



# Sequencing and Progression of Learning

Subject: Geography

	Rec	Y1	Y2	Y3	Y4	Y5	Y6
<b>Locational Knowledge</b>	<p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p> <p>Children will know that people in other countries may speak different languages.</p> <p>Use google maps and google earth to find their homes and places that they have been to.</p>	<p>Name, locate and identify characteristics of four countries and capital cities of the United Kingdom and its surrounding seas.</p>	<p>Name and locate the world's seven continents and five oceans.</p>	<p>Locate the world's countries, using maps to <b>focus on the UK</b>, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</p> <p>Name and locate counties (<b>the Midlands, East Anglia</b>) 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.</p> <p>Identify the position and significance of the Prime/Greenwich Meridian and time zones (including day and night)</p>	<p>Locate the world's countries, using maps to <b>focus on Europe (including the location of Russia)</b> concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</p> <p>Name and locate counties (<b>the North, Wales, Scotland and Northern Ireland</b>) and cities of the United Kingdom.</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</p>	<p>Locate the world's countries, using maps to <b>focus on Europe (including the location of Russia)</b> concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</p> <p>Name and locate counties (<b>West counties, Wessex and home counties</b>) 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 <b>understand how some of these aspects have changed over time</b></p>	<p>Locate the world's countries using maps to <b>focus on North and South America</b>, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</p> <p>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>
<b>Greater Depth in Locational Knowledge</b>	<p>Explain where they live in more depth (Southfields, London, England, UK)</p>	<p>Explain geographically where each country of the UK is in relation to the others (Scotland is at the top etc.)</p>	<p>Name countries or significant places by continent.</p>	<p>Explain the likely characteristics of towns or counties based on their location.</p> <p>Approximate the time zones of countries by their locations in relation to the Prime Meridian</p>	<p>Deduce the probable climate of countries/places based on their geographical location in relation to the Equator.</p>	<p>Evaluate how humans have altered the physical and topographical features of places over time.</p>	<p>Evaluate geographical differences between the countries of the Americas and understand how they affect the people who live in those areas.</p>
<b>Place Knowledge</b>	<p>Talk about their local area. Talk about their home. Children will know that there are many countries around the world. Use vr headsets to look at a different country.</p>	<p>Understand the human and physical geography of a small area in the United Kingdom (Southfields)</p>	<p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in a contrasting non-European country. (Africa)</p>	<p>Understand geographical similarities and differences through studying the human and physical geography of a region in a European country.</p> <p>Italy/Iceland - volcanoes</p>	<p>Understand geographical similarities and differences through studying the human and physical geography of a region in a European country.</p> <p>Greece</p>	<p>Understand geographical similarities and differences through studying the human and physical geography of a region of the UK.</p> <p>UK – London (Battersea)</p>	<p>Understand geographical similarities and differences through studying the human and physical geography of a region within North or South America.</p> <p>Galapagos and Rainforests</p>
<b>Greater Depth in Place knowledge</b>	<p>Explain 1 key feature of the local area.</p>	<p>Explain the key features of the local area e.g. terraced houses, parks</p>	<p>Analyse and evaluate how differences in geography affect the lives of the people in those countries.</p> <p>Discuss how the environment effects the way wildlife lives in that area.</p>	<p>Explain the differences between volcanic eruptions in two places.</p> <p>Understand how the UK might be different had the Romans not invaded.</p>	<p>Analyse and evaluate how the location and geographical features of Greece affected the industries that formed.</p>		
<b>Human &amp; Physical geography</b>	<p>Explore the natural world around them.</p> <p>Recognise some environments that are different to the one in which they live.</p>	<p>Identify seasonal and daily weather patterns in the UK (Spring, Summer)</p> <p>Use basic geographical vocabulary to refer to:</p> <p>Key physical features and key human features.</p>	<p>Identify seasonal and daily weather patterns in the UK (Autumn, Winter)</p> <p>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Use basic geographical vocabulary to refer to: Key physical features and key human features.</p>	<p>Describe and understand key aspects of:</p> <p>Physical Volcanoes and earthquakes</p> <p>Human The distribution of natural resources including energy, food, minerals and in the UK.</p>	<p>Describe and understand key aspects of:</p> <p>Physical Rives and mountains and water cycle</p> <p>Human Types of settlement and land use in UK and Europe. Distribution of natural resources including water in the UK.</p>	<p>Describe and understand key aspects of:</p> <p>Physical Rivers and mountains <b>of the UK</b></p> <p>Human <b>land use</b>, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>	<p>Describe and understand key aspects of:</p> <p>Physical <b>Climate zones, biomes and vegetation belts with a focus on rainforests</b></p> <p>Human types of settlement and land use, <b>economic activity including trade links</b>, and the distribution of natural resources including energy, food, minerals and water</p>

