

Progression of learning : Geography

	<u>Locational Knowledge</u>	<u>Locational exploration</u>	<u>People and Communities</u>	<u>Human and physical Geography:</u>	<u>Geographical skills and fieldwork</u>
Nursery Age 3-4	Know that there are different countries in the world	Talk about the differences they have experienced or seen in photos	Celebrate and value cultural, religious and community event		
Reception Laying the foundations 	<ul style="list-style-type: none"> Identify some places in the locality Look at maps of the local area. Visit the local community and special buildings 	<ul style="list-style-type: none"> Understand that some places are important to different to members of the community Compare our local environment to other places in the world 	<ul style="list-style-type: none"> Talk about the members of their immediate family and their community Name and describe the people, who are familiar to them Say how some countries are different to home 	<ul style="list-style-type: none"> Name some features from aerial photographs Explore the natural world around them Name some of the things they can see in their local environment Say if something has been built or not 	<ul style="list-style-type: none"> Draw simple maps of their locality Draw imaginary maps of familiar stories To record and observe the weather Measure the rainfall or windspeed (practically) Draw pictures of their locality and outside environment Take photos and record sounds in the locality

	<u>Locational Knowledge</u>	<u>Maps and navigation:</u>	<u>Physical feature and processes</u>	<u>Human Geography:</u>	<u>Geographical skills and fieldwork</u>
Year 1 Seed 	<ul style="list-style-type: none"> To be able to locate the equator. To be able to locate hot and cold countries of the world. To be able to name the 7 continents 	<ul style="list-style-type: none"> To understand locational and directional concept of; e.g. near/ far, left/right. Use directional language to describe the location of features Follow and give directions (up/down, left/right, and forwards/backwards, near/ far) 	<ul style="list-style-type: none"> To be able to describe different types of weather in their locality. To know the four seasons and their typical features within the UK. To explain the relationship of hot/cold areas of the world in relation to the equator. Identify common land and sea features; such as mountains, 	<ul style="list-style-type: none"> To be able to describe the local area (including the school) and its features. To be able to identify key human features of an area, To be able to name key physical features – hills, stream, bank, grassland, jungle to be able to compare one small area of 	<ul style="list-style-type: none"> Collect and measure the rainfall with a plastic rain gauge Measure wind speed with an anemometer

		<ul style="list-style-type: none"> Use aerial photographs, plan perspectives, picture-maps and picture atlases to: Recognise common features of maps Use a simple picture map to move around the school Begin to build a 'mental map' to recall the location of the equator and hot/cold places. 	<p>hills, seas, rivers, ponds, islands, beaches, cliffs, coasts, forests, oceans, rivers.</p>	<p>the UK with another area on a different continent</p> <ul style="list-style-type: none"> Understand how humans' actions can be bad for the environment - litter 	
<p>Year 2</p> <p>Sprouting seed</p> 	<ul style="list-style-type: none"> To be able to name and locate countries and capital cities of the UK. To understand that countries are grouped into continents. To be able to name, identify and locate the 7 continents: <ul style="list-style-type: none"> To be able to locate and name the 5 oceans: To recall the location of the equator and poles 	<ul style="list-style-type: none"> To be able to recall and use the 4 compass points (NSEW) Recognise and identify basic human and physical features Recognise and follow a route on a map. To be able to visualise their 'mental map' to recall the location of the continents, equator and UK. Use aerial photographs and plan perspectives to recognise landmarks in the local area and find the school. Use simple fieldwork and observational skills to study the geography of the school and its grounds and the key human and physical features. Devise a simple map of the school or locality; constructing a key using basic symbols 	<ul style="list-style-type: none"> Understand physical similarities and differences through studying human and physical geography of a small area of the UK and a small area in a contrasting non- European country. Understand basic Geographical vocabulary: <ul style="list-style-type: none"> Physical (eg. forest, hill, mountain, ocean, river, soil, valley, vegetation). Human (eg. factory, farm, office, Use aerial photographs and plan perspectives to recognise physical features of contrasting location 	<ul style="list-style-type: none"> To be able to compare one small area of the UK with another area on a different continent To understand and be able to describe how people in different areas might live their lives in different ways. To be able to identify key human features of an area, such as: city, town, village, factory, farm, house, office, port, harbor and shops To understand that human actions have an impact on the people/animals of the planet - plastic pollution/litter 	<ul style="list-style-type: none"> Make observations of the physical and human features of their locality Use simple compass directions (north, south, east and west) when navigating Use a range of sight-seeing equipment – binoculars, sighting
Year 3	<ul style="list-style-type: none"> To be able to recall the 7 continents: 	<ul style="list-style-type: none"> To be able to interpret a key. 	<ul style="list-style-type: none"> To understand climate is the usual condition of the weather, 	<ul style="list-style-type: none"> To be able to compare a larger region of the 	<ul style="list-style-type: none"> Use digital technologies to measure in the

