

West Green Primary School Geography Progression

<p>The national curriculum for geography aims to ensure that all pupils:</p> <ul style="list-style-type: none"> develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time are competent in the geographical skills needed to: <ul style="list-style-type: none"> collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS) communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length. 			
Year Group	National Curriculum	Progression Guidance	Example Learning Activities
Key: Continent Ecological awareness Locational Knowledge Human and Physical Geography Fieldwork			
Year 1	<p>Locational knowledge</p> <ul style="list-style-type: none"> 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>Place knowledge</p> <ul style="list-style-type: none"> 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>Around the World, focus on the content of Australia</p> <p>Mapwork, Fieldwork navigate the school and local roads</p> <p>Use simple fieldwork and observational skills to study the geography of school and its grounds and the key human and physical features of its surrounding environment. (noticing, working together, listening)</p> <ul style="list-style-type: none"> Identify landmarks and features of the local area 	<p>Use maps and Atlases to look at the UK and locate and name the four countries and the seas that surround them.</p>

	<p>Human and physical geography</p> <ul style="list-style-type: none"> 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 <p>Use simple fieldwork and observational skills to study the geography of school and its grounds and the key human and physical features of its surrounding environment.</p> <ul style="list-style-type: none"> Identify landmarks and features of the local area Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> 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 <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> 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 	<p>Hear and begin to use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> 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. <p>Ask what type of place is this? Who and what can I expect to see?</p> <p>I can say what type of buildings are in a place and use this to decide if it is a town, village, city; if it is rural, by the sea.</p> <p>To name the 4 countries of the UK To name the 4 capital cities within the UK To name the seas surrounding the UK</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 Australia (making links, questioning)</p> <p>observe changes across the four seasons (see Science)</p> <ul style="list-style-type: none"> observe and describe weather associated with the seasons and how day length varies (see Science) 	<p>Trip around the school and local area to identify land use and aspects of human geography roads shops, hospital, Memorial Gardens and park, houses, leisure complex, fire station etc.</p> <p>Look at images and aerial photos of each country. Send postcards from each country describing physical features.</p> <p>Research physical features of Australia using appropriate geographical terms. Contrast places; Sydney, the outback and coastal areas including the Great Barrier Reef. Look at the history of the continent and its people.</p> <p>Set up a weather station, record weather; temperature, rainfall, wind speed and record as a class weather book (digitally) Linked to computing curriculum.</p>
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<p>Year 2</p>	<ul style="list-style-type: none"> • 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. 	<p>North America Map work and compass directions: 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 (noticing, reasoning) use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans (a study of North America) (making links) Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; (noticing) Devise a simple map; and use and construct basic symbols in a key</p> <p>Identify seasonal and daily weather patterns across 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 (observing, making links)</p> <p>Use basic geographical vocabulary to refer to: (North America)</p> <ul style="list-style-type: none"> •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. <p>7 continents and oceans</p> <ul style="list-style-type: none"> • Name the worlds seven continents • Name the five oceans 	<p>Comparing the human and physical features across North America</p> <p>Use atlases and world maps to locate and name the seven continents and five oceans.</p> <p>Looking closely at other maps/photographs etc and labelling the key features of a landscape</p> <p>Discuss the changes in climate and how we prepare for different destinations.</p> <p>Seasonal changes in the UK</p> <p>Discuss our effect on the environment and nature – plastic project in Summer, Wastebusters week</p> <p>Using compasses to follow and give directions – orienteering</p>
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<p>Year 3</p>	<p>Locational knowledge</p> <ul style="list-style-type: none"> 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) <p>Place knowledge</p> <ul style="list-style-type: none"> 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 <p>Human and physical geography</p>	<p>Fieldwork Introduce the eight points of a compass, use the eight points of a compass, grid references, symbols and key to build their knowledge of the United Kingdom and the wider world</p> <p>Physical geography, Africa focus Vegetation belts, rivers distribution of natural resources including energy, food, minerals and water</p> <p>Locational 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</p> <p>Place 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,</p>	<p>Stones and Bones Orienteering in school grounds/ Tilgate park /wilderness woods</p> <p>Ancient Egyptians –River Nile impact of irrigation on farming and land use and the river on human/physical landscape Focus on continent of Africa rivers and areas of vegetation</p> <p>Great to be British Local walk around Crawley-human (Gatwick Airport creation of Crawley from 5 villages) and geographical features of Crawley</p> <p>Great to be British Compare Crawley/West Sussex to? (Monte Carlo?)</p>
<p>Year 4</p>	<ul style="list-style-type: none"> 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 <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> 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 	<p>Asia – rainforest</p> <p>Human physical geography, volcanoes and earthquakes</p> <p>Mapwork</p> <p>Water cycle</p> <p>Human physical settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>settlement and land use, economic activity including trade links,</p>	<p>Research rainforests and find out about the climate, eco-system and animals (link to science) Discuss the issue of Palm oil and deforestation and the effect that it is having. Look at all rainforests but have a particular focus on those in Asia.</p> <p>Understand what a volcano is and how they erupt. Link to the Romans and Pompeii (History and science link).</p> <p>Understand the water cycle (link to science- states of matter) Geography focus of how the water gets to the sea</p>

	<p>build their knowledge of the United Kingdom and the wider world</p> <ul style="list-style-type: none"> 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>Invaders and settlers- how the Romans changed Britain. Research the land before and after the Roman invasion. How did the land and environment change?</p> <p>Anglo-Saxons- how settlements and land use changed after the invasion.</p>
Year 5		<p>Antarctica, South America</p> <p>Human Physical Geography</p> <p>Climate zones, mountains and biomes</p> <p>Locational locate South America, concentrating on environmental regions, key physical and human characteristics, countries, and major cities</p> <p>Fieldwork</p> <p>Locational Knowledge</p> <p>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)</p> <p>Place</p> <p>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, and South America</p>	<p>Shackleton's Journey: Latitude Longitude Equator Northern and Southern Hemisphere Arctic and Antarctic Circle Time Zones</p> <p>The Mayans: Locate South America Environment and physical appearance Human characteristics Countries in South America Compare a Mexican City to London. Links with Spanish and 'Cinco de Mayo' party</p>
Year 6		<p>Europe</p>	<p>World War 1 and 2 – Defence Plans! Using Ordnance Survey Maps to design fake plans to defend from a fake attack – Historical Context – Attacks from different</p>

		<p>Geographical skills fieldwork map work 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</p> <p>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</p> <p>Locational 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>directions – Using height and rivers and natural geography.</p> <p>Locating countries – World War 1 link with European continent – What changes after 1918. Linking changes.</p> <p>Greece – Human geography focus – Historical and Present Day – Major Cities and key physical features.</p>
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