

Subject Progression Document – Geography

Intent:

Geography prepares young people with the knowledge, skills and understanding to make sense of their world and to face the challenges that will shape our societies and environments at the local, national and global scales.

The teaching of Geography at Charlton Mackrell Primary School aims to inspire curiosity and understanding of the world around us. We help develop the children's interest in a variety of physical and human environments in the wider world by expanding horizons out of the local community.

Key Stage 1 Children should be taught:

Locational knowledge

- 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

- 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

- 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, ocean, river, soil, valley, vegetation, season and weather
- key human features, including city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork

- 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.

Year 1	Year 2
<u>Mapping skills: Locating on a global scale.</u> Use world maps, globes and atlases to locate the United Kingdom, its four countries and capital cities and its surrounding seas and oceans.	<u>Mapping skills: Locating on a global scale.</u> Use world maps, globes and atlases to locate the world's seven continents and five oceans.
<u>Mapping skills: Navigating on a local scale.</u> Able to use directional language: near and far, left and right. Begin to use the 4 points of a compass on maps, aerial photographs and in the environment.	<u>Mapping skills: Navigating on a local scale.</u> Able to use the 4 points of the compass, maps and aerial photographs to navigate the local environment.
<u>Mapping skills: Encoding</u> Create physical 3D maps of the local environment-school, village and town.	<u>Mapping skills: Encoding</u> Draw maps including simple pictures or symbols to represent the local environment-classroom, school, village or town.
<u>Observing and Recording the Environment.</u> Records simple observations in the local environment of a geographical feature-such as the weather or biodiversity in a habitat.	<u>Observing and Recording the Environment.</u> Records observations from the local environment and presents these findings in a simple way.
<u>Understanding Interconnections.</u> Understands that their environment in part of a larger context – zooming out and zooming in.	<u>Understanding Interconnections.</u> Understands the county's place within the UK and the UK's place within Europe and how Europe relates to the rest of the world geographically.
Key Stage 2 children should be taught: Locational knowledge - 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 - 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 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 - 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	
Year 3	Year 4
<u>Mapping skills: Locating on a global scale.</u> Able to identify countries studied, physical and human features on a variety of world maps, globes, atlases and digital mapping tools.	<u>Mapping skills: Locating on a global scale.</u> Continue to identify countries studied, physical and human features on a variety of world maps, globes, atlases and digital mapping
<u>Mapping skills: Navigating on a local scale.</u> Able to use the 8 points of a compass, maps and aerial photographs to navigate the local environment.	<u>Mapping skills: Navigating on a local scale.</u> Able to use simple coordinates to locate places on a map or aerial photograph. Use a key of symbols to locate significant places on OS maps of different landscapes and environments.
<u>Mapping skills: Encoding</u> Draw maps of local environment including an accurately orientated compass, using symbols and a key to represent human and physical features.	<u>Mapping skills: Encoding</u> Draw maps of an environment explored, including simple coordinates, symbols and a key.
<u>Observing and Recording the Environment.</u> Plan and carry out a simple fieldwork exercise involving counting and recording in the local environment and presenting findings.	<u>Observing and Recording the Environment.</u> With support, plans own observations of a local environment and begins to analyse and interpret the findings.
<u>Understanding Interconnections.</u> Can explain how people in the UK rely on other parts of the world in relation to agriculture and food production.	<u>Understanding Interconnections.</u> Can understand simply why different biomes and vegetation belts exist in different locations and how they relate to physical processes like rainfall and temperature.
Year 5	Year 6
<u>Mapping skills: Locating on a global scale.</u> Increasingly confident with identifying countries studied and physical and human features on a variety of world maps, globes, atlases and digital mapping tools.	<u>Mapping skills: Locating on a global scale.</u> Confidently able to identify countries studied and physical and human features on a variety of world maps, globes, atlases and digital mapping tools.
<u>Mapping skills: Navigating on a local scale.</u> Able to use 4 figure grid references to locate places on a variety of maps and aerial photographs, including OS maps of varied locations. Increasing automaticity with OS symbols to aid navigation and location.	<u>Mapping skills: Navigating on a local scale.</u> Able to use 6 figure grid references to help locate places on a map. Able to navigate with OS maps and aerial photography.
<u>Mapping skills: Encoding</u> Able to use digital mapping software to accurately measure a studied environment and use this to create own maps.	<u>Mapping skills: Encoding</u> Recreate accurately scaled maps of a studied setting, including coordinates and recognisable symbols to represent human and physical features.
<u>Observing and Recording the Environment.</u> With increasing independence, plans own observation of a local environment and draws conclusions about the geographical nature of a place.	<u>Observing and Recording the Environment.</u> Undertake a detailed observation and geographical recording of an unfamiliar location, including measurements and presentation of findings, including conclusions and evaluations.
<u>Understanding Interconnections.</u>	<u>Understanding Interconnections.</u>

Can explain why biodiversity is important to human survival and how human actions are impacting the natural world.	Can explain in some detail how some global systems rely on one another in both human and physical geography – e.g. trade relationships, food, the water cycle.
<u>Asking geographical questions.</u> What is this place like? Why is this place like this? Why is this place here and not there? How is this place changing? How do we know about this place? Has this place always been the same? How might this place change in the future? How is this place similar to and different from another place?	

National Curriculum Programme of Study – Pupils should be taught about:

KS1

Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
- name and locate the world's 7 continents and 5 oceans - name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas	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	- 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, ocean, river, soil, valley, vegetation, season and weather - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	- 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

KS2

Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
- 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)	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 in North or South America	- 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	- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - use the 8 points of a compass, 4- and 6-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