<p><b>Greater Depth in Human &amp; Physical geography</b></p>	<p>Name and describe a hot place and a cold place and contrast the two.</p>	<p>Explain how spring and summer weather affects different people.</p>	<p>Explain how autumn and winter weather affects different people.</p>	<p>Analyse and explain how volcanoes and earthquakes affect people's lives.</p> <p>Explain how volcanic islands are formed.</p> <p>Analyse the advantages and disadvantages of living near a volcano.</p> <p>Explain and analyse how the geography of the UK affects those who live here.</p> <p>Analyse how changes in fuel usage can improve our lives.</p>	<p>Understand how rivers, valleys and mountains can change over time. Explain how a change in a river could affect the people who live around it.</p>	<p>Recognise positive and negative changes in land usage</p>	<p>Analyse the human effects on rainforests and the effects rainforests have on humans.</p> <p>Evaluate how land type and land use can have a long term effect on the lifestyle of the people who live there.</p>
<p><b>Geographical skills &amp; fieldwork</b></p>	<p>Understand position through words alone. For example, "The bag is under the table," – with no pointing.</p> <p>Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'.</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p>	<p>Use <b>maps, atlases</b> and globes to identify <b>countries and seas</b> studied.</p> <p>Use simple compass directions (North, South, East and West), <b>locational and directional language to describe the location of features and routes on a map</b> [for example, near and far; left and right] <b>Begin to use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</b> <b>Begin to use</b> simple fieldwork and observational skills to study the geography of their school and its grounds.</p>	<p>Use world maps, atlases and <b>globes</b> to identify <b>continents and oceans studied.</b></p> <p><b>Use simple compass directions (North, South, East and West),</b> locational and directional language to describe the location of features and routes on a map.</p> <p><b>Use</b> aerial photographs and plan perspectives to devise a simple map and use and <b>construct basic symbols in a key.</b></p> <p><b>Use</b> simple fieldwork and observational skills to study the key human and physical features of the schools surrounding environment.</p>	<p>Use <b>large scale maps,</b> atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p><b>Begin to use the eight points of a compass, four figure grid references, symbols and key</b> (including the use of Ordnance Survey maps) to build their knowledge of <b>the UK.</b></p> <p>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.</p>	<p>Use <b>medium scale maps,</b> atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p><b>Use the eight points of a compass, four figure grid references, begin to recognize symbols and key</b> (including the use of Ordnance Survey maps) to build their knowledge of <b>the UK and Europe.</b></p> <p>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.</p>	<p>Use <b>small scale</b> maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use eight points of a compass, four and <b>six figure grid references, use and recognize symbols and key</b> (including the use of Ordnance Survey maps) to build their knowledge of <b>the UK and Europe.</b></p> <p>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.</p>	<p><u>Confidently</u> use <b>maps,</b> atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p><u>Confidently</u> use the eight points of a compass, four and <b>six figure grid references,</b> use confidently symbols and key (including the use of Ordnance Survey maps) to build their knowledge of <b>the UK and the wider world</b></p> <p>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.</p>
<p><b>Greater Depth in Geographical skills &amp; fieldwork</b></p>	<p>Explain how they get to school, talking about key features they pass and possibly some street names.</p>	<p>Analyse maps to find the quickest route between two places.</p>	<p>Apply compass skills to explain routes between two places, using directional language.</p>	<p>Explain the importance of weather forecasting and create their own weather report.</p> <p>Apply mapping skills to make accurate estimations about time differences in different countries.</p>			<p>Apply fieldwork skills for practical tasks such as finding travel routes between countries and explaining how travel differs from country to country.</p>