

Geography Progression Map



ROKEBY PRIMARY SCHOOL

PART OF STOWE VALLEY MULTI ACADEMY TRUST

Level Expected at the End of EYFS (ELG)

People. Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

The Natural World

- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons.

Key Stage 1 National Curriculum Expectations

Locational Knowledge

Pupils should be taught to:

- name and locate the world's seven continents and five oceans;
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.

Place Knowledge

Pupils should be taught to:

- 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.

Human and Physical Geography

Pupils should be taught to:

- 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:
- key physical features, including: beach, cliff, coast, forest, hill, mountain, sea,

Geographical Skills and Fieldwork

Pupils should be taught to:

- 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 example, near and far; left and right], to describe the location of features and routes on a map;
- 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.

ocean, river, soil, valley, vegetation, season and weather;

- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.

Key Stage 2 National Curriculum Expectations

Locational Knowledge

Pupils should be taught to:

- 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;
- 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;
- 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).

Place Knowledge

Pupils should be taught to:

- 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.

Human and Physical Geography

Pupils should be taught to:

- describe and understand key aspects of:
 - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle;
 - 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.

Geographical Skills and Fieldwork

Pupils should be taught to:

- 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;
- 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.

Intent

At Rokeby, we believe that geography helps to provoke children's natural interest about the wider world around them. Our children are encouraged to develop a greater understanding of the world in which they live in and understand their place within the world.

We want our children to become naturally inquisitive geographers and to understand it means to be a geographer. We want them to know that:

- A geographer is someone with good locational knowledge and can name continents, countries, seas and oceans
- A geographer is someone who can describe different places in the world and compare them using key geographical vocabulary
- A geographer is someone who can describe and understand key aspects of physical and human geography
- A geographer is someone who can using their geographical skills and knowledge and apply it to a range of fieldwork

In our children, we want to cultivate a life-long fascination about the world; to promote the children's interest and understanding of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. Our geography curriculum is underpinned by both The National Curriculum 2014 and The Rainbow Continuum.

Implementation

Geography is taught in blocks throughout the year. The geography topic is based around the class text; this ensures that the children are fully immersed in their learning and can transfer their geography knowledge to a range of curriculum areas.

Cross curricular outcomes in geography are specifically planned for, with strong links between geography and morning English lessons identified, planned for and utilised.

Our provision for geography is clearly mapped out for each group so that progress and development of skills and knowledge, is key. We promote our children's language and vocabulary by frequent use of their Foundation Subject Dictionary.

All class teachers identify which children are WTS, EXS and GDS for each lesson and edit and adapt future lessons in reflection of this.

Impact

Geography is taught in a purposeful and clear way. The geography unit links to the current Power of Reading text for each year group so children are able to make meaningful links between the story that they are reading and the geography that they are learning.

Children's vocabulary knowledge is growing, this is promoted through the use of vocabulary folders that the children use to define new vocabulary, and then use the new vocabulary in both in their books and verbally.

Learning objectives have a clear progression route through the year groups, with the firm foundations laid by the Early Years, and built on through key stage one and then key stage two.

Children speak positively about geography, during a pupil voice, a year 4 pupil stated, "I love geography, I learn where everything is, I would be lost without it."

A growing number of children are able to discuss what it means to be a 'geographer', during a pupil voice that was carried out, a year 3 pupil said, "a geographer is someone who learns about countries, weather cycles and continents."

Locational Knowledge

Year One	Year Two	Year Three	Year Four	Year Five	Year Six
<p>WALT name and locate the four countries of United Kingdom</p> <p>WALT mark the capital cities on a map of the UK</p>	<p>WALT name, locate and describe the four countries of United Kingdom-recap from Year 1-Aut 1, where this was taught</p>	<p>WALT locate the world's countries</p> <p>WALT locate countries in Europe</p>	<p>WALT use Google Earth to locate countries in the world</p> <p>WALT use four figure grid references to locate places in the UK</p> <p>WALT use four figure grid references to locate places in the wider world</p>	<p>WALT name and locate counties and cities of the UK</p>	<p>WALT identify the location of Brazil and the countries, seas and oceans that surround it</p>
			<p>WALT locate the Prime/Greenwich Meridian</p> <p>WALT understand time zones</p>		<p>WALT use our knowledge of time zones (to work out a journey time)</p>
<p>WALT name and locate the world's seven continents</p>	<p>WALT name and locate the world's seven continents-repeated objective from Year 1-Year 1 used simple block maps-more detailed map needed-label some key geographical and</p>			<p>WALT name, locate and describe the world's 7 continents</p>	<p>WALT locate North and South America on a map</p> <p>WALT identify countries, and major cities of the Americas</p>

	human features from NC				WALT identify key physical and human characteristics of the Americas
WALT name and locate the world's five oceans				WALT name, locate and describe the 5 oceans of the world	
WALT name and locate the 7 seas				WALT name, locate and describe the 7 major seas	
	WALT identify the location of the equator and the northern and southern hemisphere				

