

Geography Progression Document

This is intended to be a spiral curriculum. Pupils should be taught National Curriculum objectives but should be supported to catch up.

End Points (Threshold Concepts)	Milestones					
	KS 1		Lower KS 2		Upper KS 2	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational Knowledge (This concept involves general geographical knowledge, position and significance, UK and Global)	<ul style="list-style-type: none"> Name the four countries and the capital cities of the United Kingdom (KS1). Locate the four countries of the United Kingdom (KS1). To identify some characteristics of the four countries of the United Kingdom (KS1). Locate the United Kingdom using world maps, globes and atlases (KS1). Name the seas surrounding the United Kingdom (KS1). 	<ul style="list-style-type: none"> To build upon and extend their knowledge of hot and cold areas of the world and the equator. To build upon and extend children's locational awareness of the United Kingdom and the key human and physical characteristics of the four countries. Name and locate the world's seven continents (KS1). Name and locate the world's five oceans (KS1). 	<ul style="list-style-type: none"> To extend and develop their knowledge of the United Kingdom to locate and name the regions and cities. Locate the main countries of Europe Inc. Russia. On a world map, locate similar environmental regions, either desert, rainforest or temperate regions. Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn. To identify topographical 	<ul style="list-style-type: none"> To build upon and expand their knowledge of the geographical regions and counties within the UK and describe the difference between them (KS2). To explore and compare areas of similar environmental regions in Europe & North & South America, either desert, rainforest or temperate regions or understand how some of these aspects have changed over time (KS2). Identify the position and significance of latitude/longitude 	<ul style="list-style-type: none"> Locate the main countries and major cities in Europe including Russia and North and South America (KS2). To further their knowledge by identifying and describing the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night) (KS2). 	<ul style="list-style-type: none"> Accurately and precisely, locate the main countries and major cities in Europe including Russia and North and South America (KS2). On a world map locate the main countries in Africa, Asia and Australasia / Oceania. Identify their main environmental regions, key physical and human characteristics, and major cities. Consolidate longitude and latitude in regards to the placement of countries.

			features of the United Kingdom including coast, features of erosion, hills, mountains and rivers.	and the Greenwich Meridian (KS2). • Identify land- use patterns and understand how some of these aspects have changed over time (KS2).		
Place knowledge (This concept involves comparing and contrasting a variety of different places across several continents)	<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 (KS1). 	<ul style="list-style-type: none"> • To build upon and extend their understand geographical similarities and differences through studying the human and physical geography of a contrasting (to Y1) area of the United Kingdom, and of a small area in a contrasting non-European country (KS1). 	<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 (KS2). 	<ul style="list-style-type: none"> • Understand geographical similarities and differences through the study of human and physical geography of a region in a European country (KS2). 	<ul style="list-style-type: none"> • Understand geographical similarities and differences through the study of human and physical geography of a region of North or South America (KS2). 	<ul style="list-style-type: none"> • Understand geographical similarities and differences through the study of human and physical geography of a region the United Kingdom – developing mastery of their knowledge of key features and understand how these features have changed over time (KS2). • Understand geographical similarities and differences through the study of human and physical geography of a region in a contrasting continent.

Human and physical Geography

(This concept involves exploring Human and Physical Geography on local and global scale)

- Begin to identify the location of hot and cold areas of the world in relation to the Equator and the North and South Pole.

- Begin to identify daily and seasonal weather patterns in the United Kingdom.

- Use basic geographical vocabulary to refer to (KS1).

Key physical features of the area, country or region studied, including:

- forest
- hill
- mountain
- soil,
- valley
- vegetation
- beach
- cliff
- coasts,
- forest
- sea
- ocean
- river
- season
- weather

- To identify their knowledge of the equator and North and South poles to begin to explore the Northern and Southern Hemisphere.

- To identify knowledge and identification of daily and seasonal weather patterns in the United Kingdom (KS1).

- To develop and extend the use of basic geographical vocabulary to refer to key physical features on the year 1 list.

- Build upon the key physical and human features studied in Y1 in relation to a specific area, country or regional (KS1).

In studying a locality describe and understand the relevant key aspects of:

- Physical geography, including: volcanoes and earthquakes.

- 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 in the UK.

In studying a locality further develop their understanding of key aspects of:

- Physical geography, including: rivers, mountains 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 in Europe.

In studying a locality further develop their understanding of key aspects of:

- Physical geography, including: climate zones, biomes and vegetation belts.

- 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 in North and South America.

- Identify how human physical features affect human activity within an area.

In studying a locality develop mastery level knowledge of the key aspects of:

- Master physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle (KS2).

- Master 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 (KS2).

- Master the key aspects of human and physical geography within their focused region of the UK and understand how these features have changed over time (KS2).

