



Progression in Geography

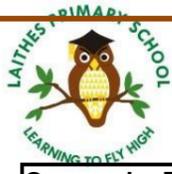
Geography Intent

We believe that Geography helps to provoke and answer questions about the natural and human worlds, encouraging children to develop a greater understanding of their world and their place in it. We teach location and place knowledge, weather and climate skills and opportunities to learn about people and culture. It helps to develop a range of investigation and problem-solving skills that are transferable to other curriculum areas and which can be used to promote children's spiritual, moral, social and cultural development. Geography is, by nature an investigative subject, which develops an understanding of concepts, knowledge and skills. It is our intent for Geography to be learned inside and outside of the classroom. We seek to inspire in children a curiosity, fascination and respect for the world and its people; to promote children's interest and understanding about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

Colour					
Area of study	Geographical Enquiry and terms	Fieldwork	Map Skills	Geographical Knowledge	Human and Physical Geography

Developing, Securing, Mastering explained:

Depth of Learning	Cognitive challenge	Nature of progress	Typically, pupils will	Predominant teaching style
Developing	Low level cognitive demand. Involves following instructions.	Acquiring	name, describe, follow instructions or methods, complete tasks, recall information, ask basic questions, use, match, report, measure, list, illustrate, label, recognise, tell, repeat, arrange, define, memorise.	Modelling Explaining
Securing	Higher level of cognitive demand. Involves mental processing beyond recall. Requires some degree of decision making.	Practising	apply skills to solve problems, explain methods, classify, infer, categorise, identify patterns, organise, modify, predict, interpret, summarise, make observations, estimate, compare.	Reminding Guiding
Mastering	Cognitive demands are complex and abstract. Involves problems with multi-steps or more than one possible answer.	Deepening Understanding	Requires justification of answers. solve non-routine problems, appraise, explain concepts, hypothesise, investigate, cite evidence, design, create, prove.	Coaching Mentoring



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<p>Geography Enquiry Process</p> <p>Asking questions – what do I know/what do I want to know? Collaborating and selecting – which are the best questions, tools, techniques? Doing – fieldwork, research Reflecting – what have we found out? What does it mean? How reliable is it? Communicating - what can we do with this knowledge?</p>	<p>Questions to consider (when planning)</p> <p>Is the chosen area or content interesting and relevant? What aspect of geographical knowledge, skills and understanding will be the focus of the unit? Why? How will we hook the children at the start of the enquiry? How will we sequence the learning, to maintain motivation? What will the varied activities be? How can we use learning objectives and outcomes effectively? Are we using rich resources? How can we help children to choose and use information? How will the children communicate their understanding through an engaging end product? How can we set challenging expectations for children of varying abilities? How can I link it to other parts of the curriculum?</p>	<p>Geographical Questions</p> <p>What will I see in this place? Who will I see in this place? What do people do in this place? What sources of information can I use to find information? How does where we live influence how we live? Why do people move? Why do maps and globes change? Which are the best questions, tools and techniques? How reliable is the evidence?</p>
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	Foundation Stage	Year 1/2	Year 3/4	Year 5/6
	<p>People Culture and Communities ELG Children at the expected level of development will:</p> <ul style="list-style-type: none"> -Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps; -Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; -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. <p>Geographical elements in Understanding the World</p> <p>Events in their own and their family's lives: Varieties of 'geographical' events: journeys locally, where children go to visit friends and relatives, shopping, the park, places children might visit in the UK and abroad....</p> <p>Features of their environment: Through small world play (eg buildings, farm, trains), the range of homes, local buildings and their uses, roads, rivers, gardens, play areas...</p> <p>The school's locality, its neighbourhood sites and patterns, eg housing and shop areas/sites, road layouts, major routes used....</p> <p>How environments might vary one from another: Different types of environment, eg land and water/sea, urban and rural, farmland and woods, seaside, hot and cold, dry and wet, in the UK and elsewhere in the World....</p> <p>Show care and concern for environments and living things....</p> <p>Similarities and differences between places and communities: The variety of local occupations and ways of life, varieties of homes, aspects of the school's catchment area and the mix in its local population, various leisure and social interests, types of transport used....