



Mendell Primary School

Aspire Challenge Achieve

Curriculum Progression Document Geography



KS1 Geography National Curriculum

Pupils should be taught to:

- Locational knowledge: 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
- Place knowledge: 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
- Human and physical geography: 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. Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
- Geographical skills and fieldwork: 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 and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. 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.

KS2 Geography National Curriculum

Pupils should be taught to:

- 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)
- 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
- Human and physical geography: describe and understand key aspects of: 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
- Geographical skills and fieldwork: 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.

AUTUMN TERM

SPRING TERM

SUMMER TERM

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| A) Locational Knowledge | Begin to find some places in the school. For example the office, dining room | I can locate the UK on a globe. | Locate the four countries and capital cities of the UK and its surrounding seas. Locate the world's seven continents and five oceans. | Locate key hot and cold areas of the world including the equator, North and South Poles | Revise locations of the continents on a world map. Locate well known volcanos on a map | Locate a wide range of places in their locality, the UK and wider world including well know mountain ranges and rivers | Locate key countries in Europe and key Non-European countries (North & South America, Russia) | Locate an extensive range of places in the world including globally and topically significant features and events. Locate Tropics of Cancer, Capricorn using latitude and longitude. | Locate key human and physical features of the UK and Europe. Describe the location of a feature based on its relative location to other geographic features. Build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom |
| A) Place Knowledge | Begin to name some places in the school. For example the office, dining room | I know a globe shows different places in the world | Name the four countries and capital cities of the UK and its surrounding seas. | Name key hot and cold areas of the world including the equator, North and South Poles | Revise names of the continents on a world map. Name well known volcanos on a map | Name a range of well known mountain ranges and rivers from UK | Name key countries of Europe and key Non-European countries (North & South America, Russia) | Name an extensive range of places in the world including globally and topically | Name key human and physical features of the UK and Europe. Describe the location of a |

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| | | | Name the world's seven continents and five oceans. | | | | South America, Russia) | significant features and events. Name Tropics of Cancer, Capricorn using latitude and longitude | feature based on its relative location to other geographic features. Build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom |
| B) Human and Physical Knowledge | Begin to look at features of the school grounds identifying things that grow | Begin to look at features of the school grounds identifying things that have been built or made Express their views of local features e.g. what they do and don't like | Describe places using basic geographical vocabulary such as human and physical features. Express their views on features of their environment e.g. what they do or do not like. | Describe places and features using simple geographical vocabulary Make observations about features that give places their character. | Use geographical language to describe some aspects of human and physical features and patterns. | Describe how features and places change and the links between people and environments | Confidently locate areas of similar environmental regions * and spring term Demonstrate understanding of how and why some features or places are similar or different Explore fair/unfair distribution of resources (Fairtrade) | Recognise patterns in human and physical features with confidence and understand some of the conditions, processes or changes which influence these patterns. Explain some links and interactions between people, places and environments Demonstrate understanding of connections between climate change and human/physical geography | Identify and explain key similarities and differences in human concepts/processes in different parts of the world. Understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems. Explore the physical and human interactions which occur along coasts. |
| C) Geographical Skills: Enquiry and Investigation | Begin to look at different cultures through stories, photos and discussions. | Look at wildlife in a non-European country and discuss similarities and differences between our wildlife and theirs. | Begin to ask and answer simple geographical questions. Describe some similarities and differences when studying places and features e.g. comparing our | Ask and answer simple geographical questions when investigating different places and environments. | Describe similarities, differences and patterns | Ask and respond to geographical questions including 'how?' and 'why?' Identify and describe similarities, differences and patterns when | Confidently ask and respond to questions that are more causal e.g. Why is that happening in that place? Could it happen here? Recognise geographical | Confidently ask and respond to questions that are more causal e.g. What happened in the past to cause that? How is it likely to change in the future? | Create their own hypothesis on the soil quality in different areas of the school grounds. Create a methodology of investigation using the equipment available. |

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| | | | school to a school in a non-European country | | | investigating different places, environments and people. | issues affecting people in different places and environments. | Make predictions about people, places and geographical issues. | |
| C) Geographical Skills: Field Work | Begin to find features within school grounds. | Observe physical and Human features in school grounds. | Use simple fieldwork and observational skills when studying the geography of their school and its grounds. | Identify seasonal and daily weather patterns. Develop simple fieldwork and observational skills when studying the geography of their local coastlines | Observe, record, and name geographical features in their local environments (Chester) | Observe, record, and explain geographical features defining physical and human features of the environment. (Rivers) | Confidently observe, measure, and record human and physical features using different methods | Confidently observe, measure, record and draw comparisons between human and physical features using a range of different methods | Conduct fieldwork in a minimum of three separate locations using a range of qualitative and quantitative methods. |
| C) Geographical Skills: Sources and Information | Begin to draw information from simple maps and globes. | Draw information from simple maps and globes. | Use a range of sources such as simple maps, globes, atlases and images. Know that symbols mean something on maps. | Use a range of sources such as maps, globes, atlases and aerial photos to identify features and places as well as to follow routes. Use the four cardinal compass directions as well as locational and directional language when describing features and routes. | Use a range of sources including digital maps, atlases, globes and satellite images to research geographical information. Use the ordinal compass points and recognise some Ordnance Survey symbols on maps. Locate features using four-figure grid references. | Demonstrate an understanding of the difference between Ordnance Survey and other maps and when it is most appropriate to use each. | Confidently use a range of maps and other sources of geographical information and select the most appropriate for a task. | Locate using six figure grid references Understand and explain latitude and longitude and time zones | Interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs. Use Geographical Information Systems (GIS) to view, analyse and interpret places and data |
| C) Geographical Skills: Communication | Begin to discuss the purpose of maps. | Make maps (for example classroom / bedroom) | Use maps and other images to talk about school grounds Draw and talk about simple geographical concepts such as what they can see where. | Create their own symbols for a map. Plan and follow routes using a compass and map | Communicate geographical information through a range of methods including the use of ICT | Express their opinions on environmental issues and recognise that other people may think differently. Communicate geographical information through graphs. | Confidently express and explain their opinions on geographical and environmental issues and recognise why other people may think differently. | Confidently develop their views and attitudes to critically evaluate responses to local geographical issues or global issues and events. | Communicate geographical information using a wide range of methods including writing at increasing length. |

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| <p>C) Geographical Skills: Compare and Contrast</p> | <p>Begin to talk about simple differences between the way people live in the community and beyond using pictures, books, maps and other geographical resources</p> | <p>Describe how two places are the same or different using simple picture maps and photographs.</p> | <p>Describe and compare the human and physical similarities and differences between our school and a contrasting non-European school</p> | <p>Describe and compare weather patterns and how these differ in the UK and at key points across the world (equator, north and south poles)</p> | <p>Geographical features created by nature are called physical features. Geographical features created by humans are called human features.</p> | <p>Describe and compare aspects of physical features such as: erosion and weathering. An aspect of a physical feature might be the type of mountain, such as dome or volcanic</p> | <p>Confidently Identify and describe the similarities and differences in physical and human geography between continents *and spring term</p> | <p>Confidently describe the climatic similarities and differences between two regions.</p> | <p>Investigate the similarities and differences between a named developing country city and a named UK city, (Liverpool). Investigate the challenges and opportunities offered by the two cities and how their respective governments are attempting to improve quality of life.</p> |
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References to research models:

Geography Association: [GA and Curriculum making \(geography.org.uk\)](http://geography.org.uk)

Royal Geography Society: [Royal Geographical Society - Curriculum and professional support \(rgs.org\)](http://rgs.org)