

Geography Progression Document

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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<p>Coverage</p> <p>-Answer 'how' and 'why' questions (CL) (UW)</p> <p>Here's Looking At You, Kid! (A1) -Walk around the school grounds -Talk about own homes and our school</p> <p>Sparkle and Shine (A2) -Walk around Mile Oak -Places of worship</p> <p>Near and Far (SP2) -travellers and explorers -transport role plays - maps</p> <p>Here's Looking Around Me (S2) -Local area/Mile Oak Farm Brighton Inc. Beach -Sea animals, where in the world they live -Sea pollution - refuse, reuse, recycle</p>	<p>Out and About (A1) <u>Geographical Skills and Fieldwork/ Human and Physical Geography</u> -Geography of the school grounds - Simple maps of school ground and surrounding area.</p> <p>Explorers (S1) <u>Locational Knowledge/Human and Physical Geography</u> -Locate the countries in the UK and seasonal weather changes</p> <p>Let's Go Green! (SUM 2) <u>Place Knowledge/Human and Physical Features</u> -Similarities and differences: Brighton and Hove VS Kenya</p>	<p>London's Burning! (A1) <u>Locational Knowledge</u> Cities and surrounding seas in the UK (retrieval- names of countries).</p> <p>Once Upon a Time (A2) <u>Place Knowledge/Human and Physical Features</u> Ghana and the U.K- I can compare the similarities and the differences of the weather, culture, physical and human features of the UK and a non-contrasting non-European country.</p> <p>Ice, Ice, Baby! (S1) <u>Locational Knowledge</u> Hot and cold areas of the world</p> <p>The Great Outdoors (S2) <u>Geographical Skills and Fieldwork</u> Physical and human features of Mile Oak (forest school experience).</p> <p>Helping Heroes (Sum 1) <u>Locational Knowledge</u> -Using atlases to locate the 7 Continents and 5 Oceans of the world in relation to the equator.</p> <p>Beautiful Brighton (SUM 2) <u>Geographical Skills and Fieldwork</u> - Map drawing- Brighton Beach with a simple key/compass directions -aerial photographs</p>	<p>Geography Fieldwork! (A2) <u>Geographical Skills and Fieldwork</u> -Human and physical features -Field work – Portslade -4 figure grid references -8 points of a compass -map skills</p> <p>-I can use and interpret maps, globes, atlases and digital mapping to find countries and key features in Europe and the UK. -I can use four figure grid references and can make and plan maps using symbols and keys -I can use the 8 points of a compass -I can use basic geographical words such as cliff, ocean, valley, vegetation, soil, mountain, port, harbour, factory, office - I can show I know the physical and human features of my locality</p> <p><u>Locational Knowledge/ Place Knowledge /Human and Physical Features</u> (SP2) - Europe (Differences and similarities UK and France. -Longitude/latitude -digital maps -I can explain about weather conditions / patterns around the UK and parts of Europe - I can understand why there are similarities and differences between places -I can analyse evidence and draw conclusions such as make comparisons between locations using aerial photos/pictures -I can use globes, atlases and digital technology to identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle</p> <p>Who were the Ancient Egyptians? (SUM 1) <u>Place Knowledge/Locational Knowledge</u> -River Nile -Why places are like they are. -I can understand the effect of landscape features on the development of a locality</p>	<p>Tudors and Explorers (A2) <u>Locational Knowledge</u> I can recognise the different shapes of continents -I can draw accurate maps with more complex keys</p> <p>Romans (Sp1) <u>Human and Physical Geography (A1)</u> I can understand and explain key aspects of the water cycle I can communicate my geographical knowledge through making models</p> <p>Romans (Sp2) <u>Locational Knowledge/ Place Knowledge</u> -I can show where countries are within Europe, including Russia. I can describe human features of UK regions, cities and /or countries in Europe. -I can recognise that people have differing quality of life living in different locations and environments -I can show I know about the wider context of placesregion/country - I can explain how the locality is set within a wider geographical context</p> <p>Up Up and Away (Sum1) <u>Human and Physical Geography Mountains, Volcanoes, Rivers, Coast - map work with contours.</u> I can explain how people have been affected by changes in the local environment. -I can explain about the physical features of coasts and begin to understand erosion and deposition</p> <p>Mapping our own island (linked to key text) G13 - I can draw more accurate maps with more complex keys.