



# Sedbergh Primary School

## Geography Subject Progression Grid

Geography - Curriculum Subject Statements			
Core Values	Early Years Foundation Stage	Key Stage 1	Key Stage 2
Connection, Awareness & Empathy	Our aim is to inspire in pupils a curiosity about their world. We encourage children to be inquisitive and ask questions and talk about features of their own immediate environment and how environments may vary from each other. We look at maps and share information.	Pupils investigate their local area and a contrasting area in the United Kingdom or abroad, finding out about the environment and the people who live there. Their knowledge of the wider world is expanded. They learn about the continents and seas and be able to name and locate them. They carry out geographical enquiry inside and outside the classroom. They begin to ask geographical questions about people, places and environments, and use geographical skills and resources such as maps and photographs.	Children develop their understanding of key geographical knowledge and concepts in a project led series of topics as they progress through Key Stage 2. They further expand their understanding of both the physical and human geography of the UK, Europe and the rest of the World. Children are challenged to make links between different places - their people, their customs, their history - and how this has impacted on life and the landscape in those places. Children increasingly understand the impact of human behaviour and choices on the geography of our planet

### Purpose of Study

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

### National Curriculum Subject Aims

- ✓ Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- ✓ Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- ✓ Are competent in the geographical skills needed to:
  - \* collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
  - \* interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
  - \* communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

## National Curriculum Subject Content

	Key Stage 1	Key Stage 2
	Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.	Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.
Location Knowledge	<ul style="list-style-type: none"> <li>- name and locate the world's seven continents and five oceans</li> <li>- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> </ul>	<ul style="list-style-type: none"> <li>- 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</li> <li>- 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</li> <li>- 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)</li> </ul>
Place Knowledge	<ul style="list-style-type: none"> <li>- 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</li> </ul>	<ul style="list-style-type: none"> <li>- 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</li> </ul>
Human and physical geography	<ul style="list-style-type: none"> <li>- 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</li> <li>- use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> <li>▪ key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>▪ key human features, including city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- describe and understand key aspects of: <ul style="list-style-type: none"> <li>▪ physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>▪ 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</li> </ul> </li> </ul>
Geographical skills and fieldwork	<ul style="list-style-type: none"> <li>- 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</li> <li>- 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</li> <li>- 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</li> </ul>	<ul style="list-style-type: none"> <li>- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>- 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</li> <li>- 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.</li> </ul>

	- 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.	
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**Topic Progression Grid Cycle A**

Year Group/Class	Elder - EYFS	Years 1 & 2	Years 3 & 4	Years 5 & 6
<b>Autumn 1</b>	The local environment; where I live; google maps	Seasons/Weather Contrasting localities		
<b>Autumn 2</b>	Christmas around the world	The Uk		
<b>Spring 1</b>	Explorers (Travel to the South Pole, India, China and Australia)		Mountains and Coasts (Travel and Tourism)	
<b>Spring 2</b>	Explorers (Travel to Kenya, Ghana)			
<b>Summer 1</b>				Biomes
<b>Summer 2</b>	Seas and Oceans around the world.			Settlements, land use and trade

**Topic progression grid cycle B**

<b>Year Group/Class</b>	<b>Elder - EYFS</b>	<b>Years 1 &amp; 2</b>	<b>Years 3 &amp; 4</b>	<b>Years 5 &amp; 6</b>
<b>Autumn 1</b>	The local environment; where I live; google maps			
<b>Autumn 2</b>	Christmas around the world			
<b>Spring 1</b>	Winter wonderland – (Travel to the Antarctic)	Our Planet	Countries and Capitals	
<b>Spring 2</b>	Places and People that help us.	Our Planet	Rivers and the water cycle	
<b>Summer 1</b>	Seasonal changes/Life cycles			Natural disasters
<b>Summer 2</b>	Transport around the world (Cities, towns, villages, ports, harbours)			Natural resources and sustainability

