

Geography Curriculum Progression

		KS1		KS2				Additional Comments
	EYFS	Year 1	Year 2	Year3	Year 4	Year 5	Year 6	
Key Themes		Me in the world	People (who live near the equator and how they have adapted.)	Rainforests and deforestation	Global Warming	Fairtrade	Round the world (Including natural and human disasters.)	
Locational Knowledge Uni Multi Relati Exten	Discuss the features of their own immediate environment and how environments might vary from one another.	<p>Name, locate four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Compare and contrast 2 different regions in UK rural/urban.</p> <p>Identify and evaluate land use of their school and its grounds and the key human and physical features of its surrounding environment.</p>	<p>Locate and name the countries making up the British Isles, with their capital cities.</p> <p>Locate and name the main counties and cities in/around Woking.</p> <p>Compare and contrast 2 different regions in UK rural/ and non-European. Generalise the main difference and similarities.</p>	<p>Name and locate the world's seven continents and five oceans.</p> <p>Identify the position and evaluate the significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn on weather. (Aztecs: rainforests)</p> <p>Linking with History, compare and contrast land use maps of UK from past with the present, focusing on land use. (Romans)</p>	<p>Compare and contrast 2 different regions in UK rural/urban. Locate and name the main counties and cities in England.</p> <p>Identify longest rivers in the world, compare and contrast with UK.</p> <p>On a world map locate the main countries in North or South America. and Australasia/Oceania.</p> <p>Compare and contrast the weather and climate of these regions with the UK. Reflect on how global warming is impacting on the regions and evaluate impact.</p>	<p>Locate the main countries in Europe. Compare and contrast 2 different regions in UK and Europe.</p> <p>Locate and name principal cities in Africa and Asia. Linking with History, compare and contrast land use maps of Africa or Asia from past with the present, focusing on land use. Evaluate how land use has changed.</p> <p>Identify the position and explain the significance of latitude/longitude and the Greenwich Meridian, linking with science, time zones, night and day</p>	<p>On a world map, locate areas of similar environmental regions: polar, desert, tropical or temperate regions.</p> <p>Compare and contrast their main environmental regions, key physical and human characteristics, and major cities.</p> <p>Linking with local History, map how land use has changed in local area over time, compare and contrast to a rural/urban area. Make predictions about future changes to land use.</p> <p>Name and locate the key topographical features including coast, features of erosion, hills, mountains and</p>	<p>Progress throughout this strand should be measurable by an increase in the precision and sophistication of the language of Geography being used.</p>

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							<p>rivers. Understand how these features have changed over time.</p>	
<p>Place Knowledge</p>	<p>Make observations of animals and plants and explain why some things occur, and talk about changes.</p>	<p>Compare and contrast geographical similarities and differences through studying the human and physical geography of a small section of the local area.</p>	<p>Compare and contrast 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, concentrating on islands and coasts.</p>	<p>Compare and contrast a region of the UK with a tropical region, focussing on rainforests. Evaluate some of the reasons for similarities and differences.</p>	<p>Compare and contrast geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, and a contrasting region (for example North or South America). Evaluate some of the reasons for similarities and differences.</p>	<p>Compare and contrast a region in Africa or Asia with significant differences and similarities. Evaluate some of the reasons for similarities and differences. E.g. Sahara, Gobi, Himalayas.</p>	<p>Compare and contrast a region in the UK with a contrasting region (for example the polar region) with significant differences and similarities. Evaluate some of the reasons for similarities and differences.</p>	<p>As place knowledge increases, so too will understanding of the scale and complexity of the Earth.</p>
<p>Human & Physical Geography</p>	<p>Children know about similarities and differences in relation to places, objects, materials and living things.</p>	<p>Identify seasonal and daily weather patterns in the United Kingdom (linked to outdoor learning). Use basic geographical vocabulary to explain :</p> <ul style="list-style-type: none"> □ key physical features, including: forest, soil, vegetation, □ key human features, including: city, town, village. 	<p>Identify 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 explain:</p> <ul style="list-style-type: none"> □ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather □ key human features, including: city, town, village, factory, farm, house, office, 	<p>Describe and explain key aspects of:</p> <p>Physical geography including biomes and vegetation belts (link to work on rainforests). Evaluate impact of deforestation. Predict future impact if deforestation continues at current rate.</p> <p>Human geography including trade links in the pre-Roman and Roman era, Vikings and Saxons. Evaluate types of settlements in Early Britain linked to History. Reflect and evaluate: Why did early people choose to settle there?</p>	<p>Describe and explain key aspects of: physical geography, including: climate zones, rivers and the water cycle, including transpiration. Justify reasons for different climate zones and theorise about the impact of global warming on these.</p> <p>Evaluate types of settlements in modern Britain: villages, towns, cities. (Tudors) Reflect and evaluate: Why did early people choose to settle there?</p>	<p>Describe and explain key aspects of: physical geography including coasts. Human geography including trade between UK and Europe and ROW.</p> <p>Justify reasons for fair/unfair distribution of resources (Fairtrade) and theorise about the impact of unfair trade on humans.</p>	<p>Describe and explain key aspects of: physical geography including volcanoes and earthquakes, looking at plate tectonics and the ring of fire. Justify reasons for the distribution of natural resources focussing on energy (link with coal mining past History and eco-power in D&T) and theorise about the impact of changes in distribution and sources.</p>	<p>As children progress in this area they will exhibit understanding of more complex issues surrounding Geography, as well as a maturity of attitude towards issues and values surrounding the subject.</p>

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			port, harbour and shop					
<p>Geographical Skills & Field Work</p>		<p>Use maps, atlases and globes to identify the United Kingdom and its countries.</p> <p>Use simple fieldwork and observational skills to study the geography of the school and its grounds (outdoor learning). Investigate shadows made in school grounds.)</p>	<p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features in local area; devise a simple map; and use and construct basic symbols in a key.</p> <p>Use simple compass directions (North, South, East and West) and locational language [for example, near and far; left and right], to describe the location of features and routes on a map (Outdoor learning) of the local area. Use the map to locate areas using skills taught.</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>Learn the eight points of a compass, 2 figure grid reference (maths co-ordinates), some basic symbols and key (including the use of simplified Ordnance Survey maps) to build knowledge of the local area, United Kingdom and the wider world. Use maps and skills taught to follow a route and complete orienteering tasks.</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied</p> <p>Learn the eight points of a compass, four-figure grid references.</p> <p>Use fieldwork to observe, measure and record physical features focussing on rivers and canals in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. Use skills taught to navigate way back to a given point. Use map and compass to orientate self in local area and identify features.</p>	<p>Use maps, atlases, globes and digital/computer mapping mapping (Google Earth) to locate countries and describe features studied</p> <p>Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom in the past and present.</p> <p>Use fieldwork to observe, measure and record the human and physical features of the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. Follow orienteering course using maps. Research and test different ways to find north.</p>	<p>Use maps, atlases, globes and digital/computer mapping mapping (Google Earth) to locate countries and describe features studied</p> <p>Extend to 6 figure grid references with teaching of latitude and longitude in depth. Expand map skills to include non-UK countries.</p> <p>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. Plan a round the world trip, designing their own criteria.</p>	<p>Progression should focus on independence in using the enquiry process and key geographical skills (use of reasoning, explanations, linkages and judgements).</p>