



Geography Progression of Learning

Wootton St Peter's CE Primary School

"A river cuts through rock not because of its power but because of its persistence" Jim Watkins

National Curriculum Overview

Key Stage 1	Key Stage 2
<p><i>Pupils should begin to:</i></p> <ul style="list-style-type: none">☆ Develop knowledge about the world, the United Kingdom and their locality☆ Understand basic subject-specific vocabulary relating to human and physical geography☆ Use geographical skills, including first-hand observation, to enhance their locational awareness	<p><i>Pupils should extend their knowledge and understanding of:</i></p> <ul style="list-style-type: none">☆ Beyond the local area to include the United Kingdom and Europe, North and South America☆ The location and characteristics of a range of the world's most significant human and physical features☆ Their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge

Locational & Place Knowledge

EYF 5	KS1: Years 1 & 2	KS2: Years 3 & 4	KS2: Years 5 & 6			
<p>30-50 Months</p> <ul style="list-style-type: none"> ★ I can make comments and/or ask questions about where I live. <p>ELG</p> <ul style="list-style-type: none"> ★ I can talk about my immediate environment. ★ I can compare the similarities and differences from my immediate environment. 	<ul style="list-style-type: none"> ★ Name and locate the four countries and capital cities of the UK; England, Ireland, Scotland, Wales ★ Name and locate the seas surrounding the UK ★ Talk about physical and human geographical similarities and differences between a small area of the UK, including seas, mountains, rivers and other key features ★ Navigate their way around the classroom and school grounds 	<ul style="list-style-type: none"> ★ Name and locate the world's seven continents ★ Name and locate the world's five oceans ★ Talk about physical and human geographical similarities and differences between a small area of a non-European country ★ Ask geographical questions e.g. -- What is it like to live in this place? How is this place different to where I live? Wootton 	<ul style="list-style-type: none"> ★ Name and locate the major cities in the countries we are studying ★ Locate human and physical characteristics in the countries we are studying; including land-use patterns ★ Talk about physical and human similarities and differences between different parts of the United Kingdom ★ How life has changed in Egypt / Rome (Ancient to modern day) 	<ul style="list-style-type: none"> ★ Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate the countries of Europe, including Russia. ★ Study the environmental regions of Europe (different areas defined by their environmental conditions, such as climate, landforms etc). ★ Know and locate the world's seas and oceans. ★ Name and locate the major cities of Europe on a map 	<ul style="list-style-type: none"> ★ Understand geographical similarities and differences through a study of human and physical geography of: <ul style="list-style-type: none"> - Region within N/S America (Brazil and the Amazon) - compare to key aspects of the UK - Region in a European country (Greece). ★ Name and locate countries and capital cities of the world and explain where they are in relation to one another ★ Locate human and physical characteristics of the world drawing on previous learning 	<ul style="list-style-type: none"> ★ Locate and study the major countries involved in WW2 (UK, Germany, Poland, Italy, Japan, USA etc). Link to locality - Wootton & Oxford ★ Name and locate counties and cities of the United Kingdom, geographical regions and the identifying physical and human features; compare to our own locality/county ★ Use the terms latitude, longitude, Equator, North and South Hemisphere, Tropics of Cancer/Capricorn, Arctic/Antarctic