## Curriculum Progression in Geography

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<b>Location Knowledge</b>	Be able to <b>name places</b> in my day to day life e.g. places that I regularly visit or are important to my family	<p><b>Name and locate</b> the 7 continents.</p> <p><b>Name and locate</b> the four countries of the UK and their capital cities.</p> <p>Use maps and a globe to identify the continents and understand that both a map and a globe show the same thing.</p> <p>Draw and label pictures to show location.</p>	<p>Name and locate the 5 oceans using maps and globes.</p> <p>Name and locate the seas that surround the UK.</p> <p>Be able to identify cities in the contrasting countries.</p> <p>Use both maps and globes, identify the coldest places in the world – The North and South pole.</p> <p><b>Make predictions</b> about where the hottest places in the world are?</p> <p>Children to <b>identify</b> the equator and <b>locate</b> the places on the Equator which are the hottest.</p>	<p><b>Use an index to locate</b> countries, cities and landmarks using an atlas.</p> <p><b>Locate</b> countries, cities and landmarks using Google Maps and on a globe.</p>	<p><b>Locate</b> world’s countries (England, France, India, Japan, Canada), environmental regions, key physical and human characteristics, countries, major cities, vegetation belts, climate zones and biomes on a map (compare sustainability levels between countries listed above).</p> <p><b>Describe their location</b> in relation to the equator, tropics, hemispheres and the poles.</p> <p><b>Suggest reasons for their location.</b></p>	<p><b>Locate physical geographical features on a map.</b> <b>Describe</b> their location in relation to land use and <b>look</b> for patterns in the locations.</p> <p><b>Locate</b> countries where there are dangerous waters which WaterAid help with. <b>Locate on a world map and identify key features</b> and characteristics.</p> <p><b>Locate</b> the seas around the UK, and counties which suffer flooding.</p>	<p><b>Compare maps</b> over time.</p> <p><b>Understand</b> how time zones are shown on a map.</p>
<b>Place Knowledge</b>	I can <b>ask questions</b> about what it is like in another country. I can show my	Retell what it is like in another country.  Express own views	Make comparisons between the UK and life in another country.	<b>Compare</b> both physical and humans features of England and other countries.	<b>Understand geographical similarities and differences</b> through the study	<b>Understand geographical similarities and</b>	<b>Discuss</b> how people are influenced by both physical and human geography

	<p>knowledge of other countries through <b>role play and art work</b>.</p>	<p>about a place, people and environment.</p> <p>Compare food in contrasting countries.</p>	<p>Study pictures/videos of two differing localities, make comparisons between life in the UK and life in Australia and ask geographical questions e.g. What is it like to live in this place? How is this place different to where I live? How is the weather different? How are lifestyles different? How does the climate impact lifestyle?</p> <p><b>Draw pictures</b> to show how places are different and write comparatively to show the difference.</p> <p><b>Express own views</b> about a place/ environment. <b>Give detailed reasons</b> to support own likes, dislikes and preferences.</p>	<p>Describe how people can both improve and damage an environment.</p> <p><b>Understand geographical similarities and differences</b> through the study of human and physical differences between the river Rawthey and the river Nile and river Severn.</p> <p><b>Understand</b> how some aspects have changed over time.</p> <p>Identify features of a place using aerial photographs.</p> <p>Make detailed <b>maps</b> using a key.</p>	<p>of human and physical geography of a region of the UK (Lake District compared with Alps and Andes) and a region with South America.</p> <p><b>Compare and give reasons</b> for the different lifestyles within a country or area of a country.</p>	<p><b>differences</b> of the UK.</p> <p><b>Describe how physical geography influences</b> the day to day life of inhabitants of an area</p>	<p>on a local, national and global scale.</p>
<b>Physical Geography</b>	I can <b>use</b> everyday	Name some types of weather and	<b>Recognise</b> and briefly <b>describe</b>	<b>Locate rivers</b> in UK.	<b>Describe</b> the different climate	<b>Describe</b> how physical	<b>Explain</b> the water cycle using

