

Geography Progression



Our curriculum sets out progression in the form of three 'Milestones'. The children work towards each Milestone for two years. During the first-year pupils attain an understanding of the skills set out in the Milestone and during the second year they develop an advanced or deeper understanding. Each Milestone contains a range of descriptors which provide details of the skills to be covered. Over a two-year period, students become more and more familiar with these details by exploring them in a breadth of contexts. This helps pupils to "know more" and "remember more."

<p>Links to learning in EYFS</p>	<p>Understanding the World - People and Communities - Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>Understanding the World - The World - Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.</p> <p>Mapping skills EYFS – Direction - Follow simple directions. Drawing maps - Draw and create their own maps using real objects, and/or pictures and symbols. Representation - Look at signs and symbols on different types of maps for example in school, and the local community. Using maps - Use a simple map with symbols to spot features in the school grounds or in the local community. Styles of maps - Real maps, electronic globes and maps, maps of the classroom/school, local town, park, zoo, museum etc, story maps.</p>	<p>Links to other subjects and curriculum areas</p>	<p>Links between understanding of science and geography when discussing habitats and issues around climate change.</p> <p>Using online simulations to explore ideas, using spreadsheets & databases to analyse and explore data and using the internet as a search tool to support learning all link to Computing.</p> <p>Learning about different cultures and religions ties geography and RE closely together.</p> <p>Exploring foods from different cultures and festivals links to DT and RE topics.</p> <p>Understanding the culture and human geography of countries will almost always link to their history.</p>
---	--	--	---

Substantive - key themes in geography



Disciplinary – how to be a geographer



- **Substantive knowledge** - which gives pupils the knowledge about the world around them.
- **Disciplinary knowledge**- which gives pupils the skills to think and act like geographers.

GEOGRAPHY

Overview KS1 (Milestone 1)

GEOGRAPHY	Year A	Year B
	Mapping The World (MUST include Naming & locating the worlds 7 continents & 5 oceans)	
AUTUMN	United Kingdom England (MUST include local fieldwork- devising map of the school grounds- both human & physical features. Use aerial photos) Scotland Wales & Northern Ireland	London Edinburgh Cardiff Belfast
SPRING	Climate Weather	Oceans
SUMMER	Australia Sydney Aboriginal People	Australia Daintree Rainforest Great Barrier Reef

Overview WOODPECKERS & OWLS KS2- Years 3&4 (Milestone 2)

GEOGRAPHY	Year A	Year B
	Describing Maps of the World 1	
AUTUMN	Europe: Rivers Population Mountains	International Trade: Food Natural Resources Tourism
SPRING	Transportation: Cities National International	Erosion: Rivers Coasts Management
SUMMER	Landscapes: Rivers Weathering Mountains Climate Change The Water Cycle	Earthquakes & Volcanoes: Plate tectonics The Pacific Ring of Fire Impact

Overview PEREGRINES KS2- Years 5&6 (Milestone 3)

GEOGRAPHY	Year A	Year B
	Using Maps- Features Using Maps- Four figure grid reference	
AUTUMN	Biomes & Climate Zones: Freshwater Tundra	Ocean currents Biomes & Climate Zones: Marine
SPRING	North America South America Populations	North & South America: Rivers Mountains
SUMMER	Biomes & Climate Zones: Taiga (MUST compare to local area, including fieldwork/ maps, plans & digital tech) Grassland Temperature Deciduous Forest	Biomes & Climate Zones: Desert Ice Savana Tropical Rainforest

	MILESTONE 1	MILESTONE 2	MILESTONE 3
<u>Mapping skills</u>	<p>Direction and location</p> <p>Follow directions (Up, down, left/right, forwards/backwards) Follow directions NSEW</p> <p>Drawing maps</p> <p>Draw picture maps of imaginary places and from stories. Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph)</p> <p>Representation</p> <p>Use own symbols on imaginary map. Begin to understand the need for a key. Use class agreed symbols to make a simple key.</p> <p>Using maps</p> <p>Use a simple picture map to move around the school; Recognise that it is about a</p>	<p>Direction and location</p> <p>Use 4 compass points to follow/give directions: Use letter/no. co-ordinates to locate features on a map. Use 4 compass points well: Begin to use 8 compass points; Use letter/no. co-ordinates to locate features on a map confidently.</p> <p>Drawing maps</p> <p>Try to make a map of a short route experienced, with features in correct order. Make a simple scale drawing.</p> <p>Representation</p> <p>Know why a key is needed. Use standard symbols. Begin to recognise symbols on an OS map.</p> <p>Using maps</p>	<p>Direction and location</p> <p>Use 8 compass points; Begin to use 4 figure coordinates to locate features on a map. Use 8 compass points confidently and accurately; Use 4 figure co-ordinates confidently to locate features on a map. Begin to use 6 figure grid refs; use latitude and longitude on atlas maps.</p> <p>Drawing maps</p> <p>Begin to draw a variety of thematic maps based on their own data. Begin to draw plans of increasing complexity.</p> <p>Representation</p> <p>Draw a sketch map using symbols and a key; Use/recognise OS map symbols. Use/recognise OS</p>

