



Geography – Progression of Key Concepts and National Curriculum Topic coverage



Year group specific skills progression, s-plans, topic concepts, KWL assessments, and vocabulary mats should be used in planning to teach these topics and create knowledge organisers and quizzes.

Over-arching Aims of the Geography Curriculum
<p>The national curriculum for geography aims to ensure that all pupils:</p> <ul style="list-style-type: none"> • develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes • understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time • are competent in the geographical skills needed to: <ul style="list-style-type: none"> ○ collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes ○ interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS) ○ communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

National Curriculum 2014: Progression in Geography		
Year 1 / 2	Year 3 / 4	Year 5 / 6
<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 	<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 	

<p>example, near and far; left and right], to describe the location of features and routes on a map</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 Skills and Fieldwork: Fieldwork		
Year 1 / 2	Year 3 / 4	Year 5 / 6
<p>Implementation Examples:</p> <p>Gather information:</p> <ul style="list-style-type: none"> • 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 	<p>Implementation Examples:</p> <p>Gather information:</p> <ul style="list-style-type: none"> • 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 <p>Sketching :</p>	<p>Implementation Examples:</p> <p>Gather information:</p> <ul style="list-style-type: none"> • 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 <p>Sketching:</p>

<p>Sketching:</p> <ul style="list-style-type: none"> • Create plans and draw simple features in their familiar environment • Add labels onto a sketch map, map or photograph of features <p>Audio/Visual:</p> <ul style="list-style-type: none"> • Recognise a photo or a video as a record of what has been seen or heard • Use a camera around school to help to record what is seen 	<ul style="list-style-type: none"> • Draw an annotated sketch from observation including descriptive / explanatory labels and indicating direction <p>Audio/Visual:</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Evaluate their sketch against set criteria and improve it • Use sketches as evidence in an investigation. • Annotate sketches to describe and explain geographical processes and patterns <p>Audio/Visual:</p> <ul style="list-style-type: none"> • 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
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Geographical Skills and Fieldwork: Map Skills					
Year 1/Year 2		Year 3/Year 4		Year 5/Year 6	
Implementation examples:	Implementation examples:	Implementation examples:	Implementation examples:	Implementation examples:	Implementation examples:
Using maps:	Using maps:	Using maps:	Using maps:	Using maps:	Using maps:
<ul style="list-style-type: none"> • Use a simple picture map to move around the school • Use relative vocabulary such as bigger, 	<ul style="list-style-type: none"> • Follow a route on a map • Use simple compass directions (North, South, East, West) 	<ul style="list-style-type: none"> • Follow a route on a map with some accuracy • Locate places using a range of maps including OS & digital 	<ul style="list-style-type: none"> • Follow a route on a large scale map • Locate places on a range of maps (variety of scales) 	<ul style="list-style-type: none"> • Compare maps with aerial photographs • Select a map for a specific purpose 	<ul style="list-style-type: none"> • Follow a short route on a OS map • Describe the features shown on an OS map

