



Newton Bluecoat C of E Primary School



Geography progression document

| Key Learning | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Locational, place and Map knowledge | <ul style="list-style-type: none"> ✓ Name and locate on a map 7 continents, 5 oceans and hot and cold places in the world and how these contrast to the UK. ✓ Name and locate some places in their locality, the four countries in the UK and their capital cities. | <ul style="list-style-type: none"> ✓ Name and locate significant places in their locality and surrounding area on a map including surrounding oceans and continents, countries and capitals. ✓ Name and locate a contrasting area in Non- European country and be aware of its broader geographical context, country and continents which it is located. | <ul style="list-style-type: none"> ✓ Name and locate a wider range of places in their locality, the UK and an in depth knowledge of the world map knowing countries, continents, capitals and oceans. | <ul style="list-style-type: none"> ✓ Name and locate a wider range of places in their locality, the UK and wider world including some globally significant features. ✓ To identify the position and significance of the equator, northern and southern hemisphere, latitude and longitude. Identify the tropics of cancer and Capricorn, Arctic and Antarctic Circle. | <ul style="list-style-type: none"> ✓ Name and locate an increasing range of places in the world including globally and topically significant features and events. ✓ More in depth detail of the UK, GB and the Key counties in each country. ✓ Identify the position and significance of the prime Meridian and Time zones. | <ul style="list-style-type: none"> ✓ Name and locate an extensive range of places in the world including globally and topically significant features and events. ✓ Identify and use all map knowledge skills, with confidence of the wider world. |
| Human and Physical Geography | <ul style="list-style-type: none"> ✓ Describe some places and features using basic geographical vocabulary including human and physical | <ul style="list-style-type: none"> ✓ Describe places and features using simple geographical vocabulary. | <ul style="list-style-type: none"> ✓ Use geographical language to describe some aspects of human and physical features and | <ul style="list-style-type: none"> ✓ Use geographical language to identify and explain some aspects of human and physical features | <ul style="list-style-type: none"> ✓ Geographical features of the UK and GB. ✓ To identify and describe climate zones, ecosystems, | <ul style="list-style-type: none"> ✓ Recognise patterns in human and physical features and understand some of the conditions, |

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| | <p>features of the surrounding environment. Comparing and contrasting our school environments and others.</p> <ul style="list-style-type: none"> ✓ Express their views on some features of their environment e.g. what they do or do not like. | <ul style="list-style-type: none"> ✓ Make observations about features that give places their character. ✓ Identify seasonal and daily weather patterns in the United Kingdom. Including what happens when seasons change to the length of the day and plants and animals. | <p>patterns, Earthquakes and volcanoes how they affect landscape and human activity.</p> <ul style="list-style-type: none"> ✓ Key aspects of human and physical geography in The Lake District and their own locality. ✓ Make observations about places and features that change over time. | <p>and patterns – Rivers, sources, water channels and the water cycle.</p> <ul style="list-style-type: none"> ✓ RUBBISH AND RECYCLING ✓ Describe how features and places change and the links between people and environments. How Rivers are affected by human activity. | <p>biomes and the amazon rainforest.</p> <ul style="list-style-type: none"> ✓ Use geographical language to identify and explain key aspects of human and physical features and patterns as well as links and interactions between people, places and environments. ✓ Distribution of natural resources learning that food comes from different and diverse places, requiring different climates and soils. ✓ Demonstrate understanding of how and why some features or places are similar or different and how and why they change. | <p>processes or changes which influence these patterns.</p> <ul style="list-style-type: none"> ✓ Human and Physical geography of a surrounding local town in comparison to a previously studied area. ✓ Tourism, transport, settlements, land use and changes over time. ✓ Explain some links and interactions between people, places and environments. |
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Geographical Skills: Enquiry and investigation.

- ✓ Ask and answer simple geographical questions.
- ✓ Describe some similarities and differences when studying places and features e.g. hot and cold places of the world.

- ✓ Ask and answer simple geographical questions when investigating different places and environments.
- ✓ Describe similarities, differences and patterns e.g. comparing their lives with those of children in other places and environments.

- ✓ Ask and answer more searching geographical questions when investigating different places and environments.
- ✓ Identify similarities, differences and patterns when comparing places and features.

- ✓ Ask and respond to more searching geographical questions including 'how?' and 'why?'
- ✓ Identify and describe similarities, differences and patterns when investigating different places, environments and people.

- ✓ Ask and respond to questions that are more causal e.g. Why is that happening in that place? Could it happen here?
- ✓ Recognise geographical issues affecting people in different places and environments.

- ✓ Ask and respond to questions that are more causal e.g. What happened in the past to cause that? How is it likely to change in the future?
- ✓ Make predictions and test simple hypotheses about people, places and geographical issues.