</p>	<p>Pupils should be taught to:</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 • 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>Pupils should be taught to:</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 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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Geographical terms	<p>I live Journey (to school) My home / house My school Athersley, Barnsley Village, Town, Street, Road I like / I don't like</p>	<p>General Address, Near ,Far, Journey, Features ,Weather, Holiday , Travel, Passport, Visit, Transport ,Environment Changes, Sustainability , Survey, Land, Similarities Differences, Effects</p> <p>Places Island, Sea, Ocean, Seaside, Village, Town, City, Country</p> <p>Features Physical, Human, Beach, Mountain, Farm, Field, Shop Buildings</p> <p>Maps Globe, Map, Atlas, Co-ordinates, Symbol, Route, Plan</p>	<p>Features Spring, River, Stream, Hill, Slope, Mountain, Waterfall, Valley, Channel Lake, Reservoir, House , Shop, Roads, Garden, Woodland</p> <p>Patterns Land use</p> <p>Processes Water cycle, Erosion, Pollution, Evaporation, Condensation</p> <p>Scale Local, Regional, National, International, Global</p> <p>Weather (<i>is also a feature</i>), Climate, Climatic zone, Hot, Cold, Dry, Wet, Tropical, Rainfall, Weather symbols, Monsoon</p> <p>Environmental Conservation, Wildlife, Quality, Change, Pollution , Issues, Community</p> <p>Environment / Place Desert, Polar, Temperate, Hamlet, Village, Town, City, Country Continent</p> <p>General Source, Steep, Mouth, Population, Holiday, Destination, Transport Filtering, Purification, Irrigation, Development, Soil , Rock , Wave, Tide, Shingle, Sand</p> <p>Mapping Route, Grid Reference, Journey, Distance,Compass (points), North, South, East, West, Scale, Direction, Key, Symbol, Miles, Kilometres, Metres Centimetres OS maps</p>	<p>Features Hills, Factories, Coast, Headland, Cliff, Cave, Arch Stack ,Bay, Sand, Groynes,Sea walls, Patterns</p> <p>Patterns Land use</p> <p>Processes Transportation, Deposition, Tourism, Building</p> <p>Scale Local, Regional, National, International, Global</p> <p>Environmental Air pollution, Waste, Recycling, Compost, Litter, Derelict Planning, Global warming</p> <p>Environment / Place Landscape, Settlement, Urban, Rural, District, Street Microclimate, World</p> <p>General Source, Steep, Mouth, Population, Holiday ,Destination Transport ,Filtering, Purification, Irrigation, Development Soil ,Rock ,Wave, Tide, Shingle, Sand</p> <p>Mapping Route, Grid Reference, Journey, Distance, Compass (points), North,South, East, West, Scale, Direction Key, Symbol, Miles, Kilometres, Metres, Centimetres, OS maps</p>
Geographical Enquiry KPIs	<p style="text-align: center;">Development Matters</p> <p>Birth to three Explore and respond to different natural phenomena in their setting and on trips.</p> <p>Three and Four Year Olds Continue developing positive attitudes about the differences between people. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Reception Talk about members of their immediate family and community. Name and describe people who are familiar to them. • • Draw information from a simple map. • Understand that some places are special to members of their community. • Recognise some similarities and differences between life in this country and life in other countries. • Explore the natural world around them. • Describe what they see, hear and feel whilst outside. • Recognise some environments that are different to the one in which they live.</p>	<p>Year 1 Expected Can they say what they like about their locality? • Can they sort things they like and don't like? • Can they answer some questions using different resources, such as books, the internet and atlases? • Can they think of a few relevant questions to ask about a locality? • Can they answer questions about the weather? • Can they keep a weather chart?</p> <p>Year 1 Greater Depth Can they answer questions using a weather chart? • Can they make plausible predictions about what the weather may be like later in the day or tomorrow?</p> <p>Year 2 Expected Can they label a diagram or photograph using some geographical words? • Can they find out about a locality by using different sources of evidence? • Can they find out about a locality by asking some relevant questions to someone else? • Can they say what they like and don't like about their locality and another locality like the seaside?</p> <p>Year 2 Greater Depth Can they make inferences by looking at a weather chart? • Can they make plausible predictions about what the weather may be like in different parts of the world?</p>	<p>Year 3 Expected Do they use correct geographical words to describe a place and the events that happen there? • Can they identify key features of a locality by using a map? • Can they begin to use 4 figure grid references? • Can they accurately plot NSEW on a map? • Can they use some basic OS map symbols? • Can they make accurate measurement of distances within 100Km?</p> <p>Year 3 Greater Depth Can they work out how long it would take to get to a given destination taking account of the mode of transport?</p> <p>Year 4 Expected Can they carry out a survey to discover features of cities and villages? • Can they find the same place on a globe and in an atlas? • Can they label the same features on an aerial photograph as on a map? • Can they plan a journey to a place in England? • Can they accurately measure and collect information(e.g. rainfall, temperature, wind speed, noise levels etc.)?</p> <p>Year 4 Greater Depth Can they give accurate measurements between 2 given places within the UK?</p>	<p>Year 5 Expected Can they collect information about a place and use it in a report? • Can they map land use? • Can they find possible answers to their own geographical questions? • Can they make detailed sketches and plans; improving their accuracy later? • Can they plan a journey to a place in another part of the world, taking account of distance and time?</p> <p>Year 5 Greater Depth Can they work out an accurate itinerary detailing a journey to another part of the world?</p> <p>Year 6 Expected Can they confidently explain scale and use maps with a range of scales? • Can they choose the best way to collect information needed and decide the most appropriate units of measure? • Can they make careful measurements and use the data? • Can they use OS maps to answer questions? • Can they use maps, aerial photos, plans and web resources to describe what a locality might be like?</p> <p>Year 6 Greater Depth Can they define geographical questions to guide their research? • Can they use a range of self selected resources to answer questions?</p>

