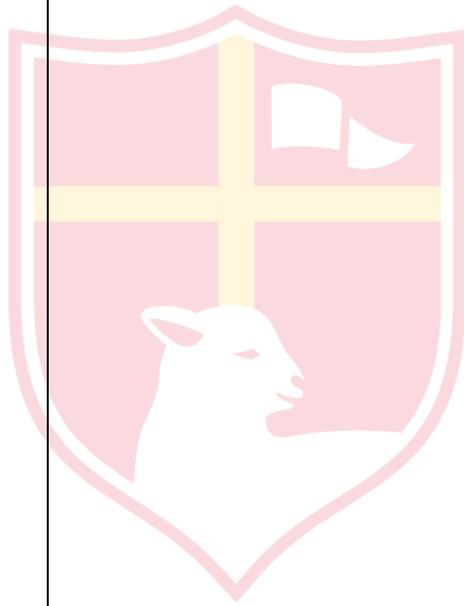


Progression in geography 2019 20

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	KS1 Year 1 Year 2	LKS2 Year 3 Year 4	UKS2 Year 5 Year 6
Themes	<p>Y1, Autumn 1 - Farm Life Y1, Summer 2 – Weather Y2, Autumn 1 – Indian Faith and Culture Y2, Autumn 2 – Frozen Y2, Spring – Africa Y2, Summer 2 - Seaside</p>	<p>Y3, Autumn 1 – Rainforests Y3, Autumn 2 – Mayans Y3, Spring – Ancient Egyptians Y4, Autumn 1 – Roman Britain Y4, Autumn 2 – Antarctica Y4, Summer – Invasion Y4, Spring 1 – Local Area Study</p>	<p>Y5, Autumn 1 – Japan Y5, Autumn 2 – Solution Revolution Spring – Ancient Greece Y5, Summer 1 – Garbage to Gold Y5, Summer 2 – Contradictions and Extremes: North America</p> <p>Year 6, Autumn 1 – HerStory Autumn 2 – France: Friend or Foe? Year 6, Summer 1 – We are Geographers</p>
Locational knowledge			
	<ol style="list-style-type: none"> 1. Begin to name and locate the four countries and capital cities of the UK and its surrounding seas. Begin to identify some characteristics of these countries 2. Begin to name and locate some of the world’s seven continents 	<ol style="list-style-type: none"> 1. Name and locate at least 10 of the world’s countries, using maps, globes and digital/computer mapping with emphasis on the countries studied in or around South America and rainforest regions across the world. 2. Examine their environmental regions, key physical and human characteristics, countries and major cities. 	<ol style="list-style-type: none"> 1. Name and locate at least 4 countries in Asia and at least 4 countries in South America, using maps, globes and digital/computer mapping with an emphasis on the relationship between countries studied in Asia within Europe, North and South America. Retain a focus on the various bodies of water associated with the context of the thematic teaching.

3. Name and locate the world's seven continents and five oceans
4. Name and locate the four countries of the UK, their capital cities and distinguishing characteristics



3. Identify the position of the Equator, Northern and Southern Hemisphere, Arctic and Antarctic Circles.
4. Name and locate **at least 6 countries in Europe**, concentrating on their environmental regions, key physical land human characteristics and major cities.
5. Name and locate **at least 6 cities** (other than capital cities) of the **United Kingdom**, their geographical regions/physical characteristics.
6. Begin to consider how land was used, recognizing how cities and land use changed over time.
7. Identify the position of the Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle and Prime/Greenwich Meridian and time zones. Begin to identify the significance of these.

2. Examine their **environmental regions, key physical and human characteristics and major cities**.
3. Identify the position of **at least 5** of the following:
4. Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles and the Prime/Greenwich Meridian.
5. To continue to understand the **relationship between the Prime/Greenwich Meridian and time zones**. (link to science)
6. To explain the significance of the above in relation to the environmental regions, climate and **biomes**.
7. Locate the world's countries, using maps to focus on **Europe**, concentrating on their **environmental regions, key physical and human characteristics, countries and major cities**

			<p>8. Name and locate counties and cities of the UK, 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.</p>
Place knowledge			
	<ol style="list-style-type: none"> 1. Study the human and physical geography of a small area of the UK 2. Compare and contrast similarities and differences in physical and human geography of a small area of the UK, and a contrasting non-European country 	<ol style="list-style-type: none"> 1. Study the human and physical geography of a region in South America to allow for similarities and differences to be identified in the areas of human and physical geography with a region in a European country and/or with Britain. 2. Study the human and physical geography of a region of the United Kingdom (London) to allow for similarities and differences to be identified in the areas of human and physical geography with a region in a European country and within North or South America 	<ol style="list-style-type: none"> 1. Study the physical geography of a region in Europe to allow for similarities and differences to be identified with a region in Britain or in North or South America.

