



St John's RC Primary School, Burnley

Whole School Progression Grid

Geography

2021-22



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<u>Understanding the World</u> <ul style="list-style-type: none">Understanding the world involves guiding children to make sense of their physical world and their community.The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters.In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world.As well as building important knowledge, this extends their familiarity with words that support understanding across domains.Enriching and widening children’s vocabulary will support later reading comprehension.		NC programmes of study – KS1 Pupils should be taught to: Locational Knowledge <ul style="list-style-type: none">Name and locate the world’s seven continents and five oceansName, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Place Knowledge <ul style="list-style-type: none">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 Human and Physical Geography <ul style="list-style-type: none">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 PolesUse basic geographical vocabulary to refer to: Key physical features including: beach, cliff, coast, forest, hill, mountain, sea, ocean, 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 <ul style="list-style-type: none">Use world maps, atlases and globes to identify the UK and its countries as well as the countries, continents, and oceans studies at this key stageUse simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a mapUse ariel photographs and perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and constructUse 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		NC programmes of study – KS2 Pupils should be taught to: Locational Knowledge <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 citiesName, locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coats 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, Artic and Antarctic Circles, the Prime /Greenwich Meridian and time zones (including night and day). Place Knowledge <ul style="list-style-type: none">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 Human and Physical Geography <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 Geographical Skills and Fieldwork <ul style="list-style-type: none">Use maps, atlases and globes and digital/computer mapping to locate countries and describe features studiedUse 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 worldUse 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			
<u>1. Locational and Place Knowledge</u> NC Aim: To 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		1. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. 2. Learn names of	1. Name and locate the world’s seven continents and five oceans. 2. Begin to match boundaries (e.g., find same boundary of a country on different scale maps.) around	1. Use maps to name and locate counties and cities of UK Compare and contrast areas within the UK 2. Begin to match boundaries (e.g., find same boundary of a	1. Use maps to locate the main countries of Europe Inc. Russia. Identify capital cities of Europe 2. On a world map, locate areas of similar environmental regions, either desert,	1. Locate the main countries in Europe and North America. 2. Locate and name principal cities of the UK and the World 3. On a world	1. On a world map locate the main countries in the world 2. On a world map, locate areas of similar environmental regions, (rainforests) 3. Identify their main environmental regions, key physical and human

		<p>countries within the United Kingdom</p> <p>3. Learn names of cities and surrounding seas in the United Kingdom</p> <p>4. Locate and name on UK map major features e.g. London, Burnley, seas etc.</p>	<p>the world.</p> <p>3. 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 using Barnaby Bear/class bear.</p>	<p>country on different scale maps.)</p> <p>3. Locate and name the main counties and cities in/around Lancashire.</p> <p>4. Begin to identify significant places and environments- Coasts and Deserts</p> <p>5. On a world map, locate areas of similar environmental regions (deserts)</p> <p>On a UK map locate coastal areas.</p>	<p>rainforest or temperate regions.</p> <p>3. Compare and contrast areas within other European countries (Not UK)</p> <p>4. 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>5. Begin to identify significant places and environments.</p>	<p>map, locate areas of similar environmental regions (climates and vegetation belts)</p> <p>4. Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time zones, night and day</p> <p>5. Compare a region in UK with a region in N. America and a region in a European country with significant differences and similarities.</p>	<p>characteristics, and major cities.</p> <p>4. 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>5. Understand some of the reasons for similarities and differences.</p>
<p>2. Human and Physical Geography</p> <p>NC Aim: To understand the processes that give rise to key physical and human features of the world, how these are inter dependent and how they bring spatial variation and change overtime</p>		<p>1. Identify and describe what places are like.</p> <p>2. Use basic geographical vocabulary to refer to: key physical features, including: forest, hill, mountain, soil, valley, vegetation,</p> <p>3. Recognise how places have become the way they are and how they continue to change</p> <p>4. Identify seasonal and daily weather patterns in the</p>	<p>1. Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>2. Recognise human and physical features of non-European countries studied.</p> <p>3. Use basic geographical vocabulary to refer to: Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil,</p>	<p>1. Describe and understand key aspects of: Physical geography including coastal regions of the UK.</p> <p>2. Types of settlements in Early Britain linked to History. Why did early people choose to settle there?</p> <p>3. Types of settlements in modern Britain: villages, towns, and cities.</p> <p>4. Use appropriate geographical</p>	<p>1. Describe and understand key aspects of: Physical geography including Rivers and the water cycle, excluding transpiration.</p> <p>2. Recognise and describe key rivers and around the world.</p> <p>3. Types of settlements in modern Britain: villages, towns, and cities.</p> <p>4. Human geography including trade between UK and</p>	<p>1. Describe and understand key aspects of: Physical geography including, climate and biomes.</p> <p>2. Physical geography including brief introduction to Volcanoes and earthquakes looking at plate tectonics.</p> <p>3. Recognise and describe key mountains around the world.</p>	<p>1. Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts (link to work on Rainforest).</p> <p>3. Fair/unfair distribution of resources (Fairtrade).</p> <p>4. Make links between economic activity, land use, natural resources and settlement.</p> <p>5. Use appropriate geographical vocabulary related to the topic.</p>

