

Geography Progression Map 2024-25

Key Vocabulary:

LKS2

City, Capital city, Settlement, valley, mountain, hill, river, community, landscape, , ocean, lake, fieldwork, transport, compass, North East, South East, North West, South West, weather, climate zone, polar, equator, tropical scale, native/ indigenous, natural resources, grid reference, sustainable, man-made, materials, , natural , urban/ rural, Ordnance Survey, Symbols, local, climate change, sustainability, recycling, weather, Northern hemisphere, Southern hemisphere, Tropic of Capricorn, Tropic of Cancer, longitude, latitude

UKS2

climate/ weather, flood ,plain, deposition climate zones, meander, transportation, tributary, surface, confluence, vegetation belts, sea level, mouth, river, grid reference, source, delta, terrain, products, ox-bow lake, features, industrial, grid reference, contour lines, continent, landscape, natural, sub-continent, water ,cycle, population, development, arid, precipitation, irrigation, evaporation, condensation, ground, water, settlement, migrate naturalised, Arctic, disperse, indigenous, Antarctic. Sustainability, immigrant, renewable, natural disaster, survey, population, natural resources, questionnaire, biomes, canopy [trees], latitude, vegetation belts, Ordnance Survey, longitude, climate zones, distance, Greenwich/Prime Meridian, conservation, scale, Time zone, grid reference, Northern hemisphere, export, symbols, Southern hemisphere, import, urban, Tropic of Capricorn, tropical, rural Tropic of Cancer, equatorial, land use, Equator, subterranean, congestion, latitude, location, pollution, longitude, minutes.

Location and place knowledge

KS1:

Location knowledge

- ♣ name and locate the world's seven continents and five oceans
- ♣ name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.

Place knowledge

- ♣ 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

KS2:

Location knowledge

locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities

- ♣ Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time

- ♣ identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Place knowledge

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

KS3:

Location knowledge

extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities

Location knowledge

understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa, and of a region within Asia

Location and place knowledge (Skills)

Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> Name and locate geographical regions, capital cities and some major cities of the UK that they have studied so far including locality – where they live? Describe the key human and physical characteristics of the UK regions studied, drawing on topological terminology such as hills, mountains and rivers that are in the UK and what seas they flow into Locate the countries of the United Kingdom and Europe that they have studied so far on maps that are familiar to them. Locate some global regions and describe their key human and physical features [e.g. Equator, Tropics of Cancer and Capricorn, 	<ul style="list-style-type: none"> Name and locate some of the counties (Home Counties), geographical regions, cities of the UK and local areas. Describe the key human and physical characteristics of some UK regions, and topographical features for Suffolk or a chosen county (natural formations: hills and mountains, rivers, lakes, valleys and coastline and manmade features: roads, dams and cities) - Children will know the meanings of these words and learn where and how these are measured. Locate countries of the world that they have studied on familiar maps and atlases. Include globally significant features from around the world (E.g. mountains/Rivers) Locate some global regions, compare, and contrast their key human and physical features [e.g. Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn, Longitude and latitude 	<ul style="list-style-type: none"> Name and locate a range of counties, geographical regions, Cities of the UK Describe the key human and physical characteristics of a growing number of UK regions, including description of land use patterns. To know and can name significant human characteristics and physical features of UK, including the statues of the Angel of the North, Bridges (including Clifton suspension bridge), Forest of Dean and mountains (including Ben Nevis) Locate a growing number of countries on a range of maps and atlases, especially those in Europe (including Russia) and in North and South America. To know the location of countries in Europe (Lyon and Kiev) and North and South America identifying human and physical characteristics. In the world including globally and topically significant features and events. 	<ul style="list-style-type: none"> Name and locate counties, and locate an extensive range of places in the world including globally and topically significant features and events. Describe the key human and physical characteristics of geographical regions of the UK, including description of land use patterns. Recognise patterns in human and physical features and understand some of the conditions, processes or changes which influence these patterns Know the key physical and human characteristics of Europe (including Russia) and North and South America. Locate the worlds countries using maps and atlases, especially those in Europe (including Russia) and in North and South America. Name and locate an extensive range of places in the world including globally and topically significant features and events. Locate the global regions listed and understand their significance [Equator, Northern Hemisphere, Southern Hemisphere, Tropics