Human and Physical Geography

1. Use basic geographical vocabulary to refer to key physical features including: forest, hill, mountain, sea, soil, valley, vegetation, season and weather
2. Use basic human geographical vocabulary to refer to: village, farm, town
3. Begin to identify seasonal and daily weather patterns in the UK.
4. Use basic geographical vocabulary to refer to key physical features including: beach, cliff, coast, sea and ocean
5. Use basic geographical vocabulary to refer to key human features including: city, town, factory, house, office, port, harbour and shop
6. Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles

1. Begin to describe and understand key aspects of physical geography including **climate zones, vegetation belts and rivers.**
2. Begin to describe and understand human geography including **types of settlement and land use, economic activity and the distribution of natural resources.**
3. Whilst studying history, children can describe and understand aspects of human geography including **types of settlement and land use and the distribution of natural resources.**
4. Develop an appreciation for how human's interact with the world and the resulting issues of climate change and sustainability

1. Describe and understand key aspects of **physical geography** including **rivers, volcanoes and the water cycle.**
2. Explore how **water affects the environment, settlement, environmental change and sustainability.**
3. Begin to understand and describe **how physical geography impacts human geography**
4. Identify some **trade links** around the world based on a few chosen items from the areas studied
5. Begin to understand and describe **types of settlement and land use** in areas studied
6. Describe and understand key aspects of physical geography including **rivers and mountains**
7. Understand and describe how **physical geography impacts human geography over time.**
8. Describe **the economic activity** associated with

			<p>rivers and ports in the UK over time.</p> <p>9. Begin to understand how the distribution of natural resources including energy, food, minerals and water help fashion a countries economic development.</p>
Geographical skills and fieldwork			
<p>Map skills</p>	<ol style="list-style-type: none"> 1. Use relative vocabulary such as bigger, smaller, like, dislike 2. Use and follow directional language such as left, right, forward and backwards, up and down. 3. Draw basic maps including appropriate symbols and pictures to represent places or features 4. Use photographs and maps to identify features 5. Begin to use simple compass directions (North, South, East and West) 6. Use maps to locate the four countries and capital cities of UK and its surrounding seas 7. Use aerial photographs and plan perspectives to recognize landmarks and 	<ol style="list-style-type: none"> 1. Begin to use 4 figure compasses and letter/number coordinates to identify features on a map 2. Follow a route on a large- scale map 3. Locate places on a range of maps (variety of scales) 4. Name and locate countries (as before) in North/South America 5. Use standard symbols, and understand the importance of a key when making maps 6. Create a simple scale drawing 7. Use 4 figure compasses and letter/number coordinates to identify features on a map 8. Follow a route on a map 9. Begin to match boundaries (e.g. find same boundary of a country on a different scale map or age of map) 	<ol style="list-style-type: none"> 1. Begin to use atlases to find out other information (e.g. temperature) 2. Begin to use 8 figure compasses and 6 figure grid references 3. Use lines of longitude and latitude on maps 4. Find and recognize places on maps of different scales 5. Compare maps with aerial photographs 6. Use and recognize map symbols 7. Follow a short route on an OS map 8. Use 8 figure compass and 6 figure grid reference accurately 9. Draw plans of increasing complexity

	<p>basic human and physical geography</p> <ol style="list-style-type: none"> 8. Use world maps to identify the UK in its position in the world 9. Draw or make a map of real or imaginary places (eg add detail to a sketch map from an aerial photograph) 10. Use and construct basic symbols in a key 11. Use simple compass directions (North, South, East and West) 12. Locate on a globe and world map the hot and cold areas of the world including the Equator and the North and South Poles. 	<ol style="list-style-type: none"> 10. Identify features on an aerial photography, digital or computer map 11. Begin to use 4 figure grid references to identify features on a map. 12. Locate Europe on a large scale map or globe 13. Name and locate some counties and cities (as before) of the UK 14. Draw a sketch map from a high viewpoint 15. Recognize and use OS symbols, including completion of a key and understand why it is important 	<ol style="list-style-type: none"> 10. Locate the world's countries on a variety of maps, particularly those studied within the key stage
Fieldwork			
	<ol style="list-style-type: none"> 1. Use basic observational skills about surroundings 2. Draw simple features in a familiar environment 3. Add labels onto a sketch map, map or photograph of features 4. Ask and respond to basic geographical questions 5. Carry out a small survey of the local area/school 	<ol style="list-style-type: none"> 1. Begin to ask geographical questions 2. Consider how photos provide useful evidence 3. Ask geographical questions 4. Record findings/data from field trips 5. Draw conclusions from data 6. Draw an annotated sketch from observation including descriptive/explanatory labels and indicating direction 	<ol style="list-style-type: none"> 1. Locate position of a photo on a map 2. Use photographic evidence in investigations 3. Select appropriate methods for data collection 4. Use graphs to display data collected 5. Use sketches as evidence in an investigation 6. Annotate sketches to describe and explain