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		Foundation Stage	Year 1/2	Year 3/4	Year 5/6
Geographical Skills and Fieldwork	Fieldwork	<p><i>Complete walks in the local area – describe what they can see (physical and human geography)</i></p> <p style="text-align: center;">Development Matters</p> <p>Birth to three Explore and respond to different natural phenomena in their setting and on trips.</p> <p>Three and Four Year Olds Continue developing positive attitudes about the differences between people. <ul style="list-style-type: none"> Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. </p> <p>Reception Talk about members of their immediate family and community. Name and describe people who are familiar to them. <ul style="list-style-type: none"> Draw information from a simple map. Understand that some places are special to members of their community. Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different to the one in which they live. </p>	<p>Observe and record information on charts. Record information on school plan, local maps. Use simple equipment to measure and record <u>Gather information</u> <i>Use basic observational skills</i> <i>Carry out a small survey of the local area/school</i> <i>Draw simple features</i> <i>Ask and respond to basic geographical questions</i> <i>Ask a familiar person prepared questions</i> <i>Use a pro-forma to collect data e.g. tally survey</i></p> <p><u>Sketching</u> <i>Create plans and raw simple features in their familiar environment</i> <i>Add labels onto a sketch map, map or photograph of features</i></p> <p><u>Audio/Visual</u> <i>Recognise a photo or a video as a record of what has been seen or heard</i> <i>Use a camera in the field to help to record what is seen</i></p>	<p>Observe, measure and record the human and physical features in the local area responding to a range of geographical questions Propose geographical questions, collecting and recording specific evidence to answer them Analyse the data which they have collected from first hand observations and experiences, identifying any patterns. Collect and analyse data from first and second hand sources, identifying and analysing patterns and suggesting reasons for them. <u>Gather information</u> <i>Ask geographical questions</i> <i>Use a simple database to present findings from fieldwork</i> <i>Record findings from fieldtrips</i> <i>Use a database to present findings Use appropriate terminology</i></p> <p><u>Sketching</u> <i>Draw an annotated sketch from observation including descriptive / explanatory labels and indicating direction</i></p> <p><u>Audio/Visual</u> <i>Select views to photograph</i> <i>Add titles and labels giving date and location information</i> <i>Consider how photo's provide useful evidence use a camera independently</i> <i>Locate position of a photo on a map</i></p>	<p>Choose the best method of recording observations and measurements, including sketch maps, plans, graphs, and digital technologies. Describe and explain geographical processes observed including taking accurate measurements and representing these in text, graphs and spreadsheets Suggest sources for finding data related to a task and analyse data collected to draw conclusions about a place or geographical issue. Analyse and present more complex data, from different sources, suggesting reasons why it may vary. <u>Gather information</u> <i>Select appropriate methods for data collection such as interviews,</i> <i>Use a database to interrogate/amend information collected,</i> <i>Use graphs to display data collected</i> <i>Evaluate the quality of evidence collected and suggest improvements</i></p> <p><u>Sketching</u> <i>Evaluate their sketch against set criteria and improve it</i> <i>Use sketches as evidence in an investigation. select field sketching from a variety of techniques</i> <i>Annotate sketches to describe and explain geographical processes and patterns</i></p> <p><u>Audio/Visual</u> <i>Make a judgement about the best angle or viewpoint when taking an image or completing a sketch</i> <i>Use photographic evidence in their investigations Evaluate the usefulness of the images</i></p>
	Vocabulary	observe, discuss, draw	record, observe, map, key, symbols aerial view, direction, landmark position, route, journey, tally chart, pictogram, sketch, label, photograph	observe, record, sketch map , key, symbols map, aerial view, feature, annotate, measure, analysis, patterns	observe, record, key, symbol, sketch, measure, graphs, spreadsheets , annotate

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		Foundation Stage	Year 1/2	Year 3/4	Year 5/6		
Geographical Skills and Fieldwork continued	Map Skills	<p>Describe where places are in relation to their home. Describe routes to and from school</p> <p>Development Matters Birth to three Explore and respond to different natural phenomena in their setting and on trips.</p> <p>Three and Four Year Olds Continue developing positive attitudes about the differences between people. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Reception Talk about members of their immediate family and community. Name and describe people who are familiar to them. • Draw information from a simple map. • Understand that some places are special to members of their community. • Recognise some similarities and differences between life in this country and life in other countries. • Explore the natural world around them. • Describe what they see, hear and feel whilst outside. • Recognise some environments that are different to the one in which they live.