	<p>Key human features of the area studied including:</p> <ul style="list-style-type: none"> • city • town • village • factory • farm • house • office • port • harbour • shop 					
<p>Geographical skills and fieldwork (Enquiry, mapping, fieldwork, critical thinking, vocabulary)</p>	<ul style="list-style-type: none"> • Use world maps, atlases and globes to identify the United Kingdom and its countries (KS1). • Use simple fieldwork and observational skills to study the geography of their school and its grounds (KS1). • Identify land use around the school (human and physical features) (KS1). • Devise a simple map (KS1). • Use locational language (near and 	<ul style="list-style-type: none"> • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features (KS1). • 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 (KS1). 	<ul style="list-style-type: none"> • Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied- UK (KS2). • 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. 	<ul style="list-style-type: none"> • Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied- Europe (KS2). • Learn the eight points of a compass, four-figure grid references. • 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 	<ul style="list-style-type: none"> • Use maps, atlases, globes and digital/computer mapping (Digimaps/Google Earth) to locate countries and describe features studied- North and South America (KS2). • Learn the eight points of a compass, four-figure grid references. • Refine fieldwork to observe, measure and record the human and physical features in the local area using a range of 	<ul style="list-style-type: none"> • Master using maps, atlases, globes and digital/computer mapping (Digimaps/Google Earth) to locate countries and describe features studied (KS2). • Use Ordnance Survey maps to build their knowledge of the UK and the wider world (KS2). • Extend to 6 figure grid references with teaching of latitude and longitude in depth (KS2). • Expand map skills to include non-UK countries.

	<p>far) to describe the location of features on a map.</p> <ul style="list-style-type: none"> • Use digital technologies to view simple electronic maps. • Observe, talk about and draw simple geographical concepts. • Ask simple geographical questions (where, what and who) about the world and the environment. 	<ul style="list-style-type: none"> • Devise a simple map using basic symbols in a key (KS2). • Use maps, atlases and globes to identify continents and oceans studied in locational knowledge (KS1). • Use simple grid references. (e.g. A1, B3). • Use digital technologies to view simple electronic maps and use the search function. • Speak, write about, draw and observe simple geographical concepts such as what they can see where. • Continue to ask simple geographical questions (where, what and who) about the world and the environment. 	<ul style="list-style-type: none"> • 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. • Speak, write about, draw and observe simple geographical concepts with increasing detail. • Begin to express personal opinions and views about what they like and don't like about specific geographical features. • Ask geographical questions about their environment and the countries studied including how and why. • Give their own views about locations and begin to explain why. 	<p>and graphs, and digital technologies.</p> <ul style="list-style-type: none"> • Communicate geographical information through a range of methods including sketch maps, plans, graphs, presentations and writing at length (KS2). • Express personal opinions and views about what they like and don't like about specific geographical features. • Ask searching questions including how and why as well as what, and where when investigating places and processes. • Give their own views about locations and explain why. 	<p>methods, including sketch maps, plans and graphs, and digital technologies</p> <ul style="list-style-type: none"> • Create maps of locations identifying patterns such as (climate zones and land use). • Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. • Record the results in a range of ways. • Develop their views and attitudes to begin to evaluate responses to geographical issues. • Ask and answer questions that are more casual e.g. what is happening in that place? Could it happen here? What happened in the past 	<ul style="list-style-type: none"> • Master using 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 (KS2). • Create maps of locations identifying patterns (such as population densities, height of land, land use, climate zones) • Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. • Record the results in a range of ways. • Develop their views to critically evaluate responses to local geographical issues including for or against arguments.
--	---	--	--	--	---	---

					to cause it? How is it likely to change in the future?	<ul style="list-style-type: none"> • Ask questions, explore, describe and explain geographical patterns, similarities, differences and physical features and human processes.
--	--	--	--	--	--	--

A good Geographer will have:

- An excellent knowledge of where places are and what they are like.
- An excellent understanding of the ways in which places are interdependent and interconnected and how much human and physical environments are interrelated.
- An extensive base of geographical knowledge and vocabulary.
- Fluency in complex, geographical enquiry and the ability to apply questioning skills and use effective analytical and presentational techniques.
- The ability to reach clear conclusions and develop a reasoned argument to explain findings.
- Significant levels of originality, imagination or creativity as shown in interpretations and representations of the subject matter.
- Highly developed and frequently utilised fieldwork and other geographical skills and techniques.
- A passion for and commitment to the subject, and a real sense of curiosity to find out about the world and the people who live there.
 - The ability to express well-balanced opinions, rooted in very good knowledge and understanding about current and contemporary issues in society and the environment.
 - Experience of their local environment which will include learning walks to visit their local physical and huma

National Curriculum National Curriculum Expectations

Above and beyond the national curriculum

Steps to National Curriculum

Cultural Capital