chocolate Grimsby's Fishing Industry, Our Local Area Prehistoric Britain, Coastlines	CYCLE A WW2 Extreme Environments, Shackleton Olympic Legacies	CYCLE B Town and Country, Guy Fawkes Viking Raiders, Fair Trade Keen To Be Green
Understanding The World	People, Culture and Communities	Locational Knowledge (Declarative Knowledge)	Name and locate the four countries and capital cities of the UK on a map, atlas, globe Begin to spatially match places e.g. recognises UK on a small scale and a large scale map. Can name and locate familiar places in the local area and beyond including, UK, Europe and the wider world Name and locate the world's seven continents and five oceans and countries studied (Australia, India) 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 cities of the UK, continents, oceans Name and locate different countries in Europe and the world studied (and their capital cities) and particular geographical regions and their identifying broad climate zones and 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 Humber Locate Egypt and the River Nile and major towns and cities in Egypt, Mayan civilisation in Central America Explain own views about locations, giving reasons	Build on Y3/4 - identify the position and explain the significance of latitude, longitude, GMT, Equator, tropics, and the Arctic and Antarctic Circles, 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 (Declarative Knowledge)		Describes and understands geographical similarities and differences through studying the human and physical geography of 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 Cleethorpes to a coastal area of Australia (Sydney) – identifying similarities and differences (e.g. North Sea to Pacific Ocean, Humber estuary to Coral Reef, Compares Scartho to a village in India	Describe geographical similarities and differences – compare a UK region (Yorkshire and Humber) to European region (Naples) compare a UK region (Yorkshire and Humber) to a region in S. America (Amazon basin) Compare earthquake measurements in the UK against another country: Why are they different? What is the impact on humans/ environment? Describe what the rain forest is like and compare to their own locality and local forestry areas 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 (Declarative Knowledge)		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 identifies and describes land use and around school Understands 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, layers of the earth, rivers Build on learning from KS1 about physical features e.g. Begin to recognise and describe changes in the physical environment: decline of the docks, 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) 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	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 several climate zones Describe and compare different biomes and apply knowledge about climate zones and latitude to identify pattern Understand and explain how the distribution of natural resources and fossil fuels affects settlements, land use, migration, infrastructure, trade and industry and globalisation Recognise and explain the importance of sustainability and planned land use 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 region are interconnected and interdependent Know and explain what Fairtrade and why is it important Know of some natural and manmade disasters and consider the impact on the environment		
	Geography Skills (Procedural Knowledge)		Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, 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 features, 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 Asks a range of geographical questions about contrasting places and environments, how places have become how they are and how places are linked to other places in the world	Use contents, index, and recognise key/symbols in maps and atlases Use 8 points of a compass, 4 figure grid referencing and recognise symbols on maps and O.S maps Study a range of maps and aerial photographs to identify and compare change over e.g. settlements, decline of the docks, Study and compare aerial/satellite photos over time to understand the impact of deforestation. Compare satellite photos to maps and identify features and landmarks and give reasons for why some features are located where they are. Match river satellite images to the corresponding maps Use fieldwork to observe and record the human and physical features in the local area using a range of methods including: sketch maps, plans, graphs, digital technologies Detailed sketch of river features (e.g. mouth, bank, delta, meander, erosion, deposition etc.) Study satellite photos of Egypt and River Nile – understand process of flood and the vegetation belt.	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 and record features in the local area 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 Create and maps and plans identifying location and patterns (land use, climate zones, biomes, altitude Etc.) Describe and Collect and present data in different ways Confidently use 8 points compass, 6 figure grid references, O.S keys/symbols		