

Geography Curriculum Progression

| | KS1 | | KS2 | | | |
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| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Locational and place knowledge | <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Understand that a world map shows all the countries in the world. Identify the UK and the countries where members of the class come from.</p> | <p>Study of Australia and Whitby.</p> <p>Name and locate the world's 7 continents and 5 oceans, understanding the terms 'continent' and 'sea'.</p> <p>Understand the geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a contrasting non-European country – Australia concentrating on islands and sea sides.</p> | <p>Study of Egypt and River Tees.</p> <p>Locate and name the countries making up the British Isles, with their capital cities.</p> <p>Identify longest rivers in the world, largest deserts, highest mountains. Compare with UK.</p> <p>Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn.</p> | <p>Study of Russia and Italy (Pompeii).</p> <p>Locate the world's countries using maps to focus on Europe (including the location of Russia, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region in a European country and compare with a region in UK – Wales and Pompeii.</p> | <p>Study of South America and Greece.</p> <p>Locate the main countries in Europe and North or South America. Locate and name principal cities.</p> <p>Compare 2 different regions in UK rural/urban.</p> <p>Linking with History, compare land use maps of UK from past with the present, focusing on land use.</p> <p>Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time zones, night and day</p> <p>Compare a region in UK with a region S. America with significant differences and similarities. Eg. Link to Fairtrade of cocoa in the rainforest.</p> | <p>Study of North America.</p> <p>Linking with local History, map how land use has changed in local area over time. History link World War 2.</p> <p>Compare a region in UK with a region in North America. Understand some of the reasons for similarities and differences.</p> <p>Identify the position and significance latitude, longitude, Equator, northern and southern hemispheres, the Tropics of Cancer and Capricorn, Artic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</p> |
| Human & Physical Geography | <p>Identify the human and physical features of the localities studied.</p> <p>Identify seasonal and daily weather patterns in the UK.</p> | <p>Identify the location of hot and cold areas in the world in relation to the Equator and the North and South Poles.</p> <p>Identify the human and physical features of the two localities studied.</p> | <p>Describe and understand key aspects of: Physical geography including Rivers and the water cycle, excluding transpiration.</p> <p>Describe and understand key aspects of: physical geography including the river Tees (High Force) and the water cycle.</p> <p>Study how human Geography has changed over time including types of settlement and land use, economic activity including trade links.</p> | <p>Describe and understand key aspects of physical geography including mountains, volcanoes and earthquakes looking at plate tectonics and the ring of fire.</p> <p>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.</p> | <p>Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts (link to work on Rainforest)</p> <p>Fair/unfair distribution of resources (Fairtrade).</p> <p>Types of settlements in Viking, Saxon Britain linked to History.</p> | <p>Describe and understand key aspects of: Physical geography including climate zones, biomes and vegetation belts</p> <p>Human geography including settlement and land use economic activity including trade links and the distribution of natural resources including energy, food, minerals and water.</p> |

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| | | | | Types of settlements in modern Britain: villages, towns, cities. | | |
| <p>Geographical Skills & Field work</p> | <p>Use world maps, atlases and globes to identify the United Kingdom and its countries.</p> <p>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 e.g. note taking, videoing, data collection, sketches, observations</p> | <p>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.</p> <p>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</p> <p>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 – fieldwork in the local area/close proximity to the school e.g. the road, park, river, shops..</p> | <p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. Study of Egypt</p> <p>Learn the eight points of a compass, 2 figure grid reference (maths co-ordinates), some basic symbols and key (including the use of a simplified Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>Use fieldwork to observe and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> | <p>Children begin to experiment with and understand 4 figure grid references on maps, symbols and key (including the use of ordnance survey maps to build their knowledge of the UK and the 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 Learn the eight points of a compass, four-figure grid references.</p> | <p>Extend to 6 figure grid references with teaching of latitude and longitude in depth.</p> <p>Expand map skills to include non-UK countries.</p> <p>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> | <p>To undertake a survey linked to a local issue.</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> |