*Circle
and time zones*

Human & Physical Geography

EYF 5	KS1: Years 1 & 2	KS2: Years 3 & 4	KS2: Years 5 & 6
<p>30-50 Months</p> <p>★ Talk about some of the things they have observed such as plants, animals, natural and found objects.</p> <p>40-60+</p> <p>★ Look closely at similarities and differences, pattern and change.</p> <p>ELG</p> <p>★ Talk about features of their immediate environment and how environments might vary from one and another; including the seasonal changes and weather</p>	<p>★ Use basic geographical vocabulary to refer to:</p> <p>Key Physical Features: including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, ford, stream, copse, housing estate</p> <p>Key Human Features: including, city, town, village, factory, farm, house, office, shop</p>	<p>★ Locate hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>★ Identify seasonal and daily weather patterns in the UK</p> <p>★ Describe and understand key aspects of:</p> <p>Physical Geography: rivers and the water cycle</p> <p>Human Geography: types of settlement and land-use</p> <p>★ Understand geographical similarities and differences through the study of human and physical geography of regions and cities in Europe.</p>	<p>★ Describe and understand key aspects of:</p> <p>Physical Geography: including climate zones, rivers, mountains, volcanoes and earthquakes (natural disasters)</p> <p>Human Geography: impact of our extreme earth on our lives through the study of photographs, population numbers and other primary sources. Draw conclusions; include diagrams and key geographical vocab</p> <p>Describe and understand key aspects of:</p> <p>Physical Geography: including climate zones, biomes and vegetation belts.</p> <p>Human Geography: including land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>★ On a world map, locate the main countries in Europe and the Americas; and identify their main environmental regions, key physical and human characteristics, and major cities.</p> <p>★ Study of modern and settlements pre and post war compared to modern day.</p>

Geographical Skills & Fieldwork

EYF 5	KS1: Years 1 & 2	KS2: Years 3 & 4	KS2: Years 5 & 6			
<p>30-50 Months</p> <ul style="list-style-type: none"> ★ Show care and concern for living things and the environment. <p>40-60+</p> <ul style="list-style-type: none"> ★ Look closely at similarities and differences, pattern and change. <p>ELG</p> <ul style="list-style-type: none"> ★ Make observations and explain why some things occur; talk about changes. 	<ul style="list-style-type: none"> ★ Use world maps, atlases and globes to identify the UK and its countries ★ Use simple compass directions (North, South, East and West), locational and directional language to describe the location of features and routes on a map ★ Use simple fieldwork and observational skills to study the geography 	<ul style="list-style-type: none"> ★ Use world maps, atlases and globes to identify the continents and oceans studied ★ Use compass directions (North, South, East and West) to describe the location of features and routes on a map ★ Devise simple maps and construct basic symbols in a key ★ Use aerial photographs and plan perspectives 	<ul style="list-style-type: none"> ★ Use maps, atlases and globes to locate countries and describe features studied. ★ Use the eight-point compass, four-figure grid references, symbols and keys to build their knowledge of the United Kingdom. ★ Read four-figure grid references, symbols and keys 	<ul style="list-style-type: none"> ★ Use maps, atlases and globes and digital mapping to locate countries and describe features studied. ★ Use four-figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build knowledge of the wider world ★ Sketch maps of human and physical features 	<ul style="list-style-type: none"> ★ Use maps, atlases, globes and digital mapping to locate countries and describe features studied. ★ Use the eight points of the compass, six-figure grid references, symbols and keys. ★ Choose effective recording and presentation methods e.g. tables to collect data. 	<ul style="list-style-type: none"> ★ Use maps, atlases, globes and digital 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 further build their knowledge of the United Kingdom and the wider world

	<p><i>of their school and its grounds and the key human and physical features of its surrounding environment</i></p>	<p><i>to recognise landmarks and basic human and physical feature; devise a simple map; and use and construct basic symbols in a key</i></p>	<p><i>☆ Use and apply a range of mapping skills to different topics studied</i></p>	<p><i>☆ Devise and carry out surveys of the public to inform geographical research</i></p>	<p><i>☆ Collate and present data collected and record it using data handling software to produce graphs and charts of the results. - Ask Geographical questions e.g. How is traffic controlled? What are the main problems? - Analyse evidence and draw conclusions - Be aware of own responsibility in the world.</i></p>	<p><i>☆ Make plans of the area showing human and physical features</i></p> <p><i>☆ Locate countries, continents and oceans using atlases, maps and digital maps, describing their features</i></p>
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Geography Long Term Overview

KEY STAGE 1

CYCLE	AUTUMN TERM	SPRING TERM	SUMMER TERM
A			
B			

KEY STAGE 2: YEARS 3 & 4

CYCLE	AUTUMN TERM	SPRING TERM	SUMMER TERM
A			
B			

KEY STAGE 2: YEARS 5 & 6

CYCLE	AUTUMN TERM	SPRING TERM	SUMMER TERM
A			
B			

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