St Jude's C of E School
Geography Progression Overview

Geography:		
2-3 years	**3-4 years**	**In Reception**
2 Year Olds **People, Culture and Communities** **Autumn 1** Can show members of their family using photos or videos e.g. pointing when asked "where is Mummy?" **Autumn 2** Has an awareness of different localities relevant to their life e.g. home, park, Nursery **Spring 1** In pretend play imitates everyday actions and events form own family, community and cultural background **Spring 2** Enjoys exploring props, videos and photos of people who help us **Summer 1** Knows there are similarities and differences between people. **3 Year Olds** **People, Culture and Communities** **Autumn 1** Can talk about their home and what it is like e.g. rooms, door number **Autumn 2** Enjoys exploring a variety of maps **Spring 1** Can make their own maps e.g. using small world or drawing their own **Spring 2** Talks about their own community and name key features of their local village/town e.g. Englefield Green, train station **Summer 1** Explores maps, photos and videos of the world and beginning to know different features e.g. land, houses, sea, forest, road **Summer 2** To learn about one other country (International Week) **The Natural World**	**Locational Knowledge** **Autumn** Knows the name of the school and their class. **Summer** Know there are different countries in the world and talk about the differences they have experienced or seen in photos. Knows that they live in England and that there are other countries in the world. Knows that their school is in Englefield Green. Understand that world maps and globes show countries and have areas of land and water. **Place Knowledge** **Spring** Describe their environment using knowledge from observation, non-fiction texts and maps. **Summer** Know there are different countries in the world and talk about the differences they have experienced or seen in photos. Explores and can name natural and physical features of their world e.g. house, shop, land, sea, road, river, forest. **Human and Physical Geography** **Autumn** Names and describes the weather (sunny, rainy, windy, hot, cold). Explores and names features of the Seasons - Autumn. **Autumn 2** Explores the natural environment and talks about the differences and the changes they notice. Explores and names features of the Seasons – Winter. **Spring 1** Begins to understand the need to respect and care for the natural environment. Explores and names features of the Seasons - Spring. **Summer 1** Understands the need to respect and care for all living things. Begins to understand their behaviour can affect the environment. **Summer 2** Explores and names features of the Seasons – Summer.	**Locational Knowledge** **Autumn 1** To know the name of their school. To know the name of the town they live in. To know that they live in England. **Spring 1** To know that we live on a planet called Earth. To begin to know that there are many countries around the world. To begin to know that there are differences and similarities between where we live and other countries. **Summer 2** To identify some similarities and differences between where we live and some other countries. Begin to know that an ocean is a large expanse of water/sea. Begin to know that land is part of the Earth's surface not covered by water. **Place Knowledge** **Autumn 2** To begin to describe some features of their immediate environment, e.g. roads, houses, shops, schools, parks, churches. **Spring 1** To know about people who help us within the local community. To know that places are special for different people and that some places hold special memories. **Summer 2** To identify some similarities and differences between where we live and some other countries. **Human and Physical Geography** A**utumn 1** Begin to know that there are four seasons in the UK: spring, summer, autumn, winter. Begin to know that a season is a time of year and each season has its own temperature and weather patterns. Begin to know how to recognise the signs of autumn. **Autumn 2** Begin to know how to recognise the signs of winter. **Spring 2** Begin to know how to recognise the signs of spring.