</p> <p>I can recognise that people have differing quality of life living in different locations and environments</p> <p><u>Mountains and volcanoes</u> – Mount Vesuvius I can understand why there are similarities and differences between places</p>	<p>Space (S1) <u>Locational Knowledge and geographical skills</u> Climate Zones and geographical features Map skills, identifying countries and time zones</p> <p>Space (S2) <u>Locational Knowledge</u> - Location of: capital cities of countries of British Isles and U.K., seas around U.K., European Union countries with high populations and large areas, and the largest cities in each continent.</p> <p>South America Mayans (Sum1) <u>Place Knowledge</u> Comparing the physical features of a region of the UK and a region in South America, identifying similarities and differences</p> <p>Exploring the Downs (Sum2) <u>Human and Physical Features/ Geographical Skills and Fieldwork</u> Human and Physical features of our local area, including the Downs -fieldwork -map work -Different geographical representations of a location -6 figure grid references</p>	<p>Vikings (A1) I can use a range of geographical terms such as Rural, land use, tributary and trade links to explain why the Vikings came to Britain.</p> <p>Rivers- North America –Colorado River (A2) <u>Locational Knowledge/Geographical Skills and Fieldwork</u> - UK Rivers and their features – Fieldwork River Adur -Physical characteristics and key topographical features of the countries within North America. - I can explain how rivers erode, transport and deposit materials - I can 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 my knowledge of the United Kingdom and the wider world - I can use maps atlases and globes to locate continents, countries and oceans, Including countries of North America. -I know the position and significance of the equator, longitude and latitude. - I can explain the water cycle. - I can explain how rivers erode transport and deposit materials. - I can use field work to observe, measure and record. - I can compare the Colorado River with a river in the UK- River Adur -I can use eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build my knowledge of the United Kingdom and the wider world.</p> <p>Brighton Blitz (Sp1) <u>Locational Knowledge/Geographical Skills and Fieldwork</u> I 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.</p> <p>Brighton Blitz (Sp2) <u>Place Knowledge</u></p>
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					<p>been affected by changes in the local environment. I can understand and use geographical terms such as location, volcanoes</p> <p><u>Rivers and coast</u></p> <p>I can explain about the physical features of coasts and begin to understand erosion and deposition</p> <p>I can describe how people have been affected by changes in the local environment.</p> <p>Up Up and Away (Sum2) <u>Geographical Skills and Fieldwork</u> <u>Contours</u></p> <p>I can understand and use geographical terms such as, contour</p> <p>I can communicate my geographical knowledge through making models</p> <p>Fieldwork -School field, local area (urban), Downs (rural)</p> <p>I can show I know features nearby and beyond the U.K I can understand why there are similarities and differences between places</p> <ul style="list-style-type: none"> - I can describe human features of UK regions, cities and /or countries in Europe - I can plan the steps for an enquiry (how many daisies are on the field?) <p>-I can draw more accurate maps with more complex keys.</p> <p>- I can understand and use geographical terms such as, meander, contour, location, transport, and settlement.</p>	<p>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 America (and how it impacted/linked to Brighton Blitz and areas of significance/that were bombed).</p> <p>Moving on (Sum 2) <u>Geographical Skills</u></p> <p>-Map work (introduce Digimaps)-Four and six figure grid references -I can use eight points of the compass Symbols, four and six point grid references.</p>
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<p>Locational Knowledge Coverage</p>	<p>- I can explore how different cultures are similar and different (UW)</p> <p>-I can gain knowledge of locations from stories, from non-fiction texts and maps (UW)</p>	<p>-I can use atlases and globes to name and locate the UKs countries.</p> <p>-I can understand how some places are linked to other places e.g. roads, trains</p>	<p>-I can use atlases and globes to name and locate the UKs capital cities and surrounding seas.</p> <p>-I can identify seasonal weather/hot and cold areas in relation to the equator</p> <p>-I can use atlases and globes to name and locate the 7 continents and 5 oceans of the world in relation to the equator.