Geography Progression Map 2024-25

		<ul style="list-style-type: none"> Locate a wider range of global regions and begin to understand their significance [e.g. Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circles, longitude, latitude, Prime/Greenwich Meridian and time zones (including day and night)] 	of Cancer and Capricorn, Arctic and Antarctic Circles, longitude, latitude, Prime/Greenwich Meridian and time zones (including day and night)].
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Location and place knowledge (knowledge)

Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> Can I locate countries and cities within the United Kingdom using an atlas? Can I identify and locate continents using an atlas? Can I identify oceans of the world? Can I locate countries in Europe? Can I locate the local area using various maps? <p style="background-color: #ADD8E6; display: inline-block;">Knowledge assessment : Continents and Oceans</p>	<ul style="list-style-type: none"> Can I show my understanding of what continents and oceans are? What is a hemisphere and how can I identify it? How can I identify a specific location on the globe? (longitude and latitude) Can I understand the significant of the Tropics of Cancer and Capricorn? To understand the position of Africa and Kenya on a map. 	<ul style="list-style-type: none"> Can I locate where some of the world's most famous rivers start and end? To understand that different types of settlements need different locations. To understand that the location and characteristics of settlements reflect different activities. 	<ul style="list-style-type: none"> To be able to locate rainforest environments using a world map/atlas. To become familiar with a mountainous climate compared with low altitude location. To be able to research and collect together information on a mountainous region. To be able to present information about a mountainous region for a tourist audience.

Human and Physical Geography

Human and Physical Geography KS1: Human and physical geography ♣ 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: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather ♣ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop KS2: Human and physical geography ♣ describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle ♣ human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water KS3: Human and physical geography ♣ understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in: ♣ physical geography relating to: geological timescales and plate tectonics; rocks, weathering and soils; weather and climate, including the change in climate from the Ice Age to the present; and glaciation, hydrology and coasts ♣ human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources ♣ understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems

Human and Physical Geography (Skills)

Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> Start to associate geographical features with the human and physical processes they have studied so far - <i>key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</i> <i>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop).</i> Identify and describe the similarities and differences between localities they have studied. Identify similarities and differences in a locality that has changed over time. 	<ul style="list-style-type: none"> Recognise aspects of a range of human and physical processes from those studied so far - <i>key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</i> <i>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop).</i> Describe how a locality has changed over time. Describe the similarities and differences between localities they have studied and know some reasons why places are different. 	<ul style="list-style-type: none"> Begin to describe the human and physical processes they have studied. <i>key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</i> <i>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop).</i> Compare and contrast localities and begin to explain their similarities and differences. Begin to explain how a geographical region they have studied has changed over time. 	<ul style="list-style-type: none"> Describe a range of human and physical processes they have studied. <i>key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</i> <i>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop).</i> Compare and contrast localities and explain why they are similar or different to one another. Explain how a geographical region they have studied has changed over time.

Human and Physical Geography (Knowledge)

Year 3	Year 4	Year 5	Year 6
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Geography Progression Map 2024-25

<ul style="list-style-type: none"> • Can I identify and compare physical and human features of a landscape? (Window Jeannie Baker). • LQ: Can I compare the physical and human geographical features of Epsom? • LQ: Can I identify the physical and human features of Epsom and use them to explain why I would live there? • LQ: Can I identify the physical and human features of Mexico? • LQ: Can I explain verbally why I would like to or why I would not like to live in Mexico City? 	<ul style="list-style-type: none"> • What is 'the weather' and how does it differ around the world? • Can I identify the world's climate zones and understand what can affect them? • L.O. How have animals adapted to be able to survive in different climates? • To understand migration. • To create a mind map to show what I already know about Kenya. • Can I compare homes in rural and urban Kenya? • Can I identify the physical features of Kenya? • What are the similarities and differences of the school day between children from Kenya and the UK? • How does climate change can affect farming? • Can I evaluate my learning in the 'Developing World' Topic? <p>Solai Dam Disaster Fundraiser</p>	<ul style="list-style-type: none"> • Can I identify and define key vocabulary within our river topic? • Where does our water come from? • What are the features of a river? • Can I identify the features of a river and use the correct vocabulary? • Can I explain whether the impacts of a dam are positive or negative? • Can I discuss how flooding occurs and the impact it has? • Knowledge assessment Rivers • To know that there are different types of settlement • To know that there are different types of settlements by size and use this to categorize different settlements. • To propose a debate for a new attraction. • To create a coat of arms for Shanghai to represent its settlement. 	<ul style="list-style-type: none"> • To know what a rainforest consists of. • To find out about the diversity of life within a rainforest and how it is inter-related • To be able to identify feeding relationships amongst living things in a Rainforest • To explore the consequences of rainforest change and destruction • To know how mountain ranges are created. • To know how mountain ranges with time are carved into shape. • To understand the consequences of extreme weather in the mountains. • To recognise the different animal and plant species which can be supported on a mountain. • To become familiar with the importance of tourism in the mountains.
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Fieldwork

