

## Geography – Whole School Progression Document 2023

### Using NC and Oddizzi Materials.

	Year One	Year Two	End of KS expectations	Year Three	Year Four	Year Five	Year Six	End of KS expectations	
Locational and Place Knowledge	<p>Talk about and describe people and places in the local area and in Africa. Talk about similarities and differences between places, e.g. local area and Africa. Talk about different ways to travel, e.g. on foot, by car, train, bus etc</p> <p>Create simple maps and plans, paintings, drawings and models of observations of known and imaginary landscapes.</p>	<p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Learn names of countries within the United Kingdom</p> <p>Learn names of cities and surrounding seas in the United Kingdom</p> <p>Locate and name on UK map major features e.g. London, Burnley, seas etc.</p> <p>Name and locate the world's seven continents and five oceans</p>	<p>Begin to match boundaries (e.g. find same boundary of a country on different scale maps.) around the world.</p> <p>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</p>	<p><b>Locational Knowledge</b> 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</p> <p><b>Place Knowledge</b> Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area of a contrasting non-European country</p>	<p>Use maps to name and locate counties of the UK</p> <p>Locate and name principal cities of the UK</p> <p>Compare and contrast areas within the UK</p> <p>Begin to match boundaries (e.g. find same boundary of a country on different scale maps.)</p> <p>Locate and name the main counties and cities in/around Lancashire.</p> <p>Begin to identify significant places and environments- mountains</p> <p>Name and locate the key topographical features of places studied including features of erosion, <b>hills and mountains</b></p>	<p>Use maps to locate the main countries of Europe.</p> <p>Identify capital cities of Europe</p> <p>On a world map, locate areas of similar environmental regions, either desert, rainforest or temperate regions.</p> <p>Compare and contrast areas within other European countries (Not UK)</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region (Athens) in a European country</p> <p>Begin to identify significant places and environments.</p> <p>Name and locate the key topographical features of places studied including <b>the coast and rivers</b>.</p> <p>On a UK map locate coastal areas.</p>	<p>Locate the main countries in Europe (recap) and South America.</p> <p>Locate and name principal cities of the World</p> <p>On a world map, locate areas of similar environmental regions (climates and vegetation belts)</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn and Greenwich Meridian and time zones</p> <p>Compare a region in UK (Lake District) with a region in South America and a region in a European country (Athens) with significant differences and similarities.</p>	<p>On a world map locate the main countries in the world</p> <p>Compare a region in UK (Lake District) with a region in North America and a region in a European country (Athens) with significant differences and similarities.</p> <p>Identify their main environmental regions, key physical and human characteristics, and major cities.</p> <p>Name and locate the key topographical features of places studied including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time. Reflecting land use and natural resources</p> <p>Understand some of the reasons for similarities and differences.</p>	<p><b>Locational Knowledge</b> 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</p> <p>Name, 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> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles, the Prime /Greenwich Meridian and time zones (including night and day).</p> <p><b>Place Knowledge</b> Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country, and a region within North or South America</p>
Human and Physical Geography	<p>Use simple geographical words to describe physical features e.g. beach, cliff, coast, forest, hill, river, soil, valley, season, weather. Use simple geographical words to describe human features e.g. city, town, village, factory, farm, house, office, port, harbour, shop.</p>	<p>Identify and describe what places are like.</p> <p>Use basic geographical vocabulary to refer to: key physical features, including: forest, hill, mountain, soil, valley, vegetation,</p> <p>Recognise how places have become the way they are and how they continue to change</p> <p>Key human features, including: city, town, village, factory, farm, house, and office.</p> <p>Identify seasonal and daily weather patterns in the United Kingdom.</p>	<p>Recognise human and physical features of non-European countries studied.</p> <p>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</p> <p>Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p>Identify the location of hot and cold areas of the world in relation to the Equator</p>	<p>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</p> <p>Use basic geographical vocabulary to refer to: <b>Key physical features</b> including: beach, cliff, coast, forest, hill, mountain, sea, ocean, soil, valley, vegetation, season and weather; <b>Key human features</b> including: city, town, village, factory, farm, house, office, port, harbour and shop</p>	<p>Recognise and describe key mountains around the world. Physical geography including brief introduction to how different mountains are formed.</p> <p>Types of settlements in early Britain linked to History. Why did early people choose to settle there?</p> <p>Types of settlements in modern Britain: villages, towns, and cities.</p> <p>Use appropriate geographical vocabulary related to the topic</p>	<p>Describe and understand key aspects of:</p> <p>Physical geography including coastal regions of the UK.</p> <p>Describe and understand key aspects of: Physical geography including Rivers and the water cycle, excluding transpiration.</p> <p>Recognise and describe key rivers around the world.</p> <p>Use appropriate geographical vocabulary related to the topic.</p>	<p>Describe and understand key aspects of:</p> <p>Physical geography including climate and biomes (link to work on Rainforest).</p> <p>Make links between economic activity, land use, natural resources and settlement.</p> <p>To learn about settlements and environmental impact</p> <p>Use appropriate geographical vocabulary related to the topic.</p>	<p>Describe and understand key aspects of:</p> <p>Physical geography, including volcanoes and earthquakes looking at plate tectonics, climate zones, biomes and vegetation belts</p> <p>Fair/unfair distribution of resources (Fairtrade).</p> <p>Make links between economic activity, land use, natural resources and settlement.</p> <p>Use appropriate geographical vocabulary related to the topic.</p> <p>Types of settlements and land use</p>	<p>Describe and understand key aspects of: <b>physical geography</b>, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle; <b>human geography</b>, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>

