

**St Aidan's Catholic Primary School – Geography Progression Document**

CURRICULUM AREA	FS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<b>VOCABULARY</b>	<p>FS 1 -Town, weather, hot, cold, soil, here, there, near, far</p> <p>FS 2 -Season, world, village, countryside, farm, factory, house, hill, sea, beach, shop, map, recycle</p>	<p>Simple vocabulary: Near, far, wet, sunny, hot, dry, cold, house, school, street, shop</p> <p>Human geography, Physical geography, coast, harbour, port, cliff, city, United Kingdom, world, country, forest, wood, England, Scotland, Northern Ireland, valley, North sea, Irish sea, the channel, mountain, river, office, atlas, left, right</p>	<p>Develop vocabulary: Hill, mountain, river, stream, sea, beach, village, town, field, bridge, footpath, attractive, journey, polar, arctic, desert</p> <p>Ocean, Atlantic, Pacific, Indian, continent (including names), capital, North, East, South, West, vegetation, globe, North pole, South pole, equator, compass, route, location, Europe</p>	<p>Continue to develop vocabulary: condensation, evaporation, drought, precipitation, water cycle, city, hamlet, rural, settlement, town, urban, village, manufacturing, primary sector, secondary sector, tertiary sector. Temperature, rainfall, environment, landscape,</p> <p>Settlement, county, human characteristics, physical characteristics, mountains, non-European</p>	<p>Continue to develop vocabulary: economy, independence, tourism, export, import, European union, mineral, meander, mountain, peak, tropical, temperate, Mediterranean, humid, climate, urban, rural</p> <p>Tropic of Cancer and Capricorn, hemisphere, Northern hemisphere, Southern hemisphere, climate zones, water cycle</p>	<p>Use precise geographical vocabulary: climate, forest, desert, tropical, tundra, coal, energy, fossil fuel, hydropower, non-renewable, renewable, solar power coastal, development, erosion, deposition, renewable, transpiration, deforestation, recyclable, sustainable, latitude, longitude</p> <p>Ordnance survey Greenwich, time zones, meridian, eight points of a compass, grid reference, symbol key, economic, region, distribution, trade links</p>	<p>Be able to describe and start using the correct terminology</p> <p>Abiotic, canopy, consumer, decomposer, food chain, nutrients, convection, currents, crust, earth's layers, plate, volcano Biomes, longitude, latitude, resources, distribution, vegetation, climate, Tropic of Capricorn, hemisphere, Northern hemisphere,</p>
<b>Map Skills</b>	<p>-Provide play maps and small world equipment for children to create their own environments.</p>	<p>-Follow directions; up/down, left/right, behind/in front of -Use own symbols on imaginary maps -Use relative vocab; bigger/smaller, like/unlike - Draw picture maps of imaginary places and from stories. -Talk about own maps.</p>	<p>-Follow directions; North, East, South, West. -Use class agreed symbols on simple map. -Spatial matching; match the same area eg. continent on a larger map. -Make a representation of a real or imaginary place -Use a plan and KS1 atlas to help create simple maps.</p>	<p>-Use pairs of coordinates and four compass points. -Introduce need for a key and standard symbols. -Spatial matching, boundary matching; eg. country boundary on a different scale map. -Make a map of a short route with features in the correct order. -Use larger scale map outside/use maps of other localities.</p>	<p>-Begin to use 4-figure grid reference to locate features on a map. -Introduce need for a key and standard symbols. -Make own maps of real places with increasing accuracy. - Use a variety of maps of different scale to locate places.</p>	<p>-Use 4-figure grid reference to locate features on a map. -Use eight compass points. -Draw a map using symbols and a key, awareness of OS symbols. -Measure straight line distance on a plan. -Draw a variety of thematic plans, based on own data. - Compare large-scale map and vertical photo, select maps for a purpose.</p>	<p>-Use 6-figure grid reference to locate features on a map. -Scale reading on a map. -Scale reading on a map. -Draw scale plans of increasing accuracy. -Follow route on small-scale map.</p>

