Curriculum Overview : Progression in Geography

	Year 1/2	Year 3/4	Year 5/6
	Pupils should be taught to: • 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 • 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	Pupils should be taught to: • 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 build their knowledge of the United Kingdom and the wider world • 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	

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		Year 1/2	Year 3/4	Year 5/6
Geographical Skills and Fieldwork	Fieldwork	For instance: <u>Gather information</u> Use basic observational skills Carry out a small survey of the local area/school Draw simple features Ask and respond to basic geographical questions Ask a familiar person prepared questions Use a pro-forma to collect data e.g. tally survey <u>Sketching</u> Create plans and raw simple features in their familiar environment Add labels onto a sketch map, map or photograph of features <u>Audio/Visual</u> Recognise a photo or a video as a record of what has been seen or heard Use a camera in the field to help to record what is seen	For instance: <u>Gather information</u> Ask geographical questions Use a simple database to present findings from fieldwork Record findings from fieldtrips Use a database to present findings Use appropriate terminology <u>Sketching</u> Draw an annotated sketch from observation including descriptive / explanatory labels and indicating direction <u>Audio/Visual</u> Select views to photograph Add titles and labels giving date and location information Consider how photo's provide useful evidence use a camera independently Locate position of a photo on a map	For instance: <u>Gather information</u> Select appropriate methods for data collection such as interviews, Use a database to interrogate/amend information collected, Use graphs to display data collected Evaluate the quality of evidence collected and suggest improvements <u>Sketching</u> Evaluate their sketch against set criteria and improve it Use sketches as evidence in an investigation. select field sketching from a variety of techniques Annotate sketches to describe and explain geographical processes and patterns <u>Audio/Visual</u> Make a judgement about the best angle or viewpoint when taking an image or completing a sketch Use photographic evidence in their investigations Evaluate the usefulness of the images

Curriculum Overview : Progression in Geography

		Year 1/2		Year 3/4		Year 5/6	
Geographical Skills and Fieldwork continued	Map Skills	For instance: <u>Using maps</u> Use a simple picture map to move around the school Use relative vocabulary such as bigger, smaller, like, dislike Use directional language such as near and far, up and down, left and right, forwards and backwards <u>Map knowledge</u> Use world maps to identify the UK in its position in the world. Use maps to locate the four countries and capital cities of UK and its surrounding seas <u>Making maps</u> Draw basic maps, including appropriate symbols and pictures to represent places or features Use photographs and maps to identify features	For instance: <u>Using maps</u> Follow a route on a map Use simple compass directions (North, South, East, West) Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features <u>Map knowledge</u> Locate and name on a world map and globe the seven continents and five oceans. Locate on a globe and world map the hot and cold areas of the world including the Equator and the North and South Poles <u>Making maps</u> Draw or make a map of real or imaginary places (e.g. add detail to a sketch map from aerial photograph)	For instance: <u>Using maps</u> Follow a route on a map with some accuracy Locate places using a range of maps including OS & digital Begin to match boundaries (e.g. find same boundary of a country on different scale maps) Use 4 figure compasses, and letter/number co-ordinates to identify features on a map <u>Map knowledge</u> Locate the UK on a variety of different scale maps Name & locate the counties and cities of the UK <u>Making maps</u> Try to make a map of a short route experiences, with features in current order	For instance: <u>Using maps</u> Follow a route on a large scale map Locate places on a range of maps (variety of scales) Identify features on an aerial photograph, digital or computer map Begin to use 8 figure compass and four figure grid references to identify features on a map <u>Map knowledge</u> Locate Europe on a large scale map or globe, Name and locate countries in Europe (including Russia) and their capitals cities <u>Making maps</u> Recognise and use OS map symbols, including completion of a key and understanding why it is important Draw a sketch map from a	For instance: <u>Using maps</u> Compare maps with aerial photographs Select a map for a specific purpose Begin to use atlases to find out other information (e.g. temperature) Find and recognise places on maps of different scales Use 8 figure compasses, begin to use 6 figure grid references. <u>Map knowledge</u> Locate the world's countries, focus on North & South America Identify the position and significance of lines of longitude & latitude <u>Making maps</u> Draw a variety of thematic maps based on their own data	For instance: <u>Using maps</u> Follow a short route on a OS map Describe the features shown on an OS map Use atlases to find out data about other places Use 8 figure compass and 6 figure grid reference accurately Use lines of longitude and latitude on maps <u>Map knowledge</u> Locate the world's countries on a variety of maps, including the areas studied throughout the Key Stages <u>Making maps</u> Draw plans of increasing complexity Begin to use and recognise atlas symbols