	<p>vocabulary to name common physical features.</p>	<p>describe the weather associated with the four seasons.</p> <p>Understand that different countries have different types of food.</p> <p><b>Use basic geographical vocab to refer to key physical features including:</b> beach, coast, forest, mountain, sea, river, season: weather.</p> <p><b>Ask questions</b> about the weather and seasons.</p> <p><b>Observe and record</b> e.g. draw pictures of the weather at different times of the year or keep a record of how many times it rains in a week in the winter and a week in the summer.</p>	<p>the following: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley.</p> <p><b>Understand</b> that different countries have different climates.</p> <p><b>Use basic geographical vocab to refer to key physical features, including:</b> beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation,</p>	<p><b>Draw diagrams, produce writing and use the correct vocabulary</b> for rivers.</p> <p><b>Ask and answer questions</b> about rivers.</p> <p>Describe the journey of a river from source to sea.</p>	<p>zones on a global scale.</p> <p><b>Be able to say</b> what weather is related to these climate zones and begin to <b>give reasons why.</b></p> <p><b>Describe and understand</b> the water cycle</p>	<p>geographical features are formed.</p> <p><b>Describe and understand</b> the water cycle and how Tsunamis are formed.</p>	<p>scientific terminology and explain the changes of state.</p> <p><b>Describe</b> how geographical features change over time.</p>
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		<b>Express opinions</b> about the seasons and <b>relate the changes</b> to changes in clothing and activities e.g. winter = coat, summer = t-shirts.					
<b>Human Geography</b>	Show respect of different cultures.	Use basic geographical vocab to refer to key human features, including: city, town, village, factory, farm, house, port, harbour and shop. Use these terms to explain trade	<b>Use basic geographical vocab to refer to key human features, including:</b> city, town, village, factory, farm, house, office, port, harbour and shop.  <b>Recognise</b> that humans have a choice in their lifestyle. Use the terms to compare different lifestyles.	Explain how humans use physical geographical features for a variety of purposes.	<b>Describe</b> economic activity within a small area outside of the UK and the trade links (and the distribution of natural resources including energy, food, minerals and water) between that area and the UK.  <b>Compare</b> different types of settlements and land use.  <b>Recognise</b> that our choices impact the lives of other people.	<b>Describe</b> how humans are impacted both positively and negatively by physical features.  <b>Recognise</b> that humans can have some control over physical features.	<b>Describe</b> types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.  <b>Analyse</b> the positive and negative impact of a human change on both a local and global scale.
<b>Geographical skills and fieldwork.</b>	<b>Observe closely what is around me and make comments</b> on what I see.	<b>Use directional language</b> to describe a route or give directions (e.g. N,S,E,W)	<b>Use the four compass points to say simple directions.</b>	<b>Use the 8 points of a compass.</b>  Include a key on a map using common OS symbols.	<b>Use maps, atlases, globes and digital/computer mapping to locate countries</b>	<b>Use 6 figure grid references.</b>  <b>Explain what data which has either been collected or</b>	<b>Begin to use latitude and longitude to describe location.</b>



		<p><b>Make a simple map.</b></p> <p>Use photos to locate a familiar place.</p> <p><b>Draw simple sketches.</b></p> <p><b>Observe and record information</b> about the local area e.g. how many shops there are near the school?</p> <p>Children to <b>take photos</b> of interesting things in the local area and <b>explain</b> what the photos show. Look at a simple map of the local area and <b>identify</b> the things they know and have seen.</p>	<p><b>Use locational and directional language</b> to <b>describe</b> the location of features and routes on a map.</p> <p>Draw own maps, include a key on a map using my own symbols.</p> <p>Recognise a familiar place from aerial photos. Draw simple diagrams with labels.</p> <p><b>Compare two photos and make suggestions for the cause of differences</b> in people from contrasting countries lifestyles.</p> <p><b>Collect data using observations and record it in a table.</b></p>	<p><b>Ask and respond to questions</b> about places and the environment making comparisons.</p> <p><b>Offer explanations</b> for the location of human and physical features in different localities. Follow a journey using computer mapping – Google Maps / Geocaching.</p> <p><b>Collect data</b> using surveys and present it in a bar chart.</p>	<p><b>and describe features studied.</b></p> <p><b>Use the eight points of a compass and follow directions to the nearest 10 degrees.</b></p> <p><b>Use four grid references, symbols and key (including the use of Ordnance Survey maps)</b> to build knowledge of the UK and the wider world.</p> <p><b>Understand how colours are used on a map</b> to show different physical zones.</p> <p><b>Use fieldwork to observe, measure, record and present</b> the human and physical features in the local area <b>using a range of methods, including sketch maps, plans and graphs and digital</b></p>	<p><b>researched shows and the impact of it.</b></p> <p><b>Record data in a line graph.</b></p> <p><b>Use less common OS symbols to show geographical features.</b></p> <p><b>use fieldwork to observe, measure record and present</b> the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p><b>Compare</b> aerial photos and maps over time.</p> <p><b>Use fieldwork to observe, measure record and present</b> data for the human and physical features in the local area using a variety of methods, including sketch maps, plans and graphs, and digital technologies.</p>
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