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2 Year Olds **Autumn 1** Explores natural materials, indoors and outside using their senses. **Autumn 2** Identifies and names natural materials. **Spring 1** Explores how natural materials grow or change over time. (sunflowers, cress,etc) **Summer 1** Can name and identify different animals and where they live with visual prompt. **The Natural World** **3 year olds** **Autumn 1** Uses senses to explore and describe the changes they observe in the weather and seasons. Can identify between day and night. **Autumn 2** Can describe the changes in weather and seasons. Beginning to describe the features of their natural environment. **Spring 1** Understands and talks about taking care of the world around us. **Spring 2** Plants seeds and cares for growing plants (herbs). **Summer 1** Can name and identify animals and say where they live e.g. Cow lives on a farm, fish live in the sea.	Can sort animals into their environment e.g. tiger lives in jungle and shark lives in the sea. Explores and can name natural and physical features of their world e.g. house, shop, land, sea, road, river, forest. **Geographical Skills and Fieldwork** Spring Describe their environment using knowledge from observation, non-fiction texts and maps. Summer Understand that world maps and globes show countries and have areas of land and water. Explore photos and/or videos of their new school and teacher.	Begin to know that a habitat is the home of animals. Summer 1 Begin to know that a habitat is also the home of plants. Summer 2 Begin to know how to recognise the signs of summer. To begin to know that the seasons repeat and we go through each season every year. To begin to know that some things in the world are man-made and some things are natural. To begin to understand the effects of pollution. To talk about ways to care for our immediate environment (litter picking, recycling). **Geographical Skills and Fieldwork** **Autumn 2** To begin to draw information from a simple map of the local area. **Spring 2** To create maps and plans from familiar stories. **Summer 2** To begin to know that they can find information on a simple map. To begin to know that maps contain symbols to identify features and information. Begin to know that a map is a representation of an area of land or sea showing physical features, cities, roads, etc. To represent a familiar place on a map

Children at the expected level of development will (ELG):

- **Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps.**
- **Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction-texts and maps. Talk about the lives of the people around them and their roles in society.**

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Geography: End of Key Stage One National Curriculum Expectations				
Location Knowledge	**Place Knowledge**	**Human Geography**	**Physical Geography**	**Skills and filed work**
KS1: • 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	**KS1:** • 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	**KS1:** • Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	**KS1:** • 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	**KS1:** • 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, West and locational and directional language (e.g. near and far; left and right) to describe the location of features 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.

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Sequence of Knowledge **and** *Skills* **to be taught by Year Group (KS1)**

Year 1

Human Geography

- ✓ Human features are man-made and include factories, farms, houses, offices, ports, harbours and shops. *Name and describe the purpose of human features and landmarks.*
- ✓ Landmarks and monuments are features of a landscape, city or town that are easily seen and recognised from a distance. They also help someone to establish and describe a location.
- ✓ A settlement is a place where people live and work and can be big or small, depending on how many people live there. Towns and cities are urban settlements. Features of towns and cities include homes, shops, roads and offices. *Identify the characteristics of a settlement*.

Physical Geography

- ✓ Physical features are naturally-created features of the Earth.
- ✓ There are four seasons in the UK: spring, summer, autumn and winter. Each season has typical weather patterns. Types of weather include sun, rain, wind, snow, fog, hail and sleet. In the United Kingdom, the length of the day varies depending on the season. In winter, the days are shorter. In summer, the days are longer. Symbols are used to show different types of weather. *Identify patterns in daily and seasonal weather.*
- ✓ Weather is a physical process. *Describe in simple terms how a physical process or human behaviour has affected an area, place or human activity*.
- ✓ Litter and pollution have a harmful effect on the areas where we live, work and play.
- ✓ *Describe how pollution and litter affect the local environment and school grounds.*
- ✓ Natural environments can be affected by the actions of humans, including cutting down trees or dropping litter. Humans can protect the environment by choosing to preserve woodlands and hedgerows, recycling where possible and disposing of waste carefully. *Describe ways to protect natural environments, such as woodlands, hedgerows and meadows.*

Skills and filed work

- ✓ A map is a picture or drawing of an area of land or sea that can show human and physical features. A key is used to show features on a map. A map has symbols to show where things are located. *Draw or read a simple picture map.*
- ✓ An aerial photograph or plan perspective shows an area of land from above. *Identify features and landmarks on an aerial photograph or plan perspective.*
- ✓ Data is information that can be collected and used to answer a geographical question. *Collect simple data during fieldwork activities.*
- ✓ Fieldwork includes going out in the environment to look, ask questions, take photographs, take measurements and collect samples. *Carry out fieldwork tasks to identify characteristics of the school grounds or locality.*
- ✓ Positional language includes behind, next to and in front of. Directional language includes left, right, straight ahead and turn. *Use simple directional and positional language to give*