<p><b>Enquiry Skills</b></p>	<p>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</p> <p>Talk about the features of their own immediate environment and how environments might vary from one another.</p> <p>Provide stories that help children to make sense of different environments.</p>	<p>Use resources provided and their own observations to respond to questions about places.</p>	<p>Select information from resources provided.</p> <p>Use this information and their own observations to ask and respond to questions about places.</p>	<p>Use skills and sources of evidence to respond to a range of geographical questions.</p> <p>Offer reasons for some of their observations and judgements about places.</p> <p>Offer explanations for the location for some human and physical features in different localities.</p>	<p>Use skills and sources of evidence to respond to a range of geographical questions.</p> <p>Offer reasons for some of their observations and judgements about places.</p> <p>Offer explanations for the location for some human and physical features in different localities.</p>	<p>Draw on their knowledge and understanding to suggest suitable geographical questions for study.</p> <p>Use a range of geographical skills and evidence to investigate places and themes.</p>	<p>Identify relevant geographical features.</p> <p>Drawing on their knowledge and understanding use appropriate skills and evidence to describe places and themes.</p> <p>They reach plausible conclusions about places graphically and in writing.</p>
<p><b>Field Work</b></p>	<p>Arouse awareness of features of the environment in the setting and immediate local area, e.g. walk around local area</p> <p>Give opportunities to record findings by, e.g. drawing, writing, making a model or photographing.</p>	<p>Use world maps, atlases and globes to identify the United Kingdom and its countries.</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds surrounding</p>	<p>plan perspectives to recognise landmarks and basic human and physical features; and use and construct basic symbols in a key.</p> <p>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</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>Learn the eight points of a compass, 2 figure grid reference (maths co-ordinates), some basic symbols and key (including the use of a</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth/Digimaps) to locate countries and describe features studied</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied</p> <p>Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied</p> <p>Extend to 6 figure grid reference and longitude in depth.</p>
<p><b>CURRICULUM AREA</b></p>	<p><b>FS</b></p>	<p><b>YEAR 1</b></p>	<p><b>YEAR 2</b></p>	<p><b>YEAR 3</b></p>	<p><b>YEAR 4</b></p>	<p><b>YEAR 5</b></p>	<p><b>YEAR 6</b></p>

