

Geography Progression Document



Geography Intent

To equip children with knowledge about places, people, resources and both natural and human environments, together with a deep understanding of the Earth's key physical and human processes. Children are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it, reflecting on how the world is changing, and how we as humans, are impacting upon these changes.

EYFS-ELG

People, Culture and Communities

Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

Key stage 1

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness. Pupils should be taught

Locational 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

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.

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.

Key stage 2

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. Pupils should be taught:

Locational 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

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

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.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational knowledge	<p><u>Understanding the World: The World</u> DM 30-50 months Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Can talk about some of the things they have observed such as plants, animals, natural and found objects. Talks about why things happen and how things work. Developing an understanding of growth, decay and changes over time. Shows care and concern for living things and the environment.</p>	To identify the UK. To name, locate and identify the characteristics of the 4 countries of the UK including their capital cities.	To understand that a world map shows all the countries in the world. To locate hot and cold areas of the world in relation to the equator and the poles. To name and locate seven continents and five oceans, understanding these terms Know the 4 points on a compass.	To use an atlas by using an index to find places To begin to use 4 and 6 figure grid references on a map. Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the local area. To find at least six cities on a UK map.	To use maps, atlases, globes and digital mapping to locate countries of the world including capital cities and landmarks. To name and locate the capital cities of neighbouring European countries. To name and locate some famous volcanoes and mountains.	Understand the locations of the biomes in relation to the Tropic of cancer, equator and Tropic of Capricorn	Use 4 and 6 figure grid references to locate benchmarks/geo caches in the local area.
Place Knowledge	<p>DM 40-60 months Looks closely at similarities, differences, patterns and change. ELG 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</p>	To explain where I live and know my address. To name some main towns and cities in the United Kingdom. To name the four countries in the United Kingdom and locate them on a map. Find similarities and differences a small two small areas of the UK	To find where I live on a map of the UK and locate the school on a map. To compare a place in the UK with a place in a non-European country using geographical words.	Know where the Black Country is and be able to locate it on a map of Great Britain. Locate major cities and their counties on a UK map.	Make physical comparisons with Mount Etna, Mount Vesuvius, and Barrow Hill to include location, age and last known eruption.	To understand biomes and the main types: tropical and desert.	To explain how time zones work and calculate time zone differences around the world. To understand significance of latitude and longitude. To know that time zones are divided by imaginary lines called meridians which run from the North Pole to the South Pole
Human and physical including Vocabulary and communication		To use basic geographical vocabulary to refer to key physical features including beach, forest, hill and mountain To use basic geographical vocabulary to refer to key human features including shop, office, factory and houses. To describe how jobs may be different in other locations.	To use vocabulary to describe the physical and human geography of Western-Super-Mare and Dudley. Identify human and physical features such as beaches, oceans, pier, shop, house, museum, farm coast.	To study of how geography has changed over time e.g. mining and land use. To identify key human and physical features of countries and major cities such as rivers, mountains, capitals and landmarks.	Explain what attracted people to cities and deterred people from living there. To explain why people many, choose to live in one place rather than another. To make comparisons between a local volcano and a European one. To describe how volcanoes and earthquakes are created	To discuss Fairtrade - distribution of resources and identify trade links from around the world. To explain how a location fits into its wider geographical locations with reference to human and economical features	Locate human and physical features of a local area and use a map to navigate their way To identify trade links such as fishing, shipping routes, machinery. Know what impact this had on settlement.
Geographical skills and enquiry		To follow a simple map with symbols. To use directional language including near and far. To use fieldwork and observational skills to study the local area and its grounds e.g., photos, sketches and data collection.	Field work visit to Weston Super-Mare. To begin to devise a simple map and use and construct basic symbols in a key. To use compass directions North, South, East, west Use fieldwork and observational skills to study the school and beyond its grounds, the road, river park and shops. E.g., videos, photos, sketches and data collection	Use some basic Ordnance Survey map symbols. Use fieldwork to create a map of the school and its main geographical features. Record a change using a method of choice. E.g., photographs, video.	Field work-Barrow hill Use symbols to mark locations of interest on a map. Carry out field work to consider minerals within the local land. Identify the mineral calcite at the disused quarry that is linked to Barrow Hill volcano.	To compare and contrast pictures from past and present and discuss why they might have changed.	Fieldwork-Baggeridge Country Park Participate in field work and use digital mapping as well as sketch mapping to locate geocaches within the local area.