Year 2

Human Geography

- ✓ Human features are man-made and include castles, towers, schools, hospitals, bridges, shops, tunnels, monuments, airports and roads. People use human features in different ways. For example, an airport can be used for work or leisure and a harbour can be used for industry or travel. Use geographical vocabulary to describe how and why people use a range of human features.
- ✓ Industries are businesses that make things, sell things and help people live their everyday lives. Land can be used for recreational, transport, agricultural, residential and commercial purposes, or a mixture of these. Describe the size, location and function of a local industry.
- ✓ Materials found in the environment can be natural (rock, stone, water, sand, soil, water and clay) and man-made (brick, glass, plastic and concrete). Natural and man-made materials are used to make human features. Describe the properties of natural and man-made materials and where they are found in the environment.

Physical Geography

- ✓ A weather pattern is a type of weather that is repeated. Describe simple weather patterns of hot and cold places.
- ✓ Erosion is a physical process that involves the weathering and movement of natural materials, such as rock, sand and soil. Erosion is caused by wind and water, including waves, floods, rivers and rainfall. Describe, in simple terms, the effects of erosion.
- ✓ A physical feature is one that forms naturally, and can change over time due to weather and other forces. Describe the size, location and position of a physical feature, such as beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley and vegetation.
- ✓ The local environment can be improved by picking up litter, planting flowers and improving amenities. Describe ways to improve the local environment.
- ✓ Conservation is the protection of living things and the environment from damage caused by human activity. Conservation activities include reducing, reusing and recycling, composting, saving water and saving energy. Conservation activities protect the environment for people in the future. Describe how human behaviour can be beneficial to local and global environments, now and in the longer term.

Skills and filed work

- ✓ An aerial photograph can be vertical (an image taken directly from above) or oblique (an image taken from above and to the side). Study aerial photographs to describe the features and characteristics of an area of land.
- ✓ Data can be recorded in different ways, including tables, charts and pictograms. Collect and organise simple data in charts and tables from primary sources (fieldwork and observation) and secondary sources (maps and books).
- ✓ Fieldwork can help to answer questions about the local environment and can include observing or measuring, identifying or classifying and recording. Ask and answer simple geographical questions through observation or simple data collection during fieldwork activities.