<p align="center"><b>Field Work (contd)</b></p>		<p>devise a simple map; maps of school playgrounds, map journey to Wallsend</p> <p>Use aerial photographs</p>	<p>features and routes on a map.</p> <p>and the key human and physical features of its environment</p>	<p>simplified Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>Begin to use fieldwork to observe and record 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>Learn the eight points of a compass, four-figure grid references.</p> <p>Use fieldwork to observe, measure and record 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>knowledge of the United Kingdom in the past and present.</p> <p>Confidently use fieldwork to observe, measure and record the human and physical features in the local area with increasing accuracy using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>Expand map skills to include non-UK countries.</p> <p>Confidently use fieldwork to observe, measure and record the human and physical features in the local area accurately using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p><b>Local fieldwork study- Archived Map skills- Silverlink Developments Biodiversity Park</b></p>
<p align="center"><b>Place and Locational Knowledge</b></p>	<p>Use the local area for exploring both the built and the natural environment.</p> <p>Understand the difference between natural environment and manmade.</p> <p>Know the difference between land and water</p>	<p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom.</p> <ul style="list-style-type: none"> <li>Where are we in the world?</li> <li>Continents and oceans</li> <li>The United Kingdom</li> <li>The North East region</li> </ul> <p>Understand the difference between human and physical geography.</p>	<p>Name and locate the surrounding seas of the United Kingdom.</p> <p>Name and locate the world's seven continents and five oceans</p> <p>Understand and study the difference between human and physical geography with a study of a contrasting location Wallsend - Tynemouth Y2 Rajasthan</p> <p>Know the basic compass directions (north east south, west).</p>	<p>Name and locate several countries in Europe including France, Germany, Spain and Italy</p> <p>Identify capital cities of Europe. Would this go in 4? Identify countries first then capitals?</p> <p>Name different cities of the UK and the human and physical characteristics.</p> <p>Locate north and south Americas</p> <p><b>Where I live –</b></p> <ul style="list-style-type: none"> <li>The UK's place in the world</li> <li>H&amp;P Geog of the UK</li> <li>Cities in the UK</li> <li>Villages in the UK</li> </ul>	<p>On a world map, locate areas of similar environmental regions, either desert, rainforest or temperate regions (habitats link).</p> <p>Locate and name the main counties and cities in England.</p> <p>Locate and name the main counties and cities in the UK</p> <p>Locate Spain/Catalonia</p> <p>Where is Catalonia? Physical features of Catalonia Climate in Catalonia Human geography of Catalonia Comparing Catalonia with the UK.</p> <p>Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn.</p> <p>Identify and locate largest deserts in the world.</p>	<p>Locate the main countries in Europe and North or South America. Locate and name principal cities.</p> <p>Compare 2 different regions in UK rural/urban.</p> <p>Names and locate counties of the UK and the human and physical features.</p> <p>Linking with local History, map how land use has changed in local area over time.</p> <p>Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time zones, night and day</p>	<p>Consolidate longitude and latitude with regards to the placement of countries?</p> <p>Identify their main environmental regions, key physical and human characteristics, and major cities.</p> <p>Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time.</p> <p>Identify and locate the longest rivers in the world.</p>
<p align="center"><b>Human and Physical Geography</b></p>	<p>Shows care and concern for the environment.</p> <p>Provide stimuli and resources for children to create simple maps and plans, paintings, drawings and models of observations of known and imaginary landscapes.</p> <p>Give opportunities to design practical, attractive environments, for example, taking care of the flowerbeds or organising equipment outdoors</p>	<p>Identify seasonal and daily weather patterns in the United Kingdom.</p> <p>Identify the location of hot and cold areas of the world.</p> <p>Use basic geographical vocabulary to refer to:</p> <p>☞key physical features, including: forest, hill, mountain, soil, valley, vegetation,.</p> <p>☞key human features, including: city, town, village, factory, farm, house, office</p>	<p>Use basic geographical vocabulary to refer to:</p> <p><b>Weather</b></p> <ul style="list-style-type: none"> <li>Different types of weather</li> <li>The four seasons</li> <li>Weather in the UK</li> <li>Investigating the climate (FW)</li> </ul> <p><b>Climate</b></p> <ul style="list-style-type: none"> <li>Hot and cold places</li> <li>Focus on cold places - Alaska</li> <li>Focus on hot places – Sahara Desert</li> </ul> <p>☞key physical features,</p>	<p>Describe and understand key aspects of:</p> <p>Types of settlements in Early Britain linked to History. Why did early people choose to settle there?</p> <p><b>The water cycle</b></p> <ul style="list-style-type: none"> <li>Problems with water</li> <li>Solving the water problem</li> <li>Who uses water?</li> </ul> <p><b>Changing jobs</b></p> <ul style="list-style-type: none"> <li>Different type of jobs</li> <li>How jobs are changing (FW)</li> </ul>	<p><b>Rivers and Mountains</b></p> <ul style="list-style-type: none"> <li>Mountain landscapes in the UK</li> <li>Features of mountain landscapes</li> <li>Long profile of the river</li> <li>River landform</li> </ul> <p><b>Resources and Trade</b></p> <ul style="list-style-type: none"> <li>Human geography including trade Food around the world</li> <li>Minerals around the world</li> <li>Who do we trade with?</li> <li>Trading in the future</li> </ul>	<p>Describe and understand key aspects of:</p> <p><b>Climate around the World</b></p> <ul style="list-style-type: none"> <li>Understanding climate and the equator</li> <li>Climate zones around the world</li> <li>Hot deserts</li> <li>Temperate climates</li> <li>Cold environments</li> </ul> <p><b>Energy</b></p> <ul style="list-style-type: none"> <li>Why do we need energy?</li> <li>Non-renewable energy – what's the problem?</li> <li>Renewable energy – looking to the future</li> <li>Conserving energy</li> </ul>	<p>Describe and understand key aspects of :</p> <p><b>RF Hazardous world</b></p> <ul style="list-style-type: none"> <li>Structure of the earth</li> <li>Plate boundaries</li> <li>Earthquakes</li> <li>Volcanoes</li> <li>Protecting against hazards</li> </ul> <p><b>Ecosystems (including focus on S America).</b></p> <ul style="list-style-type: none"> <li>Global ecosystems</li> <li>What is an ecosystem?</li> <li>Physical features of the RF</li> <li>Human features of the RF</li> </ul>

			<p>including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>Understand why countries are hot and cold in the world in relation to the Equator and the North and South Poles -study of Alaska/Sahara Desert</p>		<p>Describe and understand key aspects of :</p> <p>Types of settlements in modern Britain: villages, towns, cities.</p>	<ul style="list-style-type: none"> <li>• <b>Coasts</b></li> <li>• The NE coast</li> <li>• Famous coastlines</li> <li>• Erosion at the coast</li> <li>• The disappearing coast</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Future of the RF</li> </ul> <p><b>Local fieldwork study-</b></p> <ul style="list-style-type: none"> <li>• <b>Archived Map skills- Developments</b></li> <li>• <b>Biodiversity Park</b></li> </ul>
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