

Geography Progression Grangetown Primary School

At Grangetown Primary School we will use the list of concepts below and revisit them whenever it is relevant in our Geography lessons to make sure that the skills, knowledge and understanding taught are embedded throughout the curriculum enabling children to make links between geographical experiences.

Key Geographical Concepts

- Place
- Space
- Scale
- Environment
- Interdependence
- Physical and Human Processes
- Culture
- Sustainability

Key Stage 1

Locational Knowledge

- Develop knowledge about the world, UK and locality.
- Understand basic geographical vocabulary.
- Apply geographical skills including first-hand observations.

Year 1

- **Begin to use maps to locate Grangetown.**
- **Begin to use maps and globes to locate the UK**
- **Name the main capital cities of the UK.**
- **Begin to ask geographical questions** e.g. Where do I live? What makes it special? How could we improve the local area?
- **Begin to create maps** based upon knowledge of the local area.
- **Express own views** about a place, people and environment.
- **Begin to use correct geographical vocabulary in context.**

Year 2

- **Locate and identify** the 4 countries of the UK and their capital cities mentioning mountains and rivers.
- **Use maps and a globe** to identify the continents and oceans and understand that both a map and a globe show the same thing.
- **Locate and identify** 7 continents and 5 oceans

	<ul style="list-style-type: none"> • Use simple compass directions (North, South, East and West) to describe the location of features on a map.
<h3><u>Place Knowledge</u></h3>	
<ul style="list-style-type: none"> • Understand similarities and differences of human and physical features of a small area within the UK. • Compare and contrast the UK with a non-European country. 	
<u>Year 1</u>	<ul style="list-style-type: none"> • Study pictures of the Grangetown, identify and compare human and physical features. • Draw pictures to show how Grangetown and Middlesbrough are different and write comparatively to show the difference. • Express own views about a place, people and environment. Give detailed reasons to support own likes, dislikes and preferences.
<u>Year 2</u>	<ul style="list-style-type: none"> • Use a map and globe to Locate Australia on a map and globe. • Locate and identify Sydney on a map of Australia. • Study pictures/videos of Sydney and ask geographical questions e.g. What is it like to live in Sydney? How is this place different to where I live? What is the weather like here and how does it compare to the UK? • Express own views about Sydney, people and environment. • Draw and label pictures to compare and contrast Saltburn and Sydney.
<h3><u>Human and Physical Geography</u></h3>	
<ul style="list-style-type: none"> • Identify seasonal and daily weather patterns in the UK. • Locate hot and cold areas of the world in relation to the Equator, North and South Poles. • Use basic geographical vocabulary. 	
<u>Year 1</u>	<ul style="list-style-type: none"> • Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house and shop. • Be able to verbalise similarities and differences between the features of the two localities e.g. Grangetown and London • Ask questions about the weather and seasons. • Observe and record 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. • Express opinions about the seasons and relate the changes to changes in clothing and activities e.g. winter = coat, summer = t-shirts.

<u>Year 2</u>	<ul style="list-style-type: none"> • Use both maps and globes, identify the hottest and coldest places in the world – The North and South pole, related to their study of the continents and oceans alongside knowledge and understanding of weather including seasons and patterns from Yr. 1. • Make predictions about where the hottest places in the world are? • Identify the equator and locate the places on the Equator which are the hottest.
<u>Geographical Skills and Fieldwork</u>	
<ul style="list-style-type: none"> • Use maps, atlases and globes to identify the UK and other countries. • Use maps, atlases and globes to identify the continents and oceans. • Use simple compass directions. • Use locational and directional language. • Describe the location of features and routes on a map. • Use aerial photographs and plan perspectives to recognise landmarks. • Use aerial photographs to recognise human and physical features. • Devise a simple map, use and construct basic symbols in a key. 	
<u>Year 1</u>	<ul style="list-style-type: none"> • Observe and record information about the local area e.g. how many shops there are near the school, how many bus stops are there close to the school, what other buildings can they see? • Children to take photos of interesting things in the local area and explain what the photos show. • On a walk in the local area, children to pick things up e.g. a stick, stone, leaf etc. and use them to create memory maps to show the journey. • Study aerial photographs of the school and label it with key features e.g. school, fire station, park, shops. • Look at a simple map of Grangetown and the local area to identify the things they know and have seen. • Make a simple map using information collected from local walk and begin to construct a simple key. • Create an aerial map of the school/local area as a class by using different sized blocks and equipment.
<u>Year 2</u>	<ul style="list-style-type: none"> • Study maps and aerial photographs and use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map. • Use maps, atlases and globes to identify the 7 continents and oceans.