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| <p>Geographical skills: Map skills and Sources of information used.</p> <p>5&6 Map Skills</p> | <ul style="list-style-type: none"> ✓ Use a range of sources such as simple maps, globes, atlases and images. ✓ Know that symbols mean something on maps. ✓ Recognise simple features on maps. ✓ Draw a simple map of a garden, route or story. | <ul style="list-style-type: none"> ✓ Use a range of sources such as maps, globes, atlases and aerial photos to identify features and places as well as to follow routes. ✓ Use simple compass directions as well as locational and directional language when describing features and routes. ✓ Use and construct basic symbols in a map key. | <ul style="list-style-type: none"> ✓ Use a wider range of sources including digital maps, atlases, globes and satellite images to research and present geographical information. ✓ Begin to use map sites on internet. ✓ Begin to use junior atlases. ✓ Begin to identify features on aerial/oblique photographs. ✓ Use the eight compass points and recognise some Ordnance Survey symbols on maps. | <ul style="list-style-type: none"> ✓ Use a range of sources including digital and Ordnance Survey maps, atlases, globes and satellite images to research geographical information. ✓ Recognise Ordnance Survey symbols on maps and locate features using four-figure grid references. ✓ Use maps at more than one scale ✓ Use the index and context pages of atlases. | <ul style="list-style-type: none"> ✓ Use a range of maps and other sources of geographical information and select the most appropriate for a task. ✓ Demonstrate an understanding of the difference between Ordnance Survey and other maps and when it is most appropriate to use each. ✓ | <ul style="list-style-type: none"> ✓ Interpret a wider range of geographical information and maps including scale, projections, thematic, and digital maps. ✓ Recognise an increasing range of Ordnance Survey symbols on maps and locate features using six-figure grid references. ✓ Begin to understand the differences between maps eg Google maps/google Earth/ OS Maps |
| <p>Fieldwork</p> <p>Where? When? What</p> | <p>Pond dipping School? Pond dipping Newton park?</p> <ul style="list-style-type: none"> ✓ Observe and describe daily weather patterns. ✓ Use simple fieldwork and observational | <p>Walk of the village identifying human and physical geography. Where do I live and play? Mapping it. Autumn 1 Barometers/Thermometers</p> <ul style="list-style-type: none"> ✓ Develop simple fieldwork and | <p>Village? Mapped, compassed? Route planned? Ordnance survey</p> <ul style="list-style-type: none"> ✓ Observe, record, and name geographical features in their | <p>Rubbish and Recycling? Could do a trip to the tip? Or River study?</p> <ul style="list-style-type: none"> ✓ Observe, record, and explain physical and human features of the environment. | <p>Where does our food come from? Farm? Supermarket? Factory?</p> <ul style="list-style-type: none"> ✓ Observe, measure, and record human and physical features using a range of methods | <p>Blackpool trip? Seaside town considering tourism transport etc?</p> <ul style="list-style-type: none"> ✓ Use a range of numerical and quantitative skills to analyse, interpret and present data |

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| | skills when studying the geography of their school and its grounds. | observational skills when studying the geography of their school and local environment. | local environments. Use the 8 points of a compass | | e.g. sketch maps, plans, graphs, and digital technologies. | collected from fieldwork observations, measurements and recordings. |
| Use of ICT /Technology | Use simple electronic globes/maps Use a simple compass to get to the park. | Use a postcode to find a place on a digital map – Locality .. the shop or park etc? Use cameras and equipment to record geographical features, changes in weather/ seasons – thermometer, barometer etc? Study? Use aerial photos to recognise landmarks and human and physical features found on walk of the village. | Begin to realise that different types of map PS/Google/Earth show different features in more/ less detail Look at your mapped route and trip on all maps to compare, which appears on which? | Use spreadsheets, tables and charts to collect and display geographical data from field work. Make use of geography in the news, online reports and websites. Picture news? | Collect and present data electronically through the use of questionnaires/ surveys? – Where do we source our food? Who shops where, who buys from foods & markets? Who grows there own? Investigate electronic links with schools and children in other places? UK city? | Use appropriate research facilities when locating places online and using digital maps independently. Start to explain satellite imagery. Investigate electronic links with schools and children in other places? America? |
| Vocabulary To be sorted by teachers specific vocab for their class, recapped in upper year. Please add/edit as necessary. | <ul style="list-style-type: none"> ✓ near ✓ wind ✓ far ✓ snow ✓ left ✓ bus ✓ rain ✓ right ✓ car ✓ hail ✓ building ✓ summer ✓ fog ✓ plan ✓ winter | <ul style="list-style-type: none"> ✓ aerial view ✓ North Pole ✓ Eire ✓ landscape ✓ South Pole ✓ Wales ✓ environmen t ✓ Irish Sea ✓ North ✓ London ✓ North Sea ✓ South ✓ Edinburgh ✓ English | <ul style="list-style-type: none"> ✓ Asia ✓ Africa ✓ North America ✓ South America ✓ Australia ✓ Antarctica continent ✓ map ✓ river ✓ desert ✓ mountain ✓ capital ✓ city | <ul style="list-style-type: none"> ✓ Europe, desert, rainforest, map, location, hills, mountains, coasts, rivers ✓ North America. ✓ Solid, liquid, vapour, melt, freezing, | <ul style="list-style-type: none"> ✓ Europe ✓ South America ✓ North America ✓ cities ✓ regions ✓ land use ✓ UK ✓ Counties ✓ Mountains ✓ Rivers ✓ Seas ✓ Landmarks ✓ Settlers | <ul style="list-style-type: none"> ✓ Africa, ✓ Asia, ✓ Australasia ✓ Oceania, ✓ Environme ntal, ✓ human, ✓ physical, ✓ hills, ✓ mountains ✓ rivers ✓ North America ✓ South America |