KS1:

Geographical skills and fieldwork

- ♣ 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 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 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
- ♣ 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.

KS2

Geographical skills and fieldwork

- ♣ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- ♣ use the eight points of a compass, four and six-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.

KS3

Geographical skills and fieldwork

- build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field
- ♣ interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs
- ♣ use Geographical Information Systems (GIS) to view, analyse and interpret places and data
- ♣ use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.

Geography Progression Map 2024-25

Fieldwork (Skills)			
Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> Locate and describe countries on maps, atlases, globes and digital / computer mapping using the 8 points of a compass. Learn specific ways to observe and record the human and physical features in the local area using a range of methods including sketch maps and plans. Present fieldwork findings about the human and physical features of the local area using a range of methods. New skill: Holding and setting/orientating the map + Application of skills learned in previous year groups (Orienteering) 	<ul style="list-style-type: none"> Locate and describe countries on maps, atlases, globes and digital / computer mapping using the 8 compass points and 4 figure grid-references. Learn specific ways in which to observe, measure and record the human and physical features in the local area using a range of methods [e.g. a rain gauge] Present fieldwork findings about the human and physical features of the local area using a range of methods including graphs New skill: Folding and thumbing the map + Application of skills learned in previous year groups (Orienteering) 	<ul style="list-style-type: none"> Locate and describe countries using the 8 compass points and 4 figure grid-references on maps, including Ordnance Survey Maps, atlases, globes and digital / computer mapping. Begin to choose an appropriate method of fieldwork in order to observe, measure and record the human and physical features in the local area. Begin to choose an appropriate way of presenting fieldwork about the human and physical features of the local area. New skill: Map memory and control flow + Application of skills learned in previous year groups (Orienteering) 	<ul style="list-style-type: none"> Locate and describe countries using the 8 compass points and 6 figure grid-references on maps, including Ordnance Survey Maps, atlases, globes and digital / computer mapping. Choose an appropriate method of fieldwork in order to observe, measure and record the human and physical features in the local area. Choose an appropriate method of fieldwork in order to observe, measure and record the human and physical features in the local area. New skills: Using a compass to take a bearing; Team building skills focusing on: communication, cooperation, trust, empathy and patience. + Application of skills learned in previous year groups (Orienteering)
Fieldwork (knowledge)			
Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> Can I identify the main points on a compass? Can I follow directions using the points of a compass? Can I use a compass? Can I use my own symbols on an aerial map? How can I use directional language? What is meant by scale? How do we use grid references? <p style="background-color: #00b050; color: white; padding: 2px;">Knowledge assessment : Mapping</p>	<ul style="list-style-type: none"> Can I understand how we can measure and track weather? How can I identify a specific location on the globe? (longitude and latitude) Can I understand the significant of the Tropics of Cancer and Capricorn? What is a hemisphere and how can I identify it? How can I identify a specific location on the globe? (longitude and latitude) 	<ul style="list-style-type: none"> Do I know why a river changes shape? Can I explain the uses of a river? Can I identify the features of a river and use the correct vocabulary? <p style="background-color: #00b050; color: white; padding: 2px;">HOGGS MILLS RIVER TRIP-EWELL</p> <ul style="list-style-type: none"> To create a leaflet about the geographical features of Shanghai. To know how Shanghai might change in the future. 	<ul style="list-style-type: none"> To be able to present weather data comparing a rainforest. To be able to identify different types of environment around the world including mountains. To explore the consequences of rainforest change and destruction To be able to record key information about world mountains. To be able to use an ordnance survey map to learn about a mountainous landscape. To be able to research and collect together information on a mountainous region. To be able to present information about a mountainous region for a tourist audience.