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directions, describe the location of features and discuss where things are in relation to each other. **Location Knowledge** ✓ A continent is a large area of land. The world's seven continents are Africa, Antarctica, Asia, Australia, Europe, North America and South America. ✓ An ocean is a large sea. The five oceans are the Arctic Ocean, Atlantic Ocean, Indian Ocean, Pacific Ocean and Southern Ocean. *Name and locate the world's seven continents and five oceans on a world map.* ✓ The United Kingdom (UK) is a union of four countries: England, Northern Ireland, Scotland and Wales. A capital city is a city that is home to the government and ruler of a country. London is the capital city of England, Belfast is the capital city of Northern Ireland, Edinburgh is the capital city of Scotland and Cardiff is the capital city of Wales. The countries of the United Kingdom are made up of cities, towns and villages. *Name and locate the four countries of the UK and their capital cities on a map, atlas or globe.* ✓ Warmer areas of the world are closer to the equator and colder areas of the world are further from the equator. The equator is an imaginary line that divides the Earth into two parts: the Northern and Southern Hemispheres. Continents have different climates depending on where they are in the world. The climate of a place can be identified by the types of weather, plants and animals found there. *Locate hot and cold areas of the world in relation to the equator.* **Place knowledge** ✓ Places can be compared by size, amenities, transport, location, weather and climate. *Identify the similarities and differences between two places.* ✓ A place can be important because of its location, buildings, landscape, community, culture and history. Important buildings can include schools, places of worship and buildings that provide a service to the community, such as shops and libraries. Some buildings are important because they tell us something about the past. *Name important buildings and places and explain their importance.*	✓ The four cardinal points on a compass are north, south, east and west. A route is a set of directions that can be used to get from one place to another. Use simple compass directions to describe the location of features or a route on a map. ✓ A map is a picture or drawing of an area of land or sea that can show human and physical features. Maps use symbols and a key. A key is the information needed to read a map and a symbol is a picture or icon used to show a geographical feature. Draw or read a range of simple maps that use symbols and a key. **Location Knowledge** ✓ There are five oceans on our planet called the Arctic, Atlantic, Indian, Pacific and Southern Oceans. Seas include the Black, Red and Caspian Seas. The United Kingdom is an island surrounded by the Atlantic Ocean, English Channel, Irish Sea and North Sea. ✓ The world's seven continents are Africa, Antarctica, Asia, Australia, Europe, North America and South America. Name and locate seas surrounding the UK, as well as seas, the five oceans and seven continents around the world on a world map or globe. ✓ The characteristics of countries include their size, landscape, capital city, language, currency and key landmarks. England is the biggest country in the United Kingdom. Identify characteristics of the four countries and major cities of the UK. ✓ The equator is an imaginary line that divides the world into the Northern and Southern Hemispheres. The North Pole is the most northern point on Earth. The South Pole is the most southern point on Earth. Locate the equator and the North and South Poles on a world map or globe. **Place knowledge** ✓ A non-European country is a country outside the continent of Europe. For example, the USA, Australia, China and Egypt are non-European countries. European countries include the United Kingdom, Germany, France and Spain. Describe and compare the human and physical similarities and differences between an area of the UK and a contrasting non-European country. ✓ A significant place is a location that is important to a community or society. Places can also be significant because of religious or historic events that may have happened in the past near the location. Significant places can also include monuments, such as the Eiffel Tower, or natural landscapes, such as the Great Barrier Reef. Name, locate and explain the significance of a place ✓ An environment or place can change over time due to a geographical process, such as erosion, or human activity, such as housebuilding. Describe how an environment has or might change over time.

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Sequence of Knowledge **and** *Skills* **to be taught by Year Group (KS2)**

Year 3

Human Geography

- ✓ Services include banks, post offices, hospitals, public transport and garages.
- ✓ Land use types include leisure, housing, industry, transport and agriculture. *Describe the type, purpose and use of different buildings, monuments, services and land, and identify reasons for their location.*
- ✓ Different types of settlement include rural, urban, hamlet, town, village, city and suburban areas.
- ✓ A city is a large settlement where many people live and work. Residential areas surrounding cities are called suburbs. *Describe the type and characteristics of settlement or land use in an areas or region.*
- ✓ A person's carbon footprint is the amount of carbon dioxide released into the atmosphere from their activities. People can reduce their carbon footprint by driving less, eating less meat, flying less and wasting less food and products. *Describe the meaning of the term 'carbon footprint' and explain some of the ways this can be reduced to protect the environment*.