			and the North and South Poles.					Recognise and describe key mountains around the world (recap Y3 and mountains).	
Geographical skills and Fieldwork	Visit different parts of the local community, including areas where some children may be very knowledgeable, e.g local church, local park.	<ul style="list-style-type: none"> <li>Use world maps, atlases and globes to identify the United Kingdom and its countries.</li> <li>Use simple fieldwork and observational skills when studying the geography of the school and it's grounds.</li> <li>Draw simple features they observe in the local area.</li> <li>Use ICT (School camera/ipad) in the field, with help, to record what they have seen and label</li> <li>Know that symbols mean something on a map.</li> <li>Use maps and other images to talk about daily life</li> <li>Draw, speak or write about simple geographical concepts such as what they can see.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>To develop simple fieldwork and observational skills when studying the geography of their local environment.</li> <li>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.</li> <li>Create own simple maps with symbols Use ICT (School camera/ipad) in the field, with help, to record what they have seen and label.</li> <li>Ask and answer simple geographical questions when investigating different places and environments.</li> <li>Express views about the environment and can recognise how people sometimes affect the environment.</li> </ul>	<p>Use world maps, atlases and globes to identify the UK and its countries, as well as the continents, and oceans studies at this key stage</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map</p> <p>Use ariel photographs and perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key humans and physical features of its surrounding environment</p>	<ul style="list-style-type: none"> <li>With guidance, use simple political and physical maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</li> <li>Observe, record and name geographical features of locations studied.</li> <li>Use the eight points of a compass recognise some Ordnance survey symbols on maps.</li> <li>Analyse evidence and draw conclusions e.g. make comparisons with two locations using photos, temperatures and location.</li> <li>Draw a sketch of a simple feature from an observation or photo!</li> <li>Ask and answer more searching geographical questions when investigating different places and environments.</li> <li>Express opinions on environmental issues and recognise how people can affect the environment both positively and negatively.</li> </ul>	<ul style="list-style-type: none"> <li>Use simple political and physical maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</li> <li>Ask and respond to more searching geographical questions including 'how?' and 'why?'</li> <li>Observe, record and explain physical and human features of the environments studied.</li> <li>Recognise Ordnance survey symbols on maps and can locate features using four figure grid references.</li> <li>Analyse evidence and draw conclusions e.g. make comparisons between locations, photos, pictures, maps.</li> <li>Express opinions on environmental issues and recognise that other people may think differently.</li> </ul>	<ul style="list-style-type: none"> <li>With guidance, use maps (political, physical, topographical, climatic, economic and road), atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</li> <li>Use the eight points of a compass (recap Y3), four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom in the past and present.</li> <li>Ask and respond to geographical questions that are more causal including: 'why is that happening in that place?'; 'could it happen here?'</li> <li>Observe, record and explain physical and human features, using a range of methods eg sketch maps, plans, graphs and digital technologies.</li> <li>Express and explain opinions on geographical and environmental issues and recognise why other people may think differently.</li> </ul>	<ul style="list-style-type: none"> <li>Use maps (political, physical, topographical, climatic, economic and road), atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</li> <li>Extend to 6 figure grid references with teaching of latitude and longitude in depth.</li> <li>Expand map skills to include non-UK countries.</li> <li>Ask and respond to geographical questions that are more causal including: 'what happened in the past to cause that?'; 'how is likely to change in the future?'</li> <li>Make predictions and test simple hypotheses about people, places and geographical issues.</li> <li>Use a range of numerical and quantitative skills to analyse, interpret and present data collected from fieldwork observations, measurements and recording.</li> <li>Develop views and attitudes to critically evaluate the responses to local geographical issues or global issues and events.</li> </ul>	<p>Use maps, atlases and globes and digital/computer mapping to locate countries and describe features studied</p> <p>Use the eight points of a compass, four and six-figure grid references, symbols, and keys (including the use of OS maps) to build their knowledge of the UK and wider world</p> <p>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</p>