

Geography Progression Grid

The geography education at St Mary's should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Our teaching helps children to developing a greater understanding of their place within the world. The curriculum at St Mary's teaches skills and fieldwork with a focus on our wonderful local environment and our community is involved in wider opportunities such as our green flag Eco club. Knowledge taught is vast and varied enabling children to become global citizens. Children are helped to understand about diverse places, people and environments together with a deep understanding of the Earth's key physical and human processes.

A geographer from St Mary's school will:

- Ask and answer questions to improve their understanding of the world around them.
- Develop an understanding of where they live and the surroundings through the use of maps, atlases and globes.
- Build upon previous learnt knowledge to locate countries and describe human and physical features studied.
- Use the local and surrounding areas to complete fieldwork to support study.
- Gain independence in skills involving fieldwork, map work and enquiry.
- Talk about Geography and how it relates to careers and life skills.
- Show enthusiasm for their Geography learning and experiences.

Geography – Key Stage 1

	Locational Knowledge	Place Knowledge	Human and Physical Geography	Skills and Fieldwork
NC	• Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. • Name and locate the world's seven continents and five oceans.	• Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.	• 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: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather, city, town, village, factory, farm, house, office, port, harbour and shop.	• Use world maps, atlases and globes. • Use simple compass directions. • Use aerial photos, construct simple maps. • Undertake simple fieldwork within school locality.

Year 1	<u>Vocabulary</u> Atlas Map Globe Ocean Continent Country/-ies United Kingdom Equator North pole South pole Capital city	<u>Vocabulary</u> Human Geography Clothes Wear Different Year Jobs Physical Geography Address Hot and cold places Map Town Village Church Farm Shop House Weather Equator North and South Poles Factory Detached house Semi-detached house Terrace house	<u>Vocabulary</u> Maps Globes Symbols Near Far Left Right Weather Prediction
	Autumn term (1) To understand the school address and postcode. To use maps to explore the school site. To use compass directions to find points around the school site. To investigate human features of the school environment. To investigate physical feature of the school environment. To compare how the school has changed overtime using photos.		

	Spring term (1) To understand where Bideford is in relation to the UK. To know the countries and capitals that make up the UK. To know the three main seas that surround the UK. To discover the human and physical features of Bideford. To explore the physical features of Bideford using a map. To compare the differences and similarities between Bideford and Sydney.		
	Summer term (1) To know different weather symbols. To create a weather chart to identify patterns. To deliver a weather report. To locate and understand the key features of a cold place. To locate and explain the key features of a hot place. To compare hot and cold places around the world.		
Year 2	<u>Vocabulary</u> United Kingdom (UK) European Country/-ies City/-ies England Wales Scotland Northern Ireland Similarities Differences	<u>Vocabulary</u> Human Geography Local area Locality Facility Physical Geography Sketch map Labels Key features Grounds Beach Coast Forest Hill Cliff Sea Valley	<u>Vocabulary</u> Atlas Compass points North South East West Symbols World map Globe Aerial photographs Landmarks Human Physical Features Evidence Tally Minutes

			Metres Findings Graphs Conclusion Route
<u>Autumn term (1)</u> To know and use compass points to give directions. To use directional language to explain the position of locations on a map. To recognise and understand the difference between human and physical features. To identify and explain symbols on a map using a key. To know and explain similarities and differences between a town and a city and identify advantages and disadvantages to where we live. To draw a map with symbols and a key of a local park and surrounding area.			
<u>Spring term (1)</u> To locate London on a map. To describe London's location within the UK. To identify similarities and differences between a city and a town. To identify and describe landmarks of London. To use compass points and directional language to navigate between London landmarks. To identify and describe a variety of physical features in London (Thames).			
<u>Summer term (2)</u> To identify the seas and ocean around the United Kingdom. To explore seasonal weather patterns in the UK. To know the names of and locate the five oceans of the world. To understand how plastic pollution impacts the ocean. To identify geographical features at a local beach. To compare a local beach to one in a different non-European country (New Zealand).			