<p>Sprout</p> 	<ul style="list-style-type: none"> • To be able to recall the 5 oceans: • To be able to locate the tropic lines. • Understand human and physical Geography of a region of the UK and a region in European country • Locate the main countries of Europe • Identify major cities of Europe. 	<ul style="list-style-type: none"> • Apply the 4 compass points to maps and globes • Use letter/number co-ordinates • Use maps, atlases, globes and google maps to: • Locate places on larger scale maps e.g. map of Europe. • To be able to visualise and direct (south to Africa) from their 'mental map' to recall the location of continents, UK, countries studied, equator and tropic lines. 	<p>rainfall, humidity and wind in a place</p> <ul style="list-style-type: none"> • Name the features of different climate zone • Temperate – • Arid • Tropical • Mediterranean • Tundra • Make comparisons between the different biomes of the UK and Europe: location, climate, vegetation • To understand the structure of the earth • To know that there are different types of mountains • Explain how mountains are formed. • To know that tectonic plates sit on top of a layer of molten lava and it is how these plates interact, which causes volcanoes • To explain how volcanoes are formed and what causes them to erupt 	<p>UK with another area on a different continent</p> <ul style="list-style-type: none"> • Understand how changes in the weather through human actions can impact the physical features of the earth • To understand and be able to describe how people in different areas might live their lives in different ways. 	<p>environment – temperature, water depth</p> <ul style="list-style-type: none"> • Take digital photos and annotate them • Use a simple soil corer to make observations • Record distances with a trundle wheel
<p>Year 4</p> <p>Sapling</p> 	<ul style="list-style-type: none"> • Locate environmental regions (desert, rainforest) • Locate key topographical feature of the UK (hills, mountains, coasts, rivers) • Identify the position and significance of latitude, longitude, equator, hemispheres, Antarctic/Arctic 	<ul style="list-style-type: none"> • To be able to use the 8 compass points to describe direction and location. • To create a simple map using symbols and/or a key. • To be able to interpret 4 figure grid references. • Follow a route on a large-scale map. 	<ul style="list-style-type: none"> • To recall 6 main climates and landscapes: polar, temperate, arid, tropical, Mediterranean and tundra • To know a biome is a group of animals and plants, which have similar characteristics to each other because of the climate they live in 	<ul style="list-style-type: none"> • Describe key features of a river system. • Describe the ways in which rivers are used. • Compare and contrast human and physical geographical features of the UK and another European country. 	<ul style="list-style-type: none"> • Use methods to measure water flow and depth. • Comparing and interpreting data of other rivers around the world. • Can use a variety of equipment – data loggers, thermometers, and

	<p>circle, prime/Greenwich time zones.</p>	<ul style="list-style-type: none"> Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns) To be able to visualise and reason from their 'mental map' to recall the location of countries studied 	<ul style="list-style-type: none"> To be able to explain some of the common characteristics from the biome in particular climate area To know a vegetation zone is an area, which has a certain kind of soil, plants, and weather patterns To be able to locate some large vegetation zones on an atlas and describe some of their features To be able to explain the water cycle: evaporation, condensation, precipitation, return to the sea Know how rivers are shaped and transport materials 	<ul style="list-style-type: none"> To explain how countries can make money by trading and recall some common trade link To know when countries sell goods to others, it is called exporting. To know when countries buy goods from others, it is called importing Explain how human actions impact the rivers and water systems Understand that human actions can have an impact on the physical features of the earth – deforestation Explain how humans can have a negative and positive impact on the world physical features 	<p>containers to make measurements</p> <ul style="list-style-type: none"> Make audio recordings for a purpose – water flow Use sampling equipment to observe and record - water samples Use filtering tools to observe water
<p>Year 5</p> <p>Small tree</p> 	<ul style="list-style-type: none"> Name and locate some counties of the UK. Name and locate major cities of the UK. Locate environmental regions of UK, Europe, America Locate key topographical feature of the UK, Europe, and America (hills, mountains, coasts, rivers) Identify the position and significance of latitude, longitude, equator, hemispheres, Antarctic/Arctic circle, prime/Greenwich time zones. 	<ul style="list-style-type: none"> To be able to use the 8 compass points to describe direction and location. To use 6 figure grid references Measure straight line distances using appropriate scale To know some frequently-used map symbols. Compare maps with aerial photographs Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns) To be able to visualise and reason/problem solve from 	<ul style="list-style-type: none"> To understand the structure of the earth To know that tectonic plates sit on top of a layer of molten lava and it is how these plates interact to cause earthquakes To explain what causes earthquakes 	<ul style="list-style-type: none"> To be able to compare a larger region of the UK with another area on a different continent Use maps and digital/computer mapping to locate features of settlements and land use. Explain why settlements develop in certain locations. To compare land use in different settlements and identify links between settlements. Understand how 	<ul style="list-style-type: none"> To be able to read and calculate distances from a scale. Use a variety of maps to plan routes To understand scale factor. To measure distance

		<p>their 'mental map' to recall the location of countries studied</p>		<p>humans' actions can impact the climate</p> <ul style="list-style-type: none"> To understand the negative impact of pollution and sourcing of fuels on biomes 	
<p>Year 6</p> <p>Mature tree with fruit</p> 	<ul style="list-style-type: none"> Name and locate some counties Name and locate major cities of the UK Locate key topographical feature of the UK, Europe, and America (hills, mountains, coasts, rivers) Identify the position and significance of latitude, longitude, equator, hemispheres, Antarctic/Arctic circle, prime/Greenwich time zones. 	<ul style="list-style-type: none"> To be able to use the 8 compass points to describe direction and location. To be able to interpret/use 6 figure grid references. To know some frequently-used map symbols. Describe features shown on OS map. Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns) Use maps, globes and google maps to locate countries and identify features To be able to visualise and reason/problem solve from their 'mental map' to recall the location of countries studied 	<ul style="list-style-type: none"> Understand the geographical features of hills, mountains, and coasts and how they change over time. 	<ul style="list-style-type: none"> To be able to compare a larger region of the UK with another area on a different continent Use maps and digital/computer mapping to locate features of settlements and land use. To understand the impact of humans in their local environment and suggest actions to rectify this To understand the positive and negative contribution of renewable energy sources in their locality – wind farms etc 	<ul style="list-style-type: none"> Collect data using a variety of equipment and digital technologies To be able to read and calculate distances from a scale. Use OS maps to plan routes To understand scale factor. To measure distance To be able to navigate a simple route using an OS map. Use a compass for orienteering