Physical Geography

- ✓ Geographical features created by nature are called physical features. Physical features include beaches, cliffs and mountains. Geographical features created by humans are called human features. Human features include houses, factories and train stations. *Classify, compare and contrast different types of geographical features.*
- ✓ Excessive precipitation includes thunderstorms, downbursts, tornadoes, waterspouts, tropical cyclones, extratropical cyclones, blizzards and ice storms. *Explain how the weather affects the use of urban and rural environments.*
- ✓ Volcanic eruptions and earthquakes happen when two tectonic plates push into each other, pull apart from one another or slide alongside each other. The centre of an earthquake is called the epicentre. *Explain the physical processes that cause earthquakes and volcanic eruptions.*
- ✓ A volcano is an opening in the Earth's surface from which gas, hot magma and ash can escape. They are usually found at meeting points of the Earth's tectonic plates. When a volcano erupts, liquid magma collects in an underground magma chamber. The magma pushes through a crock called a vent and bursts out onto the Earth's surface. Lava, hot ash and mudslides from volcanic eruptions can cause sever damage. *Describe the parts of a volcano or earthquake.*
- ✓ There are three main types of rock found in the Earth's crust. They are sedimentary, igneous and metamorphic. Sedimentary rocks are made from sediment that settles in water and becomes squashed over a long time to form rock. They are often soft, permeable, have layers and may contain fossils. Igneous rocks are made from cooled magma or lava. They are usually hard, shiny and contain visible crystals. Metamorphic rocks are formed when existing rocks are heated by the magma under the Earth's crust or squashed by the movement of the Earth's tectonic plates. They are usually hard and often shiny. *Name and describe the types, appearances and properties of rocks*
- ✓ Significant volcanoes include Mount Vesuvius in Italy, Laki in Iceland and Krakatoa in

Year 4

Human Geography

- ✓ Human features can be interconnected by function, type and transport links. *Describe a range of human features and their location and explain how they are connected.*
- ✓ Land uses include agricultural, recreational. Housing and industry. Water systems are used for transport, industry, leisure and power. *Explain ways that settlements, land use or water systems are used in the UK and other parts of the world*
- ✓ The environment produces natural resources. Humans use some natural resources to make energy. Some natural resources cannot be replaced, like coal or oil. They are nonrenewable. Some, like wind of flowing water, are renewable sources of energy. *Describe how natural resources can be harnessed to create sustainable energy.*

Physical Geography

- ✓ Climatic variation describes the changes in weather patterns or the average weather conditions of a country or continent. *Explain climatic variations of a country or continent.*
- ✓ Water cannot be made it - is constantly recycled through a process called the water cycle. The four stages of the water cycle are evaporation, condensation, precipitation and collection. During the water cycle, water changes state due to heating and cooling. *Use specific geographical vocabulary and diagrams to explain the water cycle.*
- ✓ Rivers transport materials in four ways. Solution is when minerals are dissolved and carried in the water. Suspension is when fine, light material is carried. Saltation is when pebbles and stones are carried along the riverbed. Traction is when large boulders and rocks are rolled along the riverbed. *Describe and explain the transportation of materials by rivers.*
- ✓ Different types of soil include clay, sandy, silty and loamy. *Describe the different types of soil.*
- ✓ Mountains form over millions of years. They are made when the Earth's tectonic plates push together or move apart. Mountains are also formed when magma underneath the Earth's crust pushes large areas of land upwards. There are five types of mountain: folds, fault-block, volcanic, dome and plateau. *Identify, describe and explain the formation of different mountain types.*
- ✓ Altitudinal zonation describes the different climate types of wildlife at different altitudes on mountains. Examples include forests that grow at low altitudes and support a wide variety of plants and animals, tundra that is found at higher altitudes and supports plants and animals that are adapted to harsher environments, and the summits of mountains, which are usually covered in ice and snow and don't support any life. *Describe altitudinal zonation on mountains.*

Idonesia. Significant earthquake-prone areas include the San Andreas Fault in north America and the Ring of Fire, which runs around the edge of the Pacific Ocean and is where many plate boundaries in the Earth's crust converge. Over three- quarters of the world's earthquakes and volcanic eruptions happen along the Ring of Fire. *Name and locate significant volcanoes and plate boundaries and explain why they are important.* ✓ Significant geographical activity includes earthquakes and volcanic eruptions. These are known as natural disasters because they are created by nature, affect many people and cause widespread damage. *Describe how significant geographic activity has changed a landscape in the short or long term.*	

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Geography Progression Overview