	<ul style="list-style-type: none"> • Draw own maps of the local area; use and construct basic symbols in a key (building upon Year 1 skills) • Observe and record the features around the Saltburn e.g. cliffs, beach, valley, sea, compare findings with Sydney. • Children to make suggestions for the cause of the differences between Saltburn and Sydney. Including Human and Physical features. • Communicate findings in different ways e.g. reports, graphs, sketches, diagrams, pictures. • Children make sketches/notes of their trip to school/trip to Saltburn and then create a simple map to direct others which uses a key and includes the main physical and human features.
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Geographical Vocabulary

- Use a wide vocabulary of everyday geographical terminology.

<u>Year 1</u>	Left, right, near, far, aerial photos, field, playground, map, key, symbol, locate, house, shop, hill, factory, industry, town, village, port, city, cities, human features, physical features, weather, seasons, Spring, Summer, Autumn, Winter.
<u>Year 2</u>	As in Year 1 including: mountains, rivers, land, continents, oceans, hot & cold areas of the world, the equator, poles, north, south, beach, cliff, coast, sea, valley, aerial, physical & human features, harbour, city, shop, capital city, city

Key Stage 2

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)

<p><u>Year 3</u></p>	<ul style="list-style-type: none"> • Build on prior knowledge of UK regions include locating cities, mountains, rivers, seas, oceans and hills exploring in greater depth. • Consider how the location of these geographical features has shaped life. Refer to UK e.g. London and the Thames/Lake District. • Understand the term 'biome'. • Use knowledge of the term 'biome' to make suggestions for places in the world which may be biomes. • Use maps, atlases and aerial photographs to identify and locate the UK in relation to the rest of the world. • Identify key topographical features of a UK region i.e. The Lake District including biomes; forests, woodlands and aquatics. • Use maps to identify the main rivers in the UK including the River Tees – Use geographical vocabulary to describe the features of rivers. • Understand some of the ways in which rivers (including the Tees) affect the human and physical geography of places. • Ask geographical questions e.g. Are there any links? (large cities near rivers, less populated areas near hilly ones etc).
<p><u>Year 4</u></p>	<ul style="list-style-type: none"> • Name and locate the world's climate zones using a world map. • Name and locate the world's major biomes and vegetation belts using a world map. • Locate the countries of Europe and use maps to identify Europe's major regions, cities and human and physical characteristics.
<p><u>Year 5</u></p>	<ul style="list-style-type: none"> • Locate the countries of North and South America using maps to identify major regions, cities, • Identify human and physical characteristics of the Americas. • Identify lines of longitude on a world map, including the Prime Meridian • Locate position of time zones within the Americas. • Identify and locate Brazil including its capital city Rio de Janeiro using maps and compare to the location of other regions previously studied. • Locate the position of the Tropics of Cancer and Capricorn as lines of latitude
<p><u>Year 6</u></p>	<ul style="list-style-type: none"> • Locate and identify countries around the world and major cities, main mountain ranges and the longest rivers using 6 figure grid references • Demonstrate an understanding of how identified features may have changed over time. • Select the most appropriate map for different purposes, e.g. Google Earth to find a town/village, atlas to find a country. • Compare and contrast locations taught in Yr 3,4,&5 i.e. The lakes, Lithuania and Brazil focussing on climates, landscape, Human and physical features. Draw conclusions on their similarities and differences. • Locate and demonstrate an understanding of the importance of The Equator, the tropics of Cancer and Capricorn, Northern and Southern hemispheres, Arctic and Antarctic circles, Prime/Greenwich Meridian and times zones.