</p>	<p>-I can ask and answer geographical questions, e.g. Describe the landscape. Why is it like this? How have people affected what it looks like? What do you think about that? What do you think it might be like if...continues?</p> <p>-I can analyse evidence and draw conclusions such as make comparisons between locations using aerial photos/pictures</p> <p>-I can use globes, atlases and digital</p>	<p>-I can recognise the different shapes of continents</p> <p>-I can show I know features nearby and beyond the UK</p> <p>-I can show where countries are within Europe, including Russia</p> <p>-I can recognise that people have differing quality of life living in different locations and environments</p>	<p>-I can identify and describe the significance of the Prime/Greenwich Meridian and time zones including day and night and the Arctic and Antarctic Circle</p> <p>-I can recognise the different shapes of countries</p> <p>-I can show I know about the wider context of places e.g</p>	<p>-I can locate the world's countries, using maps to focus on Europe and North America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>-I can identify the physical characteristics and key topographical features of the countries within North America.</p>
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<p>Place Knowledge Coverage</p>	<p>-I can talk about my school grounds and what I notice (UW)</p> <p>-I can talk about my local environment and what I notice (UW)</p> <p>-I can describe my immediate environment and how environments might vary from one to another (UW)</p> <p>- I can talk about some similarities and differences between life in this country and life in other countries.(UW)</p>	<p>-I can compare the similarities and differences of the weather, culture, physical and human (listed below) features of the UK to a noncontrasting non-European country.</p> <p>-I can name, describe and compare places I know</p> <p>-I can link home with other places in my area</p> <p>I can show I know about changes that are happening in the local environment eg.at school</p>	<p>-I can compare the similarities and differences of the weather, culture, physical and human (listed below) features of the UK to a noncontrasting non-European country.</p> <p>I- can suggest ideas for improving the school environment</p>	<p>-I can show some sense of how places relate to each other</p> <p>- I can understand why there are similarities and differences between places</p>	<p>-I can show I know about the wider context of places - region, country</p> <p>-I can understand why there are similarities and differences between places and explain why</p>	<p>- I can compare the physical features of a region of the UK and a region in South America, identifying similarities and differences</p>	<p>-I can 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 America</p>
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<p>Human and Physical Geography Coverage</p>	<p>- I can identify features in the school grounds and local environment e.g. road, playground, school, houses, parks, Downs, beach (UW)</p>	<p>-I can explain these physical geographical features: Beach Forest Hill Season Weather</p> <p>-I can explain these human geographical features: Farm Village House Office Shop</p> <p>-I can describe seasonal weather changes</p>	<p>-I can use basic geographical vocabulary to refer to human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>-I can use basic geographical vocabulary to refer to physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p>	<p>-I can explain about weather conditions / patterns around the UK and parts of Europe</p> <p>- I can show I know the physical and human features of my locality</p> <p>-I can understand the effect of landscape features on the development of a locality</p>	<p>-I can describe human features of UK regions, cities and /or countries in Europe</p> <p>-I can explain about the physical features of coasts and begin to understand erosion and deposition</p> <p>-I can describe how people have been affected by changes in the environment</p> <p>-I can understand and explain key aspects of the water cycle</p>	<p>-I can understand how humans affect the environment</p> <p>-I can explain about changes the to the world environment</p> <p>-I can explore weather patterns around parts of the world</p> <p>-I can explain about key natural resources eg.water in the locality</p>	<p>-I can describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>-I can 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</p> <p>-I can understand why people seek to manage and sustain their environment</p> <p>- I can explain how rivers erode, transport and deposit materials</p>