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| | <ul style="list-style-type: none"> ✓ wet ✓ globe ✓ Autumn ✓ Dry ✓ Journey ✓ Spring ✓ Hot ✓ Travel ✓ Seasons ✓ Cold ✓ Long ✓ Short ✓ town ✓ village ✓ farm ✓ England ✓ location ✓ Dublin ✓ Scotland ✓ route ✓ Equator ✓ Northern Ireland ✓ North ✓ East ✓ West ✓ South ✓ Map ✓ Continents ✓ Europe ✓ Asia ✓ Africa ✓ Antartica | <ul style="list-style-type: none"> ✓ Channel ✓ East ✓ Cardiff ✓ local ✓ west ✓ Belfast ✓ distant ✓ semi-detached ✓ terraced ✓ address ✓ behind ✓ city ✓ desert ✓ ocean ✓ beach ✓ cliff ✓ coast ✓ forest ✓ hill ✓ mountain ✓ sea ✓ river ✓ valley ✓ soil ✓ vegetation ✓ seasonal ✓ port ✓ harbour ✓ factory | <ul style="list-style-type: none"> ✓ UK, ✓ Europe, ✓ Local, ✓ hilly, ✓ flat ✓ South America, ✓ Volcano, eruption, magma, crust, ✓ mantle, ✓ outer core, inner core, climate zones ✓ Map, ✓ atlas, ✓ globe, continent, country, north, ✓ east, ✓ south, ✓ west, ✓ compass ✓ British Isles, equator, Northern hemisphere , Southern hemisphere | <ul style="list-style-type: none"> boiling, water cycle ✓ Map ✓ atlas, globe, continent, country, north, east, south, west, compass ✓ Region, county, human, physical ✓ Plains, mountains, highlands, fresh water lakes ✓ Evaporatio n, condensati on, ground water, runoff, flood plain, pollution, closed cycle ✓ Locate, mapping, Human, | <ul style="list-style-type: none"> ✓ Renewable ✓ Non-renewable ✓ Food miles ✓ Conserving ✓ Trade links ✓ economic activity ✓ water and energy supplies ✓ Natural resources ✓ Rainforest ✓ Amazon ✓ Latitude ✓ Longitude ✓ Equator ✓ Tropic of Cancer ✓ Tropic of Capricorn ✓ Arctic circle ✓ Antarctic circle ✓ Biomes ✓ Vegetation belts ✓ Volcanoes ✓ Earthquakes | <ul style="list-style-type: none"> ✓ Equator ✓ Latitude ✓ Longitude ✓ Climate ✓ Import ✓ Export ✓ Trade ✓ Fair trade ✓ Products ✓ Erosion ✓ Coastline ✓ Landscap e ✓ |
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| | <ul style="list-style-type: none"> ✓ Australia ✓ North America ✓ South America | | <ul style="list-style-type: none"> ✓ Active, dormant, topsoil, subsoil, bedrock, tornado, ✓ Locate, mapping, Human, physical, plans, features, key ✓ Tropic of Cancer, Tropic of Capricorn | <ul style="list-style-type: none"> physical, plans, features, key ✓ environmental, temperate ✓ Precipitation, infiltration ✓ Ordnance survey, grid reference | <ul style="list-style-type: none"> ✓ Water cycle ✓ Climate ✓ Tropical climate ✓ Prime ✓ Greenwich ✓ Meridian | |
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- Trips – every class to organise one, tried to source
- Vocab lists in books highlight which terms used after each lesson checking understanding questioning children.
- <https://wordwall.net/en-gb/community/ks1/geography/vocabulary> - RECAP TABLE?
- Lizard point quiz – recap please beginning of each term