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

Year 3

- In depth study of The Lake District.
- **Locate** The Lake District, **identifying human and physical features** of this region.
- **Use aerial photographs alongside current and old maps** looking at **how land-use** in the lakes **have changed over time**.
- **Compare and contrast** The Lake District to local area of Grangetown building upon previous study in Yr. 1&2.

Year 4

- In depth study of European country Lithuania (linking to children in school)
- **Understand some of the effects of climate on the human and physical geography of places**.
- **Make comparisons** between some of the physical and human geographical features of a European country (Lithuania) and the UK.
- **Investigate and describe** the human and physical geography of Lithuania.
- **Identify geographical similarities and differences** between a region in Europe (Lithuania) and a region of the UK (North East)

Year 5

- **Make comparisons** between the human and physical geography of the continents of the Americas and Europe.
- **Compare and contrast** a range of the human and physical features of North and South America, **identifying similarities and differences**.
- **Investigate and describe** the human and physical geographical features of the regions in South America studied – focussed study on Brazil including the Amazon Rainforest.
- **Suggest and evaluate** reasons for geographical similarities and differences between rural and urban areas in Brazil.

Year 6

- **Locate and make a range of comparisons of human and physical geographical features** between Grangetown and previously taught locations such as: The Lake District, Brazil, Lithuania. Relate these features to their locality e.g. Population size, tourist landmarks, transport links, mountains, rivers.
- **Explain** how human and physical features and processes interact and cause change over time.

	<ul style="list-style-type: none"> • Demonstrate secure knowledge of a range of locations studied in previous years ask and answer questions through own knowledge and self-conducted research. • Identify and describe some of the effects of economic activity and distribution of natural resources on the people who live in the places studied. • Suggest ways in which the human and physical geography of places studied may change in the future based on a range of sources. • Identify and describe geographical links (interconnections) between the range of places and processes studied.
<p>Human and Physical Geography</p> <p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> • 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 	
<p><u>Year 3</u></p>	<ul style="list-style-type: none"> • Begin to use a wider geographical vocabulary (see vocabulary section) to identify, describe and compare the human and physical features. • Begin to understand in depth the terms ‘physical geography’ (the study of the natural features of the Earth) and ‘human geography’ (the study of how human activity affects or is influenced by the Earth’s surface and environment). • Investigate ‘The Water Cycle’ making links with The River Tees. • Describe the key features and uses of rivers (including the Tees) and understand how their features and uses have changed over time. •
<p><u>Year 4</u></p>	<ul style="list-style-type: none"> • Provide an explanation of the differences between the terms ‘human geography’ and ‘physical geography’. • Build upon geographical vocabulary and use in context when identifying, describing and comparing human and physical geography of different countries and regions. • Begin to describe and understand the concept of climate. • Identify the key features of the world’s climate zones, biomes and vegetation belts. • Begin to understand what a volcano is and describe how a volcano can impact the human and physical geography of Lithuania. • Describe and explain the economic activity of the location studied (Lithuania).

<p><u>Year 5</u></p>	<ul style="list-style-type: none"> • Secure and further develop the use of a wide geographic vocabulary to identify, describe and compare the human and physical features of the continents, countries and regions studied. • Understand the human and physical geography of the Americas including; climate zones and biomes. • Understand and explain how rivers can impact and change the physical and human geography focussing on the Amazon River making links with the River Tees (previously studied in Year 3). • Identify, explain and compare the economic activity, land use and distribution of natural resources in Rio de Janeiro and the Amazon Rainforest in Brazil. • Identify, discuss and understand the impacts over time of key environmental issues in The Amazon Rainforest including deforestation and wildfires.
<p><u>Year 6</u></p>	<ul style="list-style-type: none"> • Demonstrate a secure understanding of the links between the human and physical geography of the places studied in previous years. • Explain the climates of given countries in the world and relate this to knowledge of the hemispheres, the Equator and the Tropics. • Confidently use a wide geographic vocabulary to identify, describe and compare the human and physical features of all previously studied locations. • Identify how the physical and human geographical features of Grangetown has an impact on economic activity and suggest ways in which the local economy/services could be improved. • Demonstrate an understanding of the key features of mountains volcanoes and earthquakes including the physical process of how they are formed. • Describe, compare and evaluate the effects and impacts of mountains, volcanoes and earthquakes on the human and physical geography of the locations studied in previous years i.e. The Lake District. • Evaluate trade links and the impact on natural resources around the world including; energy, food, minerals and water. • Investigate the future sustainability of the planet in the future and suggest ways in which sustainability could be improved.