</p>	<p><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</p> <p><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</p> <p><u>Making maps</u> Draw basic maps, including appropriate symbols and pictures to represent places or features Use photographs and maps to identify features</p> <p>Year 1</p> <ul style="list-style-type: none"> • Pupils are beginning to use maps, atlases and globes to identify studied regions more confidently and can use at least one accurately • Pupils can use simple compass directions with increasing accuracy • Pupils are recognising landmarks with increased accuracy • Pupils are beginning to devise a simple map 	<p><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</p> <p><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</p> <p><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) Use and construct basic symbols in a key</p> <p>Year 2</p> <ul style="list-style-type: none"> • Pupils can use maps, atlases and globes confidently to identify studied regions • Pupils can use simple compass directions confidently • Pupils can recognise landmarks • Pupils can devise a simple map with basic symbols in a key 	<p><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 Plot a route on a map or globe from one place to another, identifying countries or significant landmarks that are passed.</p> <p><u>Map knowledge</u> Locate the UK on a variety of different scale maps Name & locate the counties and cities of the UK</p> <p><u>Making maps</u> Try to make a map of a short route experiences, with features in current order Create a simple scale drawing Use standard symbols, and understand the importance of a key Draw sketch maps and plans using standardised symbols and a key</p> <p>Year 3</p> <ul style="list-style-type: none"> • Pupils are practising using maps, atlases, globes and digital/computer mapping to locate countries and describe features studied and can use at least one confidently • Pupils are beginning to use four figure grid references and are becoming increasingly accurate with symbols and key • Pupils are beginning to use fieldwork to observe, measure, record and present the human and physical features in the local area practising using: sketch maps, plans and graphs, and digital technologies 	<p><u>Using maps</u> Follow a route on a large scale map Locate places on a range of maps (variety of scales) Suggest where in the world an aerial photograph or satellite image shows, explaining reasons for their suggestion. 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</p> <p><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</p> <p><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 high viewpoint</p> <p>Locate geographical features on a map or atlas using symbols shown in a key. Locate and name geographical features on a Ordnance survey map Use the eight points of a compass to describe the location of a country or geographical feature. Use four-figure grid references, symbols and key to communicate knowledge. Locate and explain the significance of the Northern and Southern hemispheres and the Arctic and Antarctic Circles. Locate and explain the significance of the equator, northern and southern hemisphere, the tropics of cancer and Capricorn to a range of countries of the world. Compare and contrast aerial photographs and plan perspectives explaining their similarities and differences.</p> <p>Year 4</p> <ul style="list-style-type: none"> • Pupils are becoming more confident using two of these three: maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • Pupils are beginning to use eight points of a compass, four figure grid references and are becoming more confident with symbols and key (including the use of Ordnance Survey Maps) • Pupils can use fieldwork to observe, measure, record and present the human and physical features in the local area practising using: sketch maps, plans and graphs, and digital technologies 	<p><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</p> <p>Use 8 figure compasses, begin to use 6 figure grid references.</p> <p><u>Map knowledge</u> Locate the world's countries, focus on North & South America Identify the position and significance of lines of longitude & latitude Locate and explain the significance of latitude and longitude and the prime Greenwich meridian</p> <p><u>Making maps</u> Draw a variety of thematic maps based on their own data Create maps of locations identifying patterns (such as land use, climate zones, population densities, height of land). Draw a sketch map using symbols and a key, Use and recognise OS map symbols regularly</p> <p>Year 5</p> <ul style="list-style-type: none"> • Pupils can confidently use two of these three: maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • Pupils can use most of the eight points of a compass, four figure grid references confidently and six figures more accurately, symbols and key (including the use of Ordnance Survey Maps) • Pupils can use fieldwork to observe, measure, record and present the human and physical features in the local area using some of these methods: sketch maps, plans and graphs, and digital technologies