Skills and filed work

- ✓ Primary data includes information gathered by observation and investigation. *Analyse primary data, identifying any patterns observed.*
- ✓ The term geographical evidence relates to facts, information and numerical data. *Gather evidence to answer a geographical question or enquiry.*
- ✓ Countries in Europe include the UK, France, Spain Germany, Italy and Belgium. Russia is part of both Europe and Asia. *Locate countries and major cities in Europe (including Russia) on a world map.*
- ✓ Counties of the UK include Derbyshire, Sussex and Warwickshire. Major cities of the UK include London, Birmingham, Edinburgh, Cardiff, Manchester and Newcastle. Name, locate and describe some major counties and cities in the UK

Location Knowledge

- ✓ Countries in Europe include the UK, France, Spain Germany, Italy and Belgium. Russia is part of both Europe and Asia. *Locate countries and major cities in Europe (including Russia) on a world map.*
- ✓ Counties of the UK include Derbyshire, Sussex and Warwickshire. Major cities of the UK include London, Birmingham, Edinburgh, Cardiff, Manchester and Newcastle. Name, locate and describe some major counties and cities in the UK
- ✓ The Earth has five climate zones: desert, Mediterranean. Polar, temperate and tropical. *Identify the five major climate zones on Earth*
- ✓ Latitude is the distance north or south of the equator and longitude is the distance east or west of the Prime Meridian. *Locate significant places using latitude and longitude.*
- ✓ The eight points of a compass are north, south, east, west, north- east, north-west, south-east and south-west. Use the eight points of a compass to locate a geographical feature or place on a map.

Skills and filed work

- ✓ Secondary data includes information gathered by geographical reports, survey, maps, research, books and the internet. *Collect and analyse primary and secondary date, identifying and analysing patterns and suggesting reasons for them.*
- ✓ Fieldwork techniques such as sketch maps, data collection and digital technologies, can provide evidence to support and answer a geographical hypothesis. *Investigate a geographical hypothesis using a range of fieldwork techniques.*
- ✓ The four cardinal directions are north (N), east (E), south (S) and west (W), which are at 90o angles on the compass rose. The four intercardinal (or ordinal) directions are halfway between the cardinal directions: north-east (NE), northwest (NW), south-east (SE) and south-west (SW). *Use the eight points of a compass, four and six figure references, symbols and key to locate and plot geographical places and features on a map.*
- ✓ A six-figure grid reference contains six numbers and is more precise than a four figure gird reference. The first three figures are called the easting and are found along the top and bottom of a map. The second three figures are called the northing and are found up both sides of a map. Six-figure grid references give detailed information about locations on a map. U*se four or six-figure grid references and keys to describe the location of objects and places on a map.*

Location Knowledge

- ✓ The North American continent includes the countries of the USA, Canada and Mexico as well as the Central American countries of Guatemala, Honduras, Nicaragua, Costa Rica and Panama. The South American continent includes the countries of Brazil. Argentina, Chile, Colombia, Peru, Venezuela, Uruguay, Ecuador, Bolivia and Paraguay. *Locate the countries and major cities of North, Central and South America on a world map, atlas or globe*
- ✓ An atlas is a collection of maps and information that shows geographical features, topography, boundaries, climatic, social and economic statistics of an area. Aerial photography is used in cartography, land-use planning and environmental studies. It can be used alongside maps to find out detailed information about a

