Severnbanks Primary School Progression Map

Where Stars Shine

Successful learners, Teamwork, Aspire and achieve, Rights Respect and Responsibilities and SHINE

Subject: Geography

Intent: In Geography, we intend to inspire pupils with a curiosity and fascination about the world and its people. Pupils will gain knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. We intend to develop children's competency in the geographical skills through the use of fieldwork, maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).

	EYFS	Key Stage 1		Key Stage 2			
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	Outdoor Adventures	What is it like here?	Why is our world wonderful?	Why do people live near volcanoes?	Why are rainforests important to us?	Would you like to live in the desert?	Where does our energy come from?
Spring	Around the World	What is the weather like in the UK?	Would you prefer to live in a hot or cold place?	Who lives in Antarctica?	Where does our food come from?	What is life like in the Alps?	Why does population change?
Summer	Exploring Maps	How is life different in China?	What is it like to live by the coast?	Are all settlements the same?	What are rivers and how are they used?	Why do oceans matter?	How can we make our local area more environmentally friendly?

	Locational Knowledge						
	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Progression of skills	Reception children will gain Geography skills through the Knowledge and Understanding of the World strand of the Early Learning Goals.	Locating four of the world's seven continents on a world map. Locating two of the world's oceans (Atlantic Ocean and Pacific Ocean) on a world map. Showing on a map which continent they live in. Locating the four countries of the United Kingdom (UK) on a map of this area. Beginning to locate the capital cities of the four countries of the UK on a map of this area. Identifying characteristics (both human	Locating all the world's seven continents on a world map. Locating the world's five oceans on a world map. Showing on a map the oceans nearest the continent they live in. Locating the surrounding seas of the UK on a map of this area . Confidently locating the capital cities of the four countries of the UK on a map of this area. Identifying characteristics (both human and physical) of the four capital cities of the UK. Showing on a map the city,	Locating some countries in Europe and North and South America using maps. Locating some major cities of the countries studied. Locating some key physical features in countries studied on a map including significant environmental regions. Locating some key human features in countries studied. Locating the world's most significant mountain ranges on a world map and identifying any patterns. Locating where the world's volcanoes are on a map and identifying the 'Ring of Fire'. Locating some of the world's most	Locating some countries in Europe and North and South America using maps. Locating some major cities of the countries studied. Locating some key physical features in countries studied on a map including significant environmental regions. Locating some key human features in countries studied. Locating the world's most significant mountain ranges on a world map and identifying any patterns. Locating where the world's	Locating more countries in Europe and North and South America using maps. Locating major cities of the countries studied. Locating key physical features in countries studied on a map . Locating key human features in countries studied. Identifying significant environmental regions on a map. Using maps to show the distribution of the world's climate zones, biomes and vegetation belts Locating many counties in the UK. Locating many cities in the UK. Confidently locating the twelve geographical regions of the UK.	Locating more countries in Europe and North and South America using maps. Locating major cities of the countries studied. Locating key physical features in countries studied on a map . Locating key human features in countries studied. Identifying significant environmental regions on a map. Using maps to show the distribution of the world's climate zones, biomes and vegetation belts Locating many counties in the UK. Locating many cities in the UK. Confidently locating the twelve geographical regions of

		and physical) of the four countries of the UK. Showing on a map which country they live in and locating its capital city.	town or village where they live in relation to their capital city	significant rivers and identifying any patterns. Using maps to show the distribution of the world's climate zones, biomes and vegetation belts Locating many counties in the UK. Locating many cities in the UK. Confidently locating the twelve geographical regions of the UK. Identifying key physical and human characteristics of the geographical regions in the UK. Understanding how landuse has changed over time using examples. Explaining why a locality has changed over time, giving examples of both physical and human features Identifying the location of the Prime/Greenwich	volcanoes are on a map and identifying the 'Ring of Fire'. Locating some of the world's most significant rivers and identifying any patterns. Locating some counties in the UK (local to your school). Locating some cities in the UK (local to your school). Beginning to locate the twelve geographical regions of the UK. Identifying key physical and human characteristics of geographical regions in the UK. Identifying how topographical features studied have changed over time using examples. Describing how a locality has changed over time,	Identifying key physical and human characteristics of the geographical regions in the UK. Understanding how landuse has changed over time using examples. Explaining why a locality has changed over time, giving examples of both physical and human features Identifying the location of the Prime/Greenwich Meridian and time zones (including day and night) and explaining its significance. Using longitude and latitude when referencing location in an atlas or on a globe.	the UK. Identifying key physical and human characteristics of the geographical regions in the UK. Understanding how landuse has changed over time using examples. Explaining why a locality has changed over time, giving examples of both physical and human features Identifying the location of the Prime/Greenwich Meridian and time zones (including day and night) and explaining its significance. Using longitude and latitude when referencing location in an atlas or on a globe.