			<p><u>Using maps</u> Follow a short route on a OS map Describe the features shown on an OS map. Explain what physical and human processes may have occurred in a place by studying an aerial image of it.</p> <p>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</p> <p><u>Map knowledge</u> Locate the world's countries on a variety of maps, including the areas studied throughout the Key Stages Use the web and satellite mapping tools to find out and present geographical information about a place.</p> <p><u>Making maps</u> Produce accurate and scaled maps Draw plans of increasing complexity Begin to use and recognise atlas symbols Compare land use and geographical features on different types of maps. Compare and contrast areas of the UK and the wider world by analysing the geographical features on a range of maps, including digital/computer mapping. Use four and six figure references to locate features on a map. Plot a route on a map, globe or satellite image, suggesting the fastest route from one place to another and the most effective mode of transport Explain how time zones function (including day and night) of different countries around the world affect the human and physical geography of a place.</p> <p>Year 6</p> <ul style="list-style-type: none"> • Pupils can confidently use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • Pupils can confidently use the eight points of a compass, four and six figure grid references, symbols and key (including the use of Ordnance Survey Maps) • Pupils can 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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Vocab	Home, I live, My school, Barnsley, Map	Globe, Map, Atlas, Symbol, key, Plan, Barnsley, United Kingdom landmark, human features, physical features, record, observe, aerial view, direction, changes, tally chart, pictogram, country, continent, human, physical.	Globe, Map, Atlas, symbol, Key, plan, Route, Compass, 4-point, North, South, East, West, direction, position Aerial Photograph Co-ordinates, landmark, United Kingdom human features, physical features, tally chart, pictogram, country, continent,	Globe, map, atlas, Symbol key Compass, North South East West Route, direction Scale Co-ordinates, Boundaries, scale, United Kingdom, human features, physical features sketch map, aerial view, annotation, landmark, distance, observe	Globe map atlas Scale, Symbol Key, Compass aerial photo, Satellite photo, computer map, Europe, Capital City, Northern / Southern Hemisphere, Tropic of Cancer, Tropics of Capricorn sketch map, aerial view, annotation, landmark, distance, land use, urban, rural, population, coordinates, observe	Globe, Map, Atlas, Scale, Compass, aerial photo, Satellite photo, Temperature, North America, South America, Latitude, Longitude, Prime Greenwich Meridian, Climate zone, population index, coordinates, Silva compass, legend, borders, fieldwork, measure, observe, record, map, sketch, graph.	Globe, Map, Atlas, Scale Compass grid reference, Latitude, Longitude, time zone, population,
Foundation Stage		Year 1/2		Year 3/4		Year 5/6	
Geographical Knowledge	Children notice features that are the same and different in relation to their locality and other localities – usually through stories e.g. Katie Morag.	<p>Pupils should be taught to:</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>Year 1</p> <ul style="list-style-type: none"> Pupils can name and locate three of the seven continents of the world Pupils can name and locate two of the five oceans of the world Pupils can name and locate three of the four countries of the United Kingdom Pupils can name two of the four capital cities of the United Kingdom <p>Year 2</p> <ul style="list-style-type: none"> Pupils can name and locate the seven continents of the world Pupils can name and locate the five oceans of the world Pupils can name and locate the four countries of the United Kingdom Pupils can name the four capital cities of the United Kingdom 		<p>Pupils should be taught to:</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>Year 3</p> <ul style="list-style-type: none"> Pupils can, with increasing accuracy, locate countries in Europe, North and South America on a map Pupils can, with increasing accuracy, locate cities of the United Kingdom Pupils can identify at least the position of Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle and the Prime/ Greenwich Meridian <p>Year 4</p> <ul style="list-style-type: none"> Pupils can confidently locate countries in Europe, North and South America on a map Pupils can locate cities of the United Kingdom and are beginning to identify counties Pupils can identify at least 4 for 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 <p>Year 5</p> <ul style="list-style-type: none"> Pupils can, mostly, locate countries of the world on a map Pupils can, mostly, locate counties and cities of the United Kingdom Pupils can identify most for 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 Pupils can identify aspects of the physical and human geography that have changed over time <p>Year 6</p> <ul style="list-style-type: none"> Pupils can confidently locate countries of the world on a map Pupils can confidently locate counties and cities of the United Kingdom Pupils can 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 Pupils can confidently identify how aspects of the physical and human geography have changed over time 			

Progression in Geography

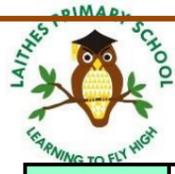
Geographical Knowledge KPIs		<p>Describe where they live. Talk about the local area they live in and places they have visited.</p>	<p>Pupils should be taught to: understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and a contrasting non-European country Discuss features of the local area. Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. Identify key features of a place in order to say whether it is a city, town, village, coastal or rural area. Identify and describe what places are like (e.g. landscape, weather, and climate). Identify and describe where places are (e.g. position on map, near a river) Discuss what I like or dislike about a place</p> <p>Year 1</p> <ul style="list-style-type: none"> Pupils have studied a small area in the U.K and in a non-European country and are able to identify a few similarities and differences in human geography Pupils have studied a small area in the U.K and in a non-European country and are able to identify a few similarities and differences in physical geography <p>Year 2</p> <ul style="list-style-type: none"> Pupils have studied a small area in the U.K and in a non-European country and are able to identify similarities and differences in human geography Pupils have studied a small area in the U.K and in a non-European country and are able to identify similarities and differences in physical geography 	<p>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</p> <p>LKS2</p> <p>Name and locate counties and cities in the UK. Name and locate the countries of Europe (including Russia) and identify their main physical and human characteristics.