Geography – Key Stage 2

	Locational/ Place Knowledge	Human and Physical Geography	Skills and Fieldwork
NC	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.	- Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. - Describe and understand key aspects of 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.	- 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.
Year 3	<u>Vocabulary</u> United Kingdom (UK) Europe Russia North America South America City/-ies Volcano/-es Earthquakes Mountain Country/-ies Border Mediterranean Sea	<u>Vocabulary</u> Human Geography Pompeii Legacy Impact Tourism Physical Geography Volcano/-es Earthquake Physical feature Weather Season Mountains Locality	<u>Vocabulary</u> Globes Digital mapping Google Maps Fieldwork Observe Measure Record Human features Physical features Local area Sketch maps Plans Graphs Compass points

			Coordinates Ordnance Survey symbols Key Environment Observations
	Autumn term (2) To name and locate countries and capitals of the UK. To examine how the UK is split into counties. To identify the cities within Devon. To use the eight points of a compass to describe a location in Devon. To use grid references to find a location. To build on my understanding of map symbols.		
	Spring term (2) To learn where volcanoes and earthquakes are in relation to Bideford. To learn about Mount Vesuvius (Case study) To understand the impact that volcanoes and Earthquakes can have. To understand how volcanoes are made. To create a volcano. To create a data collection graph.		
	Summer term (2) To locate the European countries and capitals. To develop an understanding about Italy as a country in Europe. To identify the differences between living in the UK and a Mediterranean country To explain some of the human features of Italy. To explain some of the physical features of Italy. To compare Italy's physical features to that of Bideford.		
	<u>Vocabulary</u> County/-ies Geographical Region Characteristics Topographical	<u>Vocabulary</u> Human Geography Pollution Human activity Physical Geography Ben Nevis	<u>Vocabulary</u> 8 point compass Directions North-east North-west South-east

Year 4	Land-use Patterns British Isles Great Britain Island Ethnic groups <u>Locate</u>	Peak District Situating Source (to sea) Water-cycle	South-west Four-figure grid reference Data collection
	<u>Autumn Term (1)</u> To identify the equator, northern hemisphere and southern hemisphere. To explain about latitude and longitude, the tropics and Greenwich. To locate the UK using maps. To build on my knowledge of cities and counties. To plan a journey within the UK using a road map.		
	<u>Spring Term (1)</u> To identify the key features of a mountain range. To locate UK mountains. (drawing contour lines) To identify the world's major mountain ranges. To understand how fold mountains are formed. To research and gather information about Mount Everest. (Case study) To create information about climbing Mount Everest. (Case study)		
	<u>Summer Term (1)</u> To understand the water cycle. To identify features of a river system. To explore the three stages of a river. To investigate features of the River Thames. To think about the ways we use water. To understand the impact of floods.		
Year 5	<u>Vocabulary</u> Europe/-an Physical Human Features Geographical	<u>Vocabulary</u> Human Geography Geographical location Human features Physical Geography Biome	<u>Vocabulary</u> 6 figure grid references Annotations

	South America Rainforest Latitude Longitude Northern Hemisphere Southern Hemisphere Tropic of Cancer Tropic of Capricorn	Climate zone Settlement Land use Trade links Distribution Compare Study	
	<u>Autumn term</u> To name and locate rainforests around the world. To research the Amazon rainforest.(Case study) To know what the features of a specific biome are. To understand the layers of the rainforest. To know what deforestation is and the effects of it.		
	<u>Spring term</u> To understand my location (Bideford) To develop place knowledge understanding how an area is changing (Brunswick Warf) To consider human, physical and environmental features of Bideford To collect data about temperature. To collect data about rainfall. To interpret data about temperature and rainfall.		
	<u>Summer term</u> LO: to map out the countries of the world. LO: to compare the location of Europe and South America. LO: to compare the climate of South America with the UK. LO: to compare the physical features of the 2 countries. LO: to compare the culture of South America with the UK. LO: to discuss views on different ways of living		
	<u>Vocabulary</u> North America Significance Latitude	<u>Vocabulary</u> Human Geography Criteria Population data	<u>Vocabulary</u> 6 figure grid references Annotations

Year 6	Longitude Northern Hemisphere Southern Hemisphere Tropic of Cancer Tropic of Capricorn USA Desert regions Port	Physical Geography Aspects Climate zone Biome Vegetation belt Trade links Distribution Natural resources Energy Minerals Economy Economic/-al	
	<u>Autumn term</u> To find out what deserts are. To locate deserts using digital mapping. To investigate the weather and climate of a desert. To compare the climate of a desert to the UK's climate. To find out about desert formations. To investigate how humans use deserts. To explore the causes and effects of desertification.		
	<u>Spring term</u> To locate the continent of Africa using a range of maps. To explore Northern Africa and Morocco's human features (tourism). To describe the physical features of central Africa and the Central African Republic. To debate about the differences between eastern Africa and Tanzania. To consider the similarities and differences between the UK and Africa. To consider the similarities and differences between the UK and Africa.		
	<u>Summer term</u> To use grid references to identify Bideford within North Devon. To understand our positioning near to the coast. To know why industrial areas and ports are important To undertake fieldwork at/about a coastal location.		

	To research about trade links. To create and share information about trade links.
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