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✓ A four-figure grid reference contains four numbers. The first two numbers are called the easting and are found along the top and bottom of a map. The second two numbers are called the northing and are found up both sides of the map. Four-figure grid references give specific information about location on a map. *Use four-figure grid reference to describe the location of objects and places on a simple map.* **Place knowledge** ✓ Significant volcanoes include Mount Vesuvius in Italy, Laki in Iceland and Krakatoa in ✓ Indonesia. Significant earthquake-prone areas include the San Andreas Fault in north America and the Ring of Fire, which runs around the edge of the Pacific Ocean and is where many plate boundaries in the Earth's crust converge. *Compare volcanoes around the world, including Europe, North and South America.* ✓ The Earth has five climate zones: desert, Mediterranean. Polar, temperate and tropical. ✓ *Compare human aspects within different continents around the world.*	place, or places. Satellite images are photographs of Earth taken by imaging satellites. *Use satellite imaging and maps of different scales to find our physical features from their locality. Study aerial photographs to describe the features and characteristics of an area of land. digital mapping, to locate countries and describe features studied. Study and draw conclusions about places and geographical features using a range of geographical resources, including maps, atlases, globes and digital.* ✓ The Tropic of Cancer is 23 degrees north of the equator and Tropic of Capricorn s 23 degrees south of the equator. *Identify the location of the Tropics of Cancer and Capricorn on a world map.* ✓ Topography is the arrangement of natural and artificial physical features of an area. *Identify the topography of an area of the UK using contour lines on a map.* ✓ The North American continent includes the countries of the USA, Canada and Mexico as well as the Central American countries of Guatemala, Honduras, Nicaragua, Costa Rica and Panama. The South American continent includes the countries of Brazil. Argentina, Chile, Colombia, Peru, Venezuela, Uruguay, Ecuador, Bolivia and Paraguay. *Locate the countries and major cities of North, Central and South America on a world map, atlas or globe* ✓ Significant rivers of the UK include the Thames, Severn, Trent, Dee, Tyne, Ouse and Lagan. Significant mountains and mountain ranges include Ben Nevis, Snowdon, Helvellyn, Pen y Fan, the Scottish Highlands and the Pennines. *Create a detailed study of geographical features including hills, mountains, coasts and rivers of the UK.* ✓ **Place knowledge** ✓ Rivers around the world have differences. *Compare and contras*t

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Year 5

Human Geography

- ✓ Transport networks link places together and allow for the movement of people and goods.
- ✓ Transport networks are usually built where there is a high demand for the movement of people or goods.
- ✓ The journey that food travels from producer to consumer is measured in food miles.
- ✓ A motorway is a main road built for fast travel over long distances.
- ✓ In the United Kingdom motorways run north to south and east to west across the country.
- ✓ Motorways connect towns and cities and provide transport links between other transport networks.

Describe and explain the location, purpose and use of transport networks across the UK and other parts of the world.

- ✓ Sustainable manufacturing processes include reducing carbon footprint, using renewable energy and investigating new technologies

Identify and explain ways that people can improve the production of products without compromising the needs of future generations.

Physical Geography

- ✓ Agricultural land use in the UK can be divided into three main types, arable (growing crops), pastoral (livestock) and mixed (arable and pastoral). An allotment is a small piece of land used to grow fruit, vegetables and flower *Describe in detail the different types of agricultural land use in the UK.*
- ✓ Changes to the weather and climate (temperature, weather patterns and precipitation) can affect land use.

Explain how the climate affects land use.

- ✓ Soil fertility, drainage and climate influence the placement and success of agricultural land.

Describe how soil fertility, drainage and climate affect agricultural land use.

- ✓ Climate zones are areas with distinct climates, weather patterns, latitude, plants and animals.
- ✓ Vegetation belts are areas where certain species of plant grow.
- ✓ Biomes are large areas that share similar climates, vegetation belts and animal species. They also include aquatic areas.

Name and locate the world's biomes, climate zones and vegetation belts and explain their common characteristics.

Year 6

Human Geography

- ✓ The distribution of and access to natural resources, cultural influences and economic activity are significant factors in community life in a settlement.

Explain how humans function in the place they live.