Curriculum Overview : Progression in Geography

			Use and construct basic symbols in a key	Create a simple scale drawing Use standard symbols, and understand the importance of a key	high viewpoint	Draw a sketch map using symbols and a key, Use and recognise OS map symbols regularly	

Curriculum Overview : Progression in Geography

	Year 1/2	Year 3/4	Year 5/6
Locational Knowledge	Pupils should be taught to: • 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	Pupils should be taught to: • 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)	
Place Knowledge	Pupils should be taught to: • understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and a contrasting non-European country	Pupils should be taught to: • 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	
Human and Physical Geography	Pupils should be taught to: • 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 • use basic geographical vocabulary to refer to: ◊ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather ◊ key human features, inc. city, town, village, factory, farm, house, office, port, harbour, shop	Pupils should be taught to: • 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	

Curriculum Overview : Progression in Geography

		Year 1	Year 2	Year 3/4	Year 5/6
Focused Enquiries	Topic	**Arctic Adventures** • Arctic climate • Physical features • Explorers • Inuit people • Arctic animals • Comparing the poles • Compasses and maps • Weather **The World Around Me** • Use globes and maps • The seven continents of the world. • The UK; maps, capitals, symbols, language, landmarks • Town and country • .Aerial photos • Physical v human geog • Complete a case study on Edinburgh.	**My Home is My Castle** • Location of castles • Defence of castles – physical geog • Castles in the UK's capital cities. • Explore and make maps. • Understand your own address **Under the Sea** • Oceans and Seas • Use of the Sea • Sea Habitats • Seaside localities • Conservation **A Capital Idea** • Locate London on a map • Landmarks of London. • Navigation using compass. • Geographical features in London. • Seasonal weather patterns • Plan a trip to London.	**USA Road Trip** • USA and its states • North American landscape • USA Cities • USA human geography • National parks • Natural phenomena • **Modern Europe** • Locate Europe on a world map • Countries within Europe – location and features • Major capital cities • Compare two European capital cities. • Human and physical features of a European country.(in depth study) **Rainforests** • Rainforests – where and what • Layers of vegetation • Climate • People and settlements • Threats and conservation • In depth study of a South American country **Coasts** • Formation of coasts • Physical features and erosion • Coastal management • Types of beach	**South American Adventure** • Climates • Countries • Andes • Trade and Industry • Human Geography • In-depth study of a South American country **The River Nile/Egypt** • Location and features of the River Nile. • Journey of the River Nile from source to mouth. • Aswan High Dam. • Physical & human geography of Nile Delta. • Uses of the River Nile and how these have changed over time. • Journey up the River Nile in Egypt. **Mountains** • What are mountains? • Major mountain ranges are in the world. • Famous mountains • Why mountains have their own climate and exploring data • Mountains and tourism • Human impact on mountain environments **UK Geography** • Key geographical features of the UK • Identify and locate the counties of the UK • Towns and cities

Curriculum Overview : Progression in Geography

				• Using maps and secondary sources • Land use and the environment **Modern Italy (Linked to Romans topic)** • Location • Physical geog • Volcanoes (link to Pompeii in History) • Famous cities and landmarks • Culture **UK Village Settlements** • Early settlers and the origins of place names. • Identify settlements and reasons for their original siting. • Mapping symbols • How settlements are connected. • Design a village settlement • .Fieldwork activities	• Hills and mountains • Seas and coasts • Rivers **Extreme Earth** • Earth's extreme climates; the hottest, wettest, coldest and driest places on Earth. • Water cycle • Extreme weather phenomena; tropical storms, floods, lightning, hurricanes and tornadoes, and the effects these can have on people and the landscape. • Tectonic plates and earthquakes • Tsunamis • Volcano v Mountain **Scandinavia** • Locate & identify features. • Seasons and daylight hours inside the Arctic circle. • Physical geography of Norway to that of Sweden and Denmark. • Human geography of three Scandinavian countries. • Compare & contrast Scandinavia and the UK. • Presenting information / tourism