Geographical Skills and Fieldwork

All pupils 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.

Year 3

- Begin to use a wider range of maps including atlases, globes, digital maps and OS maps with varying scales to locate and describe features of countries in studies.
- Create a simple sketch map e.g. of a short route followed, with symbols and a key *Begin to understand more complex keys (e.g. wider range of OS symbols, size of symbol for quantity)
- Know that four-figure grid references can be used to identify locations and begin to use them.
- Work out simple distances on maps and digital maps (e.g. aerial distance or along a straight road)
- Begin to understand the use of scale on maps (link to positive integer scaling and simple correspondence from Maths NC)
- On digital maps, begin to identify scale and annotate with text and labels
- Use bar charts and more complex tables (from Maths NC)
- Begin to understand the purpose/reliability of different image types.
- Engage in guided enquiries and begin to suggest own questions for enquiry
- Begin to evaluate own observations and compare them with others
- Understand the eight compass points and begin to use them to follow routes.
- Secure use of left/right from any perspective (e.g. with an upside-down map) and use compasses and eight compass points to follow and describe routes

Year 4

- Use the contents/index of an atlas
- Use a wider range of maps including atlases, globes, digital maps and OS maps with varying scales to locate and describe features of countries in studies.
- Draw a map that includes a key and symbols from a description and compare to other maps.
- Use complex keys and make estimates based on size of symbols.
- To understand the purpose and use of contour lines on maps.
- Use scales to estimate distances on maps e.g. along roads, rivers, train tracks
- Use four-figure grid references to identify and describe locations.

	<ul style="list-style-type: none"> • On digital maps, accurately measure distances, including non-linear distances and annotate with markers, text, photographs, hyperlinks, etc. • Use bar charts, time graphs and discrete and continuous data. • Understand and explain the purpose/reliability of different image types, including oblique views • Engage in guided enquiries and suggest own questions for enquiry • Evaluate own observations and compare them with others • Use a compass and the eight points of a compass to follow and describe routes and identify locations.
<u>Year 5</u>	<ul style="list-style-type: none"> • Understand and evaluate some of the ways in which human activity affects the rainforest and the global impact. Propose solutions for issues surrounding human impact. • Begin to Create own enquiry questions to carry out a study. • Make observations, evaluate and compare with others to draw conclusions. • Use a compass, convert between the eight compass points and begin to use azimuth bearings (e.g. NE = 45°) Using them to describe routes. • Use Year 5 mathematical concepts and language to transfer into Geography e.g. length, distance scales and angles.
<u>Year 6</u>	<ul style="list-style-type: none"> • Complete enquiries based on own suggested questions and offer suggestions for future enquiries based on results • Evaluate own observations, compare them with others and draw conclusions • Use a compass confidently and show awareness of the 16-point compass rose and compass quadrant bearings (e.g. 103° = S 77° E) • Apply age-appropriate Maths knowledge to understanding of Geography (e.g. length, distance, mass, capacity, area, scales, negative numbers for temperature, converting between metric and imperial
<u>Geographical Vocabulary</u> Use a wide vocabulary of everyday geographical terms	
<u>Year 3</u>	As in previous years including: – regions, cities, main rivers, mountains, hills, biomes – forest, aquatics, water cycle, biomes – tundra mountain areas.
<u>Year 4</u>	As in previous years including: Europe, Russia, countries, environmental regions, key physical & human characteristics, major cities, time zones & tropics

<u>Year 5</u>	As in previous years including: North & South America, countries, environmental regions, key physical & human characteristics, major cities, time zones, equator, northern & southern hemisphere, climate zones, tropic of cancer & Capricorn. Biomes - desert (Navara), grasslands (North American planes) rural & urban
<u>Year 6</u>	As in previous years including: latitude, longitude, equator, northern & southern hemisphere, topics of Cancer & Capricorn, Artic & Antarctic circles, time zones, climate zones & biomes settlement, land use, economic activity, distribution of natural resources.