Physical Geography

- ✓ Climate change can intensify natural weather events such as storms, heatwaves, floods, sandstorms and droughts to make them more extreme and more destructive.
- ✓ The poorest countries are the most vulnerable to the effects of extreme weather due to little industry, farming and money and are particularly affected by the impact of climate change.
- ✓ Developing countries often have widespread poverty and ineffective governments. They cannot prepare as well for extreme weather events and lack the money to recover quickly afterwards. E*valuate the extent to which climate and extreme weather affect how people live.*
- ✓ The Global Climate Risk Index uses data from countries around the world to analyse which countries are most affected by extreme weather events. *Describe the physical processes, including weather, that affect two different locations.*
- ✓ Climate change effects the water, temperature, greenhouse gases and weather of a biome.
- ✓ The four main causes of climate change are: burning fossil fuels, deforestation, habitat destruction, overpopulation and rearing livestock.
- ✓ Climate change affects the water, temperature, greenhouse gases and weather of a biome.
- ✓ The four main causes of climate change are: burning fossil fuels, deforestation, overpopulation and rearing livestock.

Explain how climate change affects climate zones and biomes across the world.

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Skills and filed work

✓ People use map symbols, six-figure grid references and compass directions to analyse and compare places and features on Ordnance Survey and other maps.

Summarise geographical data to draw conclusions.

✓ Demographic and economic statistics can help geographers to draw conclusions.

Construct or carry out a geographical enquiry by gathering and analysing a range of sources.

✓ A geographical enquiry can help us to understand the physical geography (rivers, coasts, weather and rocks) or human geography (population changes, migration, land use, changes to inner city, urbanisation, developments and tourism) of an area and the impacts on the surrounding environment.

Analyse and compare a place, or places, using aerial photographs. atlases and maps.

Location Knowledge

✓ Major cities around the world include London in the UK, New York in the USA, Shanghai in China, Istanbul in Turkey, Moscow in Russia, Manila in the Philippines, Lagos in Nigeria, Nairobi in Kenya, Baghdad in Iraq, Damascus in Syria and Mecca in Saudi Arabia.

Name, locate and describe major world cities

Describe the relative location of cities, counties or geographical features in the UK in relation to other places or geographical features.

Place knowledge

✓ Farming is affected by the climate (typical weather), topography (shape of the land) and soil type of the farm's location.

Explain how the topography and soil type affect the location of different agricultural regions.

✓ North America is broadly categorised into six major biomes. These are the Tundra biome, Coniferous forest biome, Prairie biome, Deciduous forest biome, Desert biome, and the Tropical rainforest biome.

✓ South America includes a broad equatorial zone in the north to a narrow sub Arctic zone in the south.

Skills and filed work

✓ A scale on a map is written as a ratio, for example, 1cm:800km.

✓ Distances on maps can be measured using grid lines, the scale, a ruler, a finger, string and the scale bar.

Use satellite imaging and maps of different scales to find out geographical information about a place.

✓ Data helps us to understand patterns and trends but sometimes there can be variations due to numerous factors (human error, incorrect equipment, different time frames, different sites, environmental conditions and unexplained anomalies

Analyse and present increasingly complex data, comparing data from different sources and suggesting why data may vary.

✓ Fieldwork can help to answer questions about the local environment. *Ask and answer geographical questions and hypotheses using a range of fieldwork and research techniques*

Location Knowledge

✓ The polar oceans are significantly colder than other world oceans. *Explain how the presence of ice makes the polar oceans different to other oceans on Earth.*

Place knowledge

✓ Natural resources include food, minerals (aluminium, sandstone and oil) energy sources (water, coal and gas) and water.

Describe the distribution of natural resources in an area or country.

✓ The six main physical features of a polar landscape are: iceburg, glacier, mountain, ice field, tundra and boreal forest.

Compare and describe physical features of polar landscapes

St Jude's C of E School
Geography Progression Overview

Identify and describe some key physical features and environmental regions of North and South America and explain how these, along with the climate zones and soil types, can affect land use. ✓ Different climates in North and South America allow citrus farming in California and coffee growing in Peru compared to including potato farming in Jersey. *Compare how different climate affect land use.*	

Geography: End of Key Stage Two National Curriculum Expectations				
Location Knowledge	**Place Knowledge**	**Human Geography**	**Physical Geography**	**Skills and filed work**
• 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 within North or South America	• describe and understand key aspects of 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	• describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	• 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.