				Meridian and time zones (including day and night). time, giving examples of both physical and human features. Finding the position of the Equator and describing how this impacts our environmental regions. Finding lines of latitude and longitude on a globe and explaining why these are important. Identifying the position of the Tropics of Cancer and Capricorn and their significance. Identifying the position of the Northern and Southern hemispheres and explaining how they shape our seasons. Identifying the position and significance of both the Arctic and Antarctic Circle.	giving examples of both physical and human features. Finding the position of the Equator and describing how this impacts our environmental regions. Finding lines of latitude and longitude on a globe and explaining why these are important. Identifying the position of the Tropics of Cancer and Capricorn and their significance. Identifying the position of the Northern and Southern hemispheres and explaining how they shape our seasons. Identifying the position and significance of both the Arctic and Antarctic Circle.		

	Locational Knowledge						
	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Progression of Knowledge	Reception children will gain Geography knowledge through the Knowledge and Understanding of the World strand of the Early Learning Goals.	To know the name of the four continents (Europe, Asia, Africa and North America). To know that a continent is a group of countries. To know that they live in the continent of Europe. To know that an ocean is a large body of water. To know the name of two of the world's oceans (Atlantic Ocean and Pacific	To be able to name the seven continents of the world. To be able to name the five oceans of the world. To know that a sea is a body of water that is smaller than an ocean. To know that there are four bodies of water surrounding the UK and to be able to name them. To name some characteristics of the four capital cities of the UK.	To know where North and South America are on a world map. To know the names of some countries and major cities in Europe and North and South America. To know the names of some of the world's most significant mountain ranges. To know the names of some of the world's most significant rivers. To know that mountains, volcanoes and earthquakes largely	To know where North and South America are on a world map. To know the names of some countries and major cities in Europe and North and South America. To know the names of some of the world's most significant mountain ranges. To know the names of some of the world's most	To know the name of many countries and major cities in Europe and North and South America. To know the location of key physical features in countries studied. To name and describe some of the world's vegetation belts (ice cape, tundra, coniferous forest, deciduous forest, evergreen forest, mixed forest, temperate grassland, tropical grassland, mediterranean, desert scrub, desert, highland).	To know the name of many countries and major cities in Europe and North and South America. To know the location of key physical features in countries studied. To name and describe some of the world's vegetation belts (ice cape, tundra, coniferous forest, deciduous forest, evergreen forest, mixed forest, temperate grassland, tropical grassland, mediterranean, desert scrub, desert, highland).

		Ocean) To know that the UK is short for 'United Kingdom'. To know that the United Kingdom is made up of four countries and to be able to name them. To know that a capital city is the city where a country's government is located. To know the name of the country they live in. To know the capital cities of the UK.	To know the four capital cities of the UK.	occur at plate boundaries. To know that climate zones are areas of the world with similar climates. * To know the world's different climate zones (equatorial, tropical, hot desert, temperate and polar). To know that biomes are areas of world with similar climates, vegetation and animals. * To know the world's biomes * To know vegetation belts are areas of the world which are home to similar plant species. To know the name of some counties in the UK (local to your school). To know the name of some cities in the UK (local to your school). To know the name of the county that they live in and their closest city.	significant rivers. To know that mountains, volcanoes and earthquakes largely occur at plate boundaries. To know that climate zones are areas of the world with similar climates. To know the world's different climate zones (equatorial, tropical, hot desert, temperate and polar). To know that biomes are areas of world with similar climates, vegetation and animals.* To know the world's biomes To know vegetation belts are areas of the world which are home to similar plant species.	To know the name of many counties in the UK. To know the name of many cities in the UK. To confidently name the twelve geographical regions of the UK. To know that London and the South East regions have the largest population in the UK. To know the Prime/Greenwich Meridian is a line of longitude which goes through 0°and determines the start of the world's time zones	To know the name of many counties in the UK. To know the name of many cities in the UK. To confidently name the twelve geographical regions of the UK. To know that London and the South East regions have the largest population in the UK. To know the Prime/Greenwich Meridian is a line of longitude which goes through 0°and determines the start of the world's time zones

				To begin to name the twelve geographical regions of the UK. To know the main types of land use. * To know some types of settlement. To know that countries near the Equator have less seasonal change than those near the poles. To know that the Equator is a line of latitude indicating the hottest places on Earth and splitting our globe into the Northern and Southern Hemispheres. To know lines of longitude are invisible lines on the globe that determine how far east or west a location is from the Prime Meridian. To know lines of latitude are invisible lines on the globe that determine how far north or south a location is from the Equator. To know the	To know the name of some counties in the UK (local to your school). To know the name of some cities in the UK (local to your school). To know the name of the county that they live in and their closest city. To begin to name the twelve geographical regions of the UK. To know the main types of land use. * To know some types of settlement. To know that countries near the Equator have less seasonal change than those near the poles. To know that the Equator is a