<p>smaller, like, dislike</p> <ul style="list-style-type: none"> Use directional language such as near and far, up and down, left and right, forwards and backwards <p>Map knowledge:</p> <ul style="list-style-type: none"> 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>Making maps:</p> <ul style="list-style-type: none"> Draw basic maps, including appropriate symbols and pictures to represent places or features 	<ul style="list-style-type: none"> Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features <p>Map knowledge:</p> <ul style="list-style-type: none"> 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>Making maps:</p> <ul style="list-style-type: none"> Draw or make a map of real or imaginary places (e.g. add detail to a 	<ul style="list-style-type: none"> 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 <p>Map knowledge:</p> <ul style="list-style-type: none"> Locate the UK on a variety of different scale maps Name & locate the counties and cities of the UK <p>Making maps:</p> <ul style="list-style-type: none"> Try to make a map of a short route experience, with features in current order 	<ul style="list-style-type: none"> 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>Map knowledge:</p> <ul style="list-style-type: none"> Locate Europe on a large scale map or globe, Name and locate countries in Europe (including Russia) and their capitals cities <p>Making maps:</p> <ul style="list-style-type: none"> Recognise and use OS map symbols, including 	<ul style="list-style-type: none"> 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 <p>Map knowledge:</p> <ul style="list-style-type: none"> Locate the world's countries, focus on North & South America Identify the position and significance of lines of longitude & latitude <p>Making maps:</p> <ul style="list-style-type: none"> Draw a variety of thematic 	<ul style="list-style-type: none"> 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>Map knowledge:</p> <ul style="list-style-type: none"> Locate the world's countries on a variety of maps, including the areas studied throughout the Key Stages <p>Making maps:</p> <ul style="list-style-type: none"> Draw plans of increasing complexity Begin to use and recognise atlas symbols
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<ul style="list-style-type: none"> • Use photographs and maps to identify features 	<p>sketch map from aerial photograph)</p> <ul style="list-style-type: none"> • Use and construct basic symbols in a key 	<ul style="list-style-type: none"> • Create a simple scale drawing <p>Use standard symbols, and understand the importance of a key</p>	<p>completion of a key and understanding why it is important</p> <ul style="list-style-type: none"> • Draw a sketch map from a high viewpoint 	<p>maps based on their own data</p> <ul style="list-style-type: none"> • Draw a sketch map using symbols and a key • Use and recognise OS map symbols regularly 	
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	Year 1/ Year 2	Year 3/ Year 4	Year 5/ Year 6
Location Knowledge	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • name and locate the world’s seven continents and five oceans (Year 1 & Year 2 – taught through <i>Where do I live?</i>) • name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas (Year 1 – taught through <i>monarchy/ the Queen</i>. Year 2 – <i>Transport</i>) 	<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 (Year 3 – taught through <i>Bronze age (History) and travel, Mountain regions/ exploration</i>, Year 4 – <i>Ancient China (History), Earthquakes, Climate change, Survival</i>. Year 5 – <i>Launceston, Land use</i>. Year 6 – <i>Local fieldwork, tropics, Study of Americas, WW2 (history), West Africa.</i>) • 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 (Year 3 – taught through <i>Southwest mining, travel, mountain regions</i>. Year 4 – <i>region of UK study, earthquakes</i>. Year 5 – <i>Launceston settlements</i>. Year 6 – <i>Leisure, West Africa study.</i>) • 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) (Year 3 taught through – <i>travel, mountain regions/ exploration</i>. Year 4 – <i>climate</i>. Year 5 – <i>Tropics</i>. Year 6 – <i>Tropics, Longitude/ latitude.</i>) 	
Place Knowledge	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 (Year 1 -taught through <i>Sir Francis Drake</i> 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 (Year 3 – taught through <i>travel, mountain regions/ exploration</i>. Year 4 – <i>UK study, climate, Ancient China</i> 	

	(history) and is it waterproof? (science) Year 2 – Olympics /Tokyo, Dinosaur/Fossils)	(history). Year 5 – Launceston, Tropics, Ancient Greece (history). Year 6 – Local fieldwork, tropics, Mayans (history), Americas study, West Africa study.)
Human and Physical Features	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 (Year 1 – taught through Weather/seasons and is it waterproof (science) Year 2 - Weather) • use basic geographical vocabulary to refer to: <p>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>key human features, inc. city, town, village, factory, farm, house, office, port, harbour, shop</p> <p>(Year 1 – taught through Where do I live? Weather/seasonal, Transport, Materials, Monarchy, Sir Francis Drake. Year 2 – Where do I live? Weather, Olympics/ Tokyo, Dinosaurs/ fossils)</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • describe and understand key aspects of: <p>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>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 (Year 3 – taught through mining disasters, settlements (history), travel, mountain regions/ exploration. Year 4 – UK study, climate, Survival. Year 5 – Launceston, Tropics. Year 6 – Local fieldwork, tropics, Americas study, West Africa study.)</p>

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Links to texts	See themed book list		See themed book list			
Enrichment						