Place Knowledge

Year One	Year Two	Year Three	Year Four	Year Five	Year Six
WALT use simple maps (compare African Savannah and a place in UK)	WALT recognise and compare physical features of countries in the UK			WALT describe and begin to explain human characteristics of a region in the UK	
WALT identify similarities and differences between 2 places (African Savannah and a place in the UK)	WALT recognise and compare human features of countries in the UK			WALT describe and begin to explain physical characteristics of a region in the UK	
WALT describe places using their key human features	WALT recognise and compare physical features of countries in the UK			WALT identify human characteristics of _____ chosen European region	
		WALT understand similar/ different characteristics between places and give reasons		WALT identify physical characteristics of _____ chosen European region	WALT identify and explain physical and human characteristics of Brazil
			WALT compare the lives of people in two different places		WALT collect statistics about people and places WALT set up a database from research
			WALT understand why some people choose to live in contrasting areas	WALT describe how change can lead to similarities between different places	

Human and Physical Geography

Year One	Year Two	Year Three	Year Four	Year Five	Year Six
WALT name places with similar characteristics	<p>WALT identify and compare features on a map of _____ and _____</p> <p>WALT understand differences in the physical geography of _____ and _____</p> <p>WALT recognise and compare physical features of countries in the UK</p>	WALT understand similar/ different characteristics between places and give reasons		WALT understand types of settlement and land use	WALT identify and explain physical and human characteristics of Brazil
WALT describe places using their key human features	WALT understand differences in the human geography of _____ and _____				
		WALT suggest ways to improve the local environment	<p>WALT understand how people can both improve and damage the environment</p> <p>WALT compare our views on environmental change with the views of others</p> <p>WALT prepare questionnaires to investigate people's</p>		WALT suggest how human activities can cause changes to environment

			views on an environmental issue		
		<p>WALT explore primary economic activity in the UK</p> <p>WALT understand how economic development can change a place- focus on recycling</p> <p>WALT describe how the UK has changed due to economic activity</p>		WALT explore trade links between the UK and other countries	
			<p>WALT explain the process of erosion and deposition, and its effects on people</p> <p>WALT describe and understand key aspects of volcanoes and earthquakes</p>		
	<p>WALT devise a simple map of _____ including key human features (chosen small place in the UK)</p> <p>Include key human features-from NC- city, town, village, factory, farm, house, office, port, harbour and shop</p>				<p>WALT recognise dependent links and relationships in physical geography- focus on Brazil</p>
	<p>WALT devise a simple map of _____ including key physical features</p>				

	(chosen small place in the UK) beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather				
WALT describe Antarctica using its characteristics	WALT recognise and compare human features of countries in the UK		WALT consider the future of physical and human features, based on an understanding of change		WALT recognise dependent links and relationships in human geography
		WALT explore the distribution of natural resources in the UK		WALT understand the distribution of natural resources-energy WALT understand the distribution of natural resources- minerals and water	
	WALT fill in and use a class weather chart	WALT measure temperature WALT measure rainfall			
	WALT locate hot and cold areas of the world	WALT know the difference between weather and climate			

Geographical Skills and Fieldwork

Year One	Year Two	Year Three	Year Four	Year Five	Year Six
<p>WALT answer questions about a simple blocked map</p> <p>Map of continents</p>	<p>WALT identify and compare features on a map of _____ and _____</p>		<p>WALT read and use symbols on an OS map of the UK</p>	<p>WALT name and locate counties and cities of the UK, using maps</p>	
<p>WALT make simple maps and discuss them</p>	<p>WALT devise a simple map of _____ including key human features (chosen small place in the UK)</p> <p>Include key human features-from NC- city, town, village, factory, farm, house, office, port, harbour and shop</p>				
<p>WALT mark the location of the school on a simple map</p>	<p>WALT devise a simple map of _____ including key physical features (chosen small place in the UK)</p> <p>beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p>	<p>WALT draw maps of local places, including sketches from field work</p>	<p>WALT use four figure grid references to locate places in the UK</p>	<p>WALT use four figure grid references to locate the counties and cities of the UK (poss. extend to 6 figure)</p>	<p>WALT use 6 figure grid references</p>

WALT use simple maps (compare African Savannah and a place in UK)	WALT understand the concept of close and far away	WALT use maps with simple grid references	WALT use four figure grid references to locate places in the wider world		WALT use 6 figure grid references locate places in the wider world
	WALT use aerial photographs to identify geographical features of _____ and _____	WALT work out routes on maps and plans	WALT plan a route and work out distance (using map scales)		
WALT record what we have seen using diagrams					WALT use a compass to follow a route
WALT use digital cameras to record what they have seen					WALT identify the position and significance of latitude and longitude
	WALT begin to use concepts of NSEW	WALT plan routes using 4 points of the compass			WALT use the 8 points of a compass to follow a route
WALT describe different types of buildings		WALT use and draw maps with a simple key			
WALT show interest in what we see in field work		WALT use atlases which show human and physical features			
		WALT use contents and index pages of an atlas			