</p> <p>UKS2</p> <p>Name and locate some of the countries and cities of the world. Describe in detail the human characteristics of some of the target cities of the United Kingdom, taking into account population, economic activity and transport systems Describe and explain similarities and differences (human and physical) of a region of a European country, and a region or area within North or South America. Describe the environmental regions, key human and physical characteristics, countries and major cities of Europe, North and South America. Recognise and describe the physical and human features of places, and appreciating the importance of wider geographical location in understanding places.</p>
	Development Matters	<p>Birth to three Explore and respond to different natural phenomena in their setting and on trips.</p> <p>Three and Four Year Olds Continue developing positive attitudes about the differences between people. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Reception Talk about members of their immediate family and community. Name and describe people who are familiar to them. • • Draw information from a simple map. • Understand that some places are special to members of their community. • Recognise some similarities and differences between life in this country and life in other countries. • Explore the natural world around them. • Describe what they see, hear and feel whilst outside. • Recognise some environments that are different to the one in which they live.</p>	<p>Year 1 Expected Can they identify the four countries making up the United Kingdom? • Can they name some of the main towns and cities in the United Kingdom? • Can they point out where the equator, north pole and south pole are on a globe or atlas?</p> <p>Year 1 Greater Depth Can they name a few towns in the south and north of the UK?</p> <p>Year 2 Expected Can they name the continents of the world and find them in an atlas? • Can they name the world's oceans and find them in an atlas? • Can they name the major cities of England, Wales, Scotland and Ireland? • Can they find where they live on a map of the UK?</p> <p>Year 2 Greater Depth Can they locate some of the world's major rivers and mountain ranges? • Can they point out the North, South, East and West associated with maps and compass?</p>	<p>Year 3 Expected Can they name a number of countries in the Northern Hemisphere? • Can they locate and name some of the world's most famous volcanoes? • Can they name and locate some well-known European countries? • Can they name and locate the capital cities of neighbouring European countries? • Are they aware of different weather in different parts of the world, especially Europe?</p> <p>Year 3 Greater Depth Can they name the two largest seas around Europe?</p> <p>Year 4 Expected Can they locate the Tropic of Cancer and the Tropic of Capricorn? • Do they know the difference between the British Isles, Great Britain and UK? • Do they know the countries that make up the European Union? • Can they name up to six cities in the UK and locate them on a map? • Can they locate and name some of the main islands that surround the UK? • Can they name the areas of origin of the main ethnic groups in the UK & in their school?</p> <p>Year 4 Greater Depth Can they name the counties that make up the home counties of London? • Can they name some of the main towns and cities in Yorkshire and Lancashire?</p> <p>Year 5 Expected Can they name and locate many of the world's major rivers on maps? • Can they name and locate many of the world's most famous mountain regions on maps? • Can they locate the USA and Canada on a world map and atlas? • Can they locate and name the main countries in South America on a world map and atlas?</p> <p>Year 5 Greater Depth Can they begin to recognise the climate of a given country according to its location on the map?</p> <p>Year 6 Expected Can they recognise key symbols used on ordnance survey maps? • Can they name the largest</p>

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			<p>desert in the world? • Can they identify and name the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic circles? • Can they explain how the time zones work?</p> <p>Year 6 Greater Depth Can they name and locate the main canals that link different continents? • Can they name the main lines of latitude and meridian of longitude?</p>
Vocabulary	<p style="text-align: center;">Map, I live, House, Street, Barnsley, Town, shop, school, park, Country, same, different.</p>	<p>Map Globe Atlas Barnsley, United Kingdom, England, Scotland, Wales, Northern Ireland, town, city, village, sea, beach, hill, mountain, London, Belfast, Cardiff, Edinburgh, capital city, world map, continent, ocean, Europe, Africa, Asia, Australasia, North America, South America, Antarctica</p>	<p>LKS2 Map Globe Atlas county, country, town, coast, physical features, human features, mountain, hill, river, sea, climate, tropics, tropical, of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle</p> <p>UPS2 continent, country, city United Kingdom, physical features, mountains, rivers, land-use patterns, latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, longitude, latitude, atlas, index, coordinates, contour, altitude, peaks, slopes, , North America, South America, border</p>
