

Geography progression.**Warbstow Primary Academy**

All National Curriculum statements are covered comprehensively through topics delivered on a two-year rolling program.

	Year 1 and 2	Year 3 and 4	Year 5 and 6
Locational Knowledge	<p>Talk about similarities and differences in relation to places.</p> <p>Name and locate a local town. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Name and locate the world's seven continents and five oceans.</p>	<p>Locate the world's countries focusing on Europe, North and South America.</p> <p>Use maps to locate countries of Europe.</p> <p>Use map keys and symbols.</p> <p>Use maps to locate the Equator, and the Tropics and consider their climates.</p> <p>Understand the term 'climate zones' and 'biomes' and identify some differing ones.</p>	<p>Locate environmental regions, key physical and human characteristics, countries, and major cities. Understand how aspects of key topographical features change over time.</p> <p>Identify and discuss the 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).</p>
Place Knowledge	<p>Talk about the features of their own immediate environment and how environments might vary from one another</p> <p>Observe and describe the human and physical geography of a small area of the United Kingdom (Lake District).</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (Lake District), and of a small area in a non-European country (Kenya).</p>	<p>Match key landmarks to the country.</p> <p>Identify similarities and differences.</p> <p>Make comparisons to life in the UK with life in contrasting countries.</p> <p>Study pictures to make reasoned judgements.</p>	<p>Understand how and why features may have changed over time.</p> <p>Understand and use geographical language to make comparisons between regions.</p>

	Year 1 and 2	Year 3 and 4	Year 5 and 6
Human and Physical Geography	<p>Make observations of the environment and explain why some things occur and talk about changes</p> <p>the world in relation to the equator and the North and South poles.</p> <p>Use basic Geographical vocabulary to refer to physical features of their school and its grounds and of the surrounding environment and key physical features (inc – beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather) and human features (inc city, town, village, factory, farm, house, office, port, harbour, shop) of a contrasting non-European country (Kenya)</p>	<p>Draw diagrams and produce writing on physical geography eg. Volcanoes, earthquakes, tsunamis, vegetation belts, rivers, biomes and the water cycle.</p> <p>Draw diagrams and produce writing on human geography e.g. types of settlement and land use, economic activity and distribution of natural resources.</p> <p>Ask, research and explain.</p> <p>Study how land was used and why this has changed.</p> <p>Understand the need for ethically sound trade and climate choices.</p>	<p>Identify the difference between human and physical geographical and select appropriate types of maps.</p> <p>Ask, research, explain, draw conclusions and provide evidence.</p> <p>Generate solutions and promote ethically sound trade and climate choices.</p> <p>Produce own diagrams, writing, presentations using geographical vocabulary.</p> <p>Compare current maps and make suggestions about change.</p>
Geographical Skills and Framework	<p>Use everyday language to talk about positions and distance</p> <p>Can describe their relative position such as behind or next to</p> <p>Use maps, atlases, and globes to identify the continents and oceans studied at this key stage and identify the United Kingdom and its countries.</p> <p>Use locational and directional language (eg, near and far, left</p>	<p>Use locational language.</p> <p>Use 4 figure grid references.</p> <p>Use the language of a 4-point compass.</p> <p>Record changes and observations.</p>	<p>Confidently use maps, globes and Google Earth. Use maps and pictures to locate, ask questions and draw conclusions between locations and hemispheres. Use geographical symbols.</p>

	<p>and right), Describe the location of features and routes on maps. Use simple compass directions (North, East, South and West), to describe the location of features and routes on a map.</p> <p>Use photographs to recognise landmarks and basic human and physical features; devise simple picture maps.</p> <p>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.</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of the schools surrounding areas.</p>	<p>Make maps and plans using keys and symbols.</p> <p>Undertake surveys, investigations and draw conclusions.</p> <p>Be aware of own responsibility in the world.</p>	<p>Use 6 figure grid references.</p> <p>Use the language of 8-point compass.</p> <p>Collect, collate, and record data drawing conclusions. Act positively and responsibly in the, and for the, wider world.</p> <p>Make suggestions and reflect on own beliefs and impact.</p> <p>Ask geographical questions.</p>
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