



GEOGRAPHY CURRICULUM PROGRESSION

Gayton Primary School

	F2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geographical skills and fieldwork	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.	<p>Use simple compass directions (N,S,E,W) and locational and directional language to describe the location of features on a map.</p> <p>Look at a variety of maps, including floor maps, globes and street maps.</p> <p>Devise a simple map of the classroom, and use and construct basic symbols in a key.</p> <p>Use simple fieldwork and observational skills to study the geography of the school and its grounds.</p> <p>Collect simple statistics, eg longest, tallest, smallest.</p>	<p>Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs.</p> <p>Communicate geographical information in a variety of ways, including through maps.</p> <p>Devise a simple map that goes beyond the classroom to the whole school; and use and construct basic symbols in a key.</p> <p>Use simple fieldwork and observational skills to study the geography of the area around the school, including detailed sketches and labelled diagrams.</p> <p>Use tally charts and simple tables</p>	<p>Using eight compass points to give directions.</p> <p>Locate places on maps.</p> <p>Use maps to locate the school within the wider world.</p> <p>Begin to use fieldwork to observe and record the human and physical features in the local area.</p> <p>Learn to use a range of methods including sketch maps, plans, graphs and digital technologies.</p> <p>Collect statistics and present them appropriately.</p>	<p>Learn to read and use four-figure grid references</p> <p>Learn about the geographical concept of scale.</p> <p>Learn some common Ordnance Survey map symbols.</p> <p>Learn to use Ordnance Survey maps to explore the local area.</p> <p>Use prediction and prior knowledge when setting up a fieldwork investigation of the human and physical features in the local area.</p> <p>Use a range of methods to record observations, including sketch maps, plans, graphs and digital technologies.</p>	<p>Learn about contour lines.</p> <p>Explore contour lines on maps of the local area and visit the locality to compare the map to the topology.</p> <p>Draw on own knowledge and understanding when setting up and carrying out a fieldwork investigation of the human and physical features in the local area.</p> <p>Make careful measurements and collect statistics about people and places during fieldwork studies.</p> <p>Present a written report of findings and evidence.</p>	<p>Use the eight points of a compass and six figure grid references.</p> <p>Interpret maps and aerial photographs, including through fieldwork in the local area.</p> <p>Suggest suitable questions for fieldwork study.</p> <p>Analyse information collected in fieldwork to reach conclusions which are supported with evidence. Present written reports of findings.</p>

		Use digital cameras to record fieldwork observations.	to collect information.		Present written explanations for some of the features observed in fieldwork.		
Geographical understanding	Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.	Describe places using their characteristics and simple vocabulary. Children should be introduced to correct terminology for those features. Record similarities and differences between places. Talk about places seen in books, videos and photos and comment on human and physical features. Understand the concept of close and far away.	Recognise the characteristic physical and human features of places. Understand similarities and differences between places. Know that places are linked by paths and roads (and railways). Express views about the local area and the environment.	Understand similarities and differences between places and give reasons for them. Understand and use the concept of reciprocal link between physical and human features. Identify and describe how a place has changed. Understand how economic development can change a place. Understand how humans affect the environment.	Begin to recognise geographical patterns, e.g. settlements by rivers and on lower land. Understand why and how people choose to live in contrasting areas. Compare the lives of people living in contrasting environments or places. Consider the future of some physical and human features based on an understanding of change. Understand how humans can both damage and improve the environment.	Begin to understand geographical pattern, e.g. why industry is often by a river. Describe and begin to explain patterns and physical and human geography. Describe how change can lead to similarities and differences between places.	Recognise dependent links and relationships in both human and physical geography. Suggest how human activities can cause changes to the environment

<p>Geographical Knowledge</p>		<p>Cold areas of the world – south Pole, North Pole</p> <p>Hot areas of the world – Equator</p> <p>Seasonal and daily weather in the UK, and season and weather (covered through Science)</p>	<p>Name and locate 7 continents and 5 oceans. Bird’s eye view, maps and globes.</p> <p>Physical features – beach, cliff, coast, forest, hill, sea, ocean, valley.</p> <p>Study of locality – North West Seaside compared to local Beach, cliff and coastal features.</p> <p>Human and physical features of the local area, including city, town, village, factory, farm, house, office, port, harbour, shop.</p>	<p>UK Geographical regions – starts wide and focuses in on locality to revise previous knowledge of continent and countries. Key Cities in area – Liverpool Chester Manchester</p> <p>Coasts</p> <p>Mountains – key mountain ranges of UK – eg Snowdonia, Lake District, Penines, Grampians, Sperrins. Include Counties and major cities.</p> <p>Global Geographical regions- oceans, hemispheres, North Pole and South Pole, Arctic Circle and Antarctica</p> <p>Rivers Link to History – Early Civilizations</p>	<p>Settlements: land use, trade links, natural resources, land use patterns (Links to Romans –site for a fort at Chester.)</p> <p>South American Rainforests – locate countries with tropical rainforests in an atlas, then focus on South America and Brazil. Must include Human and Physical Geography of entire country - Introduce equator and tropics, Biomes, climate zones and vegetation belts and Water Cycle. Compare indigenous people to life style of Brazilian city dwellers comparing indigenous people to life style of Brazilian city dwellers. Also, food transport - what food and other goods do we get from Rainforests</p>	<p>Region of the UK – land use, economic activity, distribution of natural resources, energy (link to recycling) land use change over time – Dee Estuary. Include Counties and major cities.</p> <p>Settlements and Land use (link to Anglo Saxons and place names) UK countries and cities, (link back to what was learnt about Greek and Roman Settlements). Include Counties and major cities.</p> <p>Latitude, Longitude, Equator, Time Zones, Hemispheres, Tropics of Cancer/Capricorn</p> <p>Rivers – Locational and Place Knowledge – North America – Niagara.</p>	<p>Local Study Land use patterns – changes over time – Merseyside and Wirral around time of WW2. Identify other cities affected by WW2in order to extend knowledge of counties and cities. Note key human features that made them targets.</p> <p>Contrast a region of the UK with Spain (Catalonia) to consolidate all aspects of Geography by comparing temperate, Mediterranean and desert/taiga regions, different time zones, seasons, economies etc .</p> <p>Around the world in half a term: Consolidation unit to cover all KS2 learning.</p>
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