Human and Physical Geography	<p>Pupils should be taught to: Talk about features they have seen in their local area. Shows interest in different occupations and ways of life. Shows care and concern for living things and the environment.</p>	<p>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 Recognise human and physical features of specific places (beach, town, village). Describe features of specific places. Recognise changes in physical and human features [for example, heavy rain and flooding fields]. Recognise how places compare with other places [e.g. compare the local area with places elsewhere in the UK] Make observations about where things are located [e.g. a pedestrian crossing near school gates] and about other features in the environment. Recognise changes in the environment [e.g. traffic pollution in a street] Recognise how the local environment may be improved and sustained [E.g. by restricting the number of cars]. Recognise how places have become the way they are and how they are changing [e.g. new buildings] Recognise how places compare with other places [e.g. compare the local area with places elsewhere in the UK]. Recognise how places are linked to other places in the world [e.g. food from other countries].</p> <p>Year 1</p> <ul style="list-style-type: none"> • Pupils can identify seasonal patterns • Pupils can locate hot and cold areas of the world in relation to the Equator and North or South Poles • Pupils are beginning to use basic geographical vocabulary to refer to human features 	<p>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</p> <p>LKS2 Make comparisons of the same geographical feature in different countries. Describe and compare different features of human and physical geography of a place, offering explanations for the locations for some of these Compare and contrast the areas of vegetation and biomes in two different locations. Provide a reasonable explanation for features in relation to location (e.g. the shops outside town are bigger because there is more space). Make comparisons of the same geographical feature in different countries. Describe and compare different features of human and physical geography of a place, offering explanations for the locations for some of these Compare and contrast the areas of vegetation and biomes in two different locations. Name and locate rivers of the United Kingdom and describe the impact on human and physical geography of the places they are found. Compare and contrast how areas of the world have capitalised on their physical features. Describe how physical activity has impacted and/or changed the physical and human characteristics of a place in the world. Identify how people both damage and improve the environment Explain how people try to sustain environments Describe how changes, in the features of a place, can affect the lives and activities of the people living there Name and locate vegetation belts across the United Kingdom explaining how some of these have changed over time. Identify changes in the local and global environment. Explain how the physical processes of erosion, transportation and deposition affect the environment Describe and explain how physical processes have changed the characteristics of a landscape, country or continent.</p>

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		<ul style="list-style-type: none"> Pupils are beginning to use basic geographical vocabulary to refer to physical features <p>Year 2</p> <ul style="list-style-type: none"> Pupils can identify seasonal and daily weather patterns Pupils can locate hot and cold areas of the world in relation to the Equator and North and South Poles Pupils can use a wide range of basic geographical vocabulary to refer to human features Pupils can use a wide range of basic geographical vocabulary to refer to physical features 	<p>Describe patterns in geography and offer clear explanations for why they appear (e.g. a number of hotels and restaurants are found by the seaside)</p> <p>UKS2</p> <p>Explain how climate zones, biomes and vegetation belts affect the physical and human features of a place in the world.</p> <p>Describe how human activity has impacted upon and/or changed the physical characteristics of a place in the world.</p> <p>Describe how physical and human processes can lead to similarities/differences in the environments of places and in the lives of people who live there.</p> <p>Describe how physical and human processes give a continent its unique characteristics</p> <p>Respond to and ask relevant questions about patterns in the landscape and make appropriate observations on the location of features, relative to others</p> <p>Identify geographical patterns on a range of scales.</p> <p>Explain how things change by referring to the physical and human features of the landscape.</p> <p>Explain how physical and human processes lead to diversity and change in places.</p>
Human and Physical Geography KPIs	<p style="text-align: center;">Development Matters</p> <p>Birth to three Explore and respond to different natural phenomena in their setting and on trips.</p> <p>Three and Four Year Olds Continue developing positive attitudes about the differences between people. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Reception Talk about members of their immediate family and community. Name and describe people who are familiar to them. • • Draw information from a simple map. • Understand that some places are special to members of their community. • Recognise some similarities and differences between life in this country and life in other countries. • Explore the natural world around them. • Describe what they see, hear and feel whilst outside. • Recognise some environments that are different to the one in which they live.</p>	<p>Year 1 Expected Can they tell someone their address? • Can they explain the main features of a hot and cold place? • Can they describe a locality using words and pictures? • Can they explain how the weather changes with each season? • Can they name key features associated with a town or village, e.g. 'church', 'farm', 'shop', 'house'?</p> <p>Year 1 Greater Depth Can they name key features associated with a town or village, e.g. 