	<p>6. Use pro-forma to collect data</p> <p>7. Use a recording device to record images of what has been seen or heard</p> <p>8. Draw a simple plan from an observation and use labels and description to convey meaning</p>	<p>7. Choose effective recording and presentation methods</p>	<p>geographical processes and patterns.</p>
Assessment Check			
	Locational and Place knowledge	Human and Physical Geography	Map Skills/Fieldwork
	<p>Can they suggest the names of some of the world's continents and seas?</p> <p>Could they explain some differences the countries of the United Kingdom?</p> <p>Can they locate the capital cities of the four countries of the UK correctly?</p> <p>Can they name and locate all 7 world continents?</p> <p>Can they locate places they've studied this year on a globe and world map (Mexico, Egypt, rainforest regions (not limited to one continent)?</p> <p>Can they locate the equator, norther and southern hemispheres on a globe and range of different world maps?</p>	<p>Can they give an example of a season in the UK and describe what that means?</p> <p>Can they begin to use language associated with human and physical features? (e.g. hill, soil, village)</p> <p>Can they describe how seasons in the UK effect weather?</p> <p>Can they explain how temperatures found in countries all over the world vary and begin to explain why this might be?</p> <p>Can they use a range of language to describe pictures showing an aspect of physical or human geography? (e.g. cliff, sea, port, city etc)</p> <p>Can they begin to describe how physical geography affects human geography?</p>	<p>Can they recognize features using photographs and maps?</p> <p>Can they draw a basic map?</p> <p>Can they locate the four countries in the UK on a 2d map?</p> <p>Can they locate on a globe the hot and cold area of the world and find the north and south pole?</p> <p>Can they use directional language to describe a location in relation to another?</p> <p>Can they recognize familiar landmarks from an ariel photo?</p> <p>Can they ask geographical questions which are relevant and apply geographical vocabulary accurately?</p> <p>Can they use a map and key to take meaning and begin to answer own lines of enquiry?</p>

	<p>Can they describe several reasons for how and why locations studied are like and different from other places in the world?</p> <p>Can they locate the Arctic and Antarctic circles?</p> <p>Can they locate 6 major cities in the UK?</p> <p>Can they describe what a county is?</p> <p>Can they give some suggestion as to why London grew up in the location it did in the UK?</p> <p>Can they locate places they have studied this year on a world map/globe (Japan, North America, Greece, Paraguay)?</p> <p>Can they describe environments studied and reasons why they might be similar or different to other regions of the world they are familiar with?</p> <p>Can they use atlases to investigate features of a less familiar environment?</p> <p>Can they identify the main bodies of water related to their teaching this year?</p>	<p>Can they explain why places are like they are e.g. in terms of weather conditions, local resources or historical development?</p> <p>Can they articulate differing views that people might hold, including themselves, about topical geographical issues?</p> <p>Can they recognize examples of physical and human features in a location they are familiar and explain the differences between the two?</p> <p>Can they suggest how people can improve the environment or damage it and demonstrate how decisions about place and environment affect the future quality of people's lives?</p> <p>Can they recognize and explain patterns made by individual physical and human features in the environment?</p> <p>Can they recognize some human and physical processes and how they cause changes in places and environments?</p> <p>Can they recognise and explain how changes in the environment come about with reference to human and physical features</p>	<p>Can they use 4 figure letter/number coordinates to identify features on a map?</p> <p>Can they begin to approximate distances using a scale?</p> <p>Can they begin to identify differences in country boundaries over time?</p> <p>Can they begin to analyse evidence and draw conclusions?</p> <p>Can they draw a detailed sketch map to scale and annotate sketches to begin to describe geographical processes?</p> <p>Can they describe route and direction using N, S E and W?</p> <p>Can they discuss field work completed and methods chosen to display results?</p> <p>Can they analyze evidence and draw conclusions?</p> <p>Can they begin to use 8 figure compass and 6 figure grid references?</p> <p>Can they use precise geographical language to describe a process/feature e.g. rural, urban, population, urbanization etc?</p> <p>Can they use lines of longitude and latitude on maps to help describe location?</p>
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	<p>Can they identify at least 5 of the following and explain their significance: Equator, norther and southern hemisphere, tropic of cancer/Capricorn, Arctic and Antarctic Circles, Prime and Greenwich meridian?</p> <p>Can they name and locate 8 European countries and their capital cities?</p> <p>Can they confidently discuss at least 4 examples of human and physical geography found in the UK?</p> <p>Can they name and locate at least 8 cities and counties located in the UK?</p> <p>Can they begin to explore how the regions of the UK are different using suitable geographical terms?</p>	<p>e.g. in terms of extreme weather, volcanoes etc?</p> <p>Can they explain how physical geography can make human geography more challenging?</p> <p>Can they identify trade links which exist, involving the areas studied, and consider the long-term impact of such links on the economic position of different countries?</p> <p>Can they describe types of settlement and land use in the areas studied?</p> <p>Can they explain how the water cycle may impact physical and human geography of a region?</p> <p>Can they begin to explain how physical and human geography are interdependent?</p> <p>Can they discuss how rivers and ports have influenced the economic development of Britain and why?</p> <p>Can they begin to explain how the availability of a country's natural resources many impact their economic success?</p>	<p>Can they observe aerial photographs carefully and compare with maps, identifying anything unexpected?</p> <p>Can they use and recognize OS symbols and follow a short route on an OS map?</p> <p>Can they calculate and use scales on a map?</p> <p>Can they describe a route and direction, linking with eight compass points and degrees?</p>
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