		United Kingdom. 5. Key human features, including: city, town, village, factory, farm, house, and office.	valley, vegetation, season and weather Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.	vocabulary related to the topic	Europe. 5. Use appropriate geographical vocabulary related to the topic.	4. Types of settlements in Viking, Saxon Britain linked to History. 5. To learn about settlements and environmental impact 6. Use appropriate geographical vocabulary related to the topic.	
3. <u>Geographical Skills and Fieldwork</u> NC Aim: Pupils are competent in the geographical skills needed to: Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that will deepen their understanding of geographical processes Interpret a range of geographical sources Communicate geographical information in a variety of ways		1. Use world maps, atlases and globes to identify the United Kingdom and its countries. 2. Ask and answer simple and geographical questions. Use simple fieldwork and observational skills when studying the geography of the school and its grounds. 3. Draw simple features they observe in the local area. 4. Use a camera / I Pad in the field, with help, to record what they have seen and label Know that symbols mean something on a map.	1. 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. 2. To develop simple fieldwork and observational skills when studying the geography of their local environment. 3. Ask and answer simple geographical questions when investigating different places and environments. 4. 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	1. With guidance, use simple political and physical maps, atlases, globes and digital/computer mapping (Google Earth) to locate counties and describe features studied. 2. Ask and answer more searching geographical questions when investigating different places and environments. 3. Observe, record and name geographical features of locations studied. 4. Introduce to the eight points of a compass. 5. Analyse evidence and draw conclusions e.g. make comparisons with two locations using photos pictures, temperatures and location.	1. Use simple political and physical maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. 2. Ask and respond to more searching geographical questions including 'how?' and 'why?'. 3. Observe, record and explain physical and human features of the environments studied. 4. Begin to use the eight points of a compass. 5. Analyse evidence and draw conclusions e.g. make comparisons between locations, photos, pictures, maps.	1. 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. 2. Extend to 6 figure grid references with teaching of latitude and longitude in depth. Expand map skills to include non-UK countries. 3. 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?' 4. Make predictions and test simple hypotheses about people, places and geographical issues. 5. Use a range of numerical and quantitative skills to analyse, interpret and present data collected from fieldwork observations, measurements and recording.	

			<p>location of features and routes on a map.</p> <p>5. Join labels to correct features on plans, maps and photographs</p> <p>6. Use a camera / I Pad in the field, with help, to record what they have seen and label.</p>	<p>6. Draw a sketch of a simple feature from an observation or photo</p>		<p>more causal including: 'why is that happening in that place?'; 'could it happen here?'. 4. Observe, record and explain physical and human features, using a range of methods eg sketch maps, plans, graphs and digital technologies.</p>	
<p>Skills progression created for our school using the following: NC; Geography Association Progression of Skills; LPDS (Lancashire Professional Development Service) assessment materials.</p>							