'factory', 'detached house', 'semi-detached house', 'terrace house'?</p> <p>Year 2 Expected Can they describe some physical features of their own locality? • Can they explain what makes a locality special? • Can they describe some places which are not near the school? • Can they describe a place outside Europe using geographical words? • Can they describe some of the features associated with an island? • Can they describe the key features of a place, using words like, beach, coast forest, hill, mountain, ocean, valley? Can they describe some human features of their own locality, such as the jobs people do? • Can they explain how the jobs people do may be different in different parts of the world? • Do they think that people ever spoil the area? How? • Do they think that people try to make the area better? How? • Can they explain what facilities a town or village might need?</p> <p>Year 2 Greater Depth Can they find the longest and shortest route using a map? • Can they use a map, photographs, film or plan to describe a contrasting locality outside Europe? Can they explain how the weather affects different people?</p>	<p>Year 3 Expected Can they use maps and atlases appropriately by using contents and indexes? • Can they describe how volcanoes are created? • Can they describe how earthquakes are created? • Can they confidently describe physical features in a locality? • Can they locate the Mediterranean and explain why it is a popular holiday destination? • Can they recognise the 8 points of the compass (N,NW, W, S, SW, SE, E, NE)? Can they describe how volcanoes have an impact on people's lives? • Can they confidently describe human features in a locality? • Can they explain why a locality has certain human features? • Can they explain why a place is like it is? • Can they explain how the lives of people living in the Mediterranean would be different from their own?</p> <p>Year 3 Greater Depth Can they explain why a locality has certain physical features? Can they explain how people's lives vary due to weather?</p> <p>Year 4 Expected Can they describe the main features of a well-known city? • Can they describe the main features of a village? • Can they describe the main physical differences between cities and villages? • Can they use appropriate symbols to represent different physical features on a map? Can they explain why people are attracted to live in cities? • Can they explain why people may choose to live in a village rather than a city? • Can they explain how a locality has changed over time with reference to human features? • Can they find different views about an environmental issue? What is their view? • Can they suggest different ways that a locality could be changed and improved?</p> <p>Year 4 Greater Depth Can they explain how a locality has changed over time with reference to physical features? Can they explain how people are trying to manage their environment?</p> <p>Year 5 Expected Can they explain why many cities of the world are situated by rivers? • Can they explain how a location fits into its wider geographical location; with reference to physical features? • Can they explain how the water cycle works? • Can they explain why water is such a valuable commodity? Can they explain why people are attracted to live by rivers? • Can they explain how a location fits into its wider geographical location; with reference to human and economical features? • Can they explain what a place might be like in the future, taking account of issues impacting on human features?</p> <p>Year 5 Greater Depth Can they explain what a place (open to environmental and physical change) might be like in the future taking account of physical features? Can they report on ways in which humans have both improved and damaged the environment?</p> <p>Year 6 Expected</p>



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			<p>Can they give extended descriptions of the physical features of different places around the world? • Can they describe how some places are similar and others are different in relation to their physical features? • Can they accurately use a 4 figure grid reference? • Can they create sketch maps when carrying out a field study? Can they give an extended description of the human features of different places around the world? • Can they map land use with their own criteria? • Can they describe how some places are similar and others are different in relation to their human features?</p> <p>Year 6 Greater Depth Can they plan a journey to another part of the world which takes account of time zones? • Do they understand the term sustainable development? Can they use it in different contexts? Can they explain how human activity has caused an environment to change? • Can they analyse population data on two settlements and report on findings and questions raised?</p>
Vocabulary	<p>weather, rain, snow sun cloudy windy, Season summer, spring autumn winter House, garden, park, woods, seaside, shop, church</p>	<p>beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather, city, town, village, factory, farm, house, office, port, harbour, shop.</p>	<p>LKS2 mantle, outer core, inner core, magma, volcano, active, dormant, extinct, earthquake, epicentre, shock wave, magnitude, tsunami, tornado, climate, tropics, deforestation, evaporation, water cycle, evaporation, condensation, precipitation, cooling, filter, pollution, settlement, settler, site, need, shelter,</p> <p>UKS2 climate zones, biomes, vegetation belts, mountains, water cycle, environmental disaster, settlement, renewable, non-renewable, solar power, wind power, biomass, origin, import, export, trade, efficiency, conservation, carbon footprint, peak, plateau, fold mountain, fault-block mountain, dome mountain, volcanic mountain, plateau mountain, tourism, positive, negative, economic, social, environmental.</p>