<p>Geographical Skills and Fieldwork</p>	<p>-I can answer simple geographical questions about my school grounds and local environment (CL, UW)</p>	<p>-I can ask simple geographical questions</p> <p>-I can use simple observational skills to study the geography of the</p>	<p>- I can use simple fieldwork and observational skills to study the geography of my school and its grounds and the key human and physical features of its surrounding</p>	<p>-I can use and interpret maps, globes, atlases and digital mapping to find countries and key features in Europe and the UK.</p>	<p>-I can plan the steps for an enquiry</p> <p>-I can draw accurate maps with more complex keys</p>	<p>-I can understand and use a widening range of terms such as, height, valley, erosion, deposition, transportation, headland, volcanoes,</p>	<p>-I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>

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		<p>school and its grounds</p> <p>-I can use and make simple maps of the local area</p> <p>-I can use words such as near and far, left and right to talk about where things are</p> <p>-I can talk, draw or write about places (using key vocabulary such as: similarities, differences, comparison, features, human, physical).</p>	<p>environment</p> <p>- I can use aerial photographs to recognise landmarks and basic human and physical features; and devise a simple map; and use and construct basic symbols in a key</p> <p>- I can use simple compass directions (North, South, East and West) and locational and directional language e.g. near and far; left and right e.g., to describe the location of features and routes on a map</p> <p>-I can use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied</p> <p>- I can speak about and record what I have learnt in geography drawing, writing, role play and computing (using key vocabulary such as: aerial, observational, studied, landscape, vegetation, valley).</p>	<p>I can use four figure grid references and can make and plan maps using symbols and keys</p> <p>I can use the 8 points of a compass</p> <p>-I can use basic geographical words such as cliff, ocean, valley, vegetation, soil, mountain, port, harbour, factory, office</p> <p>-I can communicate my geographical knowledge through: discussion, role play, making models, writing and computing (using key terminology such as: scale, influence, interpret, analyse).</p>	<p>I can understand and use geographical terms such as, meander, contour, floodplain, location, transport, volcanoes, earthquakes, settlement and the water cycle.</p> <p>-I can communicate my geographical knowledge through: discussion, role play, making models, writing and computing (using key vocabulary such as: region, reference, erosion, method, context and locality).</p>	<p>earthquakes</p> <p>-I can measure straight line distances using the right scale</p> <p>-I can explore features on OS maps using six figure grid references</p> <p>-I can understand and use a widening range of geographical terms such as climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle</p> <p>-I can communicate my geographical knowledge both formally and informally through: discussion, role play, making models, writing and computing (using key vocabulary such as: significance, erosion, and deposition).</p>	<p>-I can 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 my knowledge of the United Kingdom and the wider world</p> <p>- I 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</p> <p>-I can understand and use a widening range of geographical terms such as urban, rural, land use, sustainability, tributary and trade links.</p> <p>-I can use maps, charts etc. to support decision making about the location of places e.g. new bypass</p> <p>-I can use globes, atlases and digital technology to 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 time zones (including day and night).</p> <p>-I can communicate my geographical knowledge both formally and informally through: discussion, role play, making models, writing and computing (using key vocabulary such as: aspects, characteristics , urban , rural).</p>
Tier Two Vocabulary	<p>Environment</p> <p>Describe</p> <p>Local</p> <p>Area</p>	<p>Similarities</p> <p>Differences</p> <p>Comparison</p> <p>Features</p> <p>Human</p> <p>Physical</p>	<p>Aerial</p> <p>Observational</p> <p>Studied</p> <p>Landscape</p> <p>Vegetation</p> <p>Valley</p>	<p>Scale</p> <p>Influence</p> <p>Interpret</p> <p>Analyse</p>	<p>Region</p> <p>Method</p> <p>Context</p> <p>Locality</p> <p>Erosion</p> <p>Deposition</p> <p>Contour</p>	<p>Significance</p> <p>Deposition</p> <p>Reference</p>	<p>Aspects</p> <p>Characteristics</p> <p>Urban</p> <p>Rural</p>