	<p>place. Follow a route on a map. Use a plan view. Use an infant atlas to locate places. <i>Picture maps and globes Find land/sea on globe. Use teacher drawn base maps. Use large scale OS maps. Use an infant atlas.</i></p>	<p>Locate places on larger scale maps e.g. map of Europe. Follow a route on a map with some accuracy. (e.g. whilst orienteering) (e.g. Find UK or India on globe) Follow a route on a large scale map. Use large scale OS maps. Begin to use map sites on internet. Begin to use junior atlases. Begin to identify features on aerial/oblique photographs.</p> <p><i>Use large and medium scale OS maps. Use junior atlases. Use map sites on internet. Identify features on aerial/oblique photographs.</i></p>	<p>map symbols; Use atlas symbols.</p> <p>Using maps</p> <p>Compare maps with aerial photographs. Select a map for a specific purpose. (E.g. Pick atlas to find Taiwan, OS map to find local village.) Begin to use atlases to find out about other features of places. (e.g. find wettest part of the world) Follow a short route on an OS map. Describe features shown on OS map. Locate places on a world map. Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns)</p> <p><i>Use index and contents page within atlases. Use medium scale land ranger OS maps. Use OS maps. Confidently use an atlas. Recognise world map as a flattened globe.</i></p>
--	---	--	---

Investigate places This concept involves understanding the geographical location of places and their physical and human features



Physical features



Human features



Location

Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).

- Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.
- Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.
- Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.
- Use aerial images and plan perspectives to recognise landmarks and basic physical features.
- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.



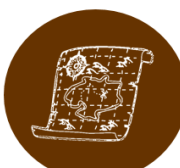
Ask and answer geographical questions about the physical and human characteristics of a location.

- Explain own views about locations, giving reasons.
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.
- Use fieldwork to observe 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.
- Use a range of resources to identify the key physical and human features of a location.
- Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how

Collect and analyse statistics and other information in order to draw clear conclusions about locations.

- Identify and describe how the physical features affect the human activity within a location.
- Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.
- Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways.
- Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map).

	<ul style="list-style-type: none"> - Name and locate the world's continents and oceans. 	<p>some of these aspects have changed over time.</p> <ul style="list-style-type: none"> - Name and locate the countries of Europe and identify their main physical and human characteristics 	<ul style="list-style-type: none"> - Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. - Name and locate the countries of North and South America and identify their main physical and human characteristics
<p>Investigate patterns This concept involves understanding the relationships between the physical features of places and the human activity within them</p> <div data-bbox="107 1107 282 1334" data-label="Image"> <p>Physical processes</p> </div> <div data-bbox="315 1193 490 1409" data-label="Image"> <p>Diversity</p> </div>	<p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country.</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. 	<p>Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones.</p> <ul style="list-style-type: none"> - Describe some of the characteristics of these geographical areas. - Describe geographical similarities and differences between countries. 	<p>Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).</p> <ul style="list-style-type: none"> - Understand some of the reasons for geographical similarities and differences between countries.

 <p>Human processes</p>	<p>- Identify land use around the school.</p>	<p>- Describe how the locality of the school has changed over time.</p>	<p>- Describe how locations around the world are changing and explain some of the reasons for change.</p> <ul style="list-style-type: none"> - Describe geographical diversity across the world. - Describe how countries and geographical regions are interconnected and interdependent
<p><u>Communicate geographically</u> This concept involves understanding geographical representations, vocabulary and techniques</p>  <p>Vocabulary</p>  <p>Techniques</p>	<p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> • key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. • key human features, including: city, town, village, factory, farm, house, office and shop. <p>-Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.</p> <p>-Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1)</p>	<p>Describe key aspects of:</p> <ul style="list-style-type: none"> • physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle. • human geography, including: settlements and land use. • Use the eight points of a compass, fourfigure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world. 	<p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. • human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies. • Use the eight points of a compass, four-figure

			<p>grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.</p> <ul style="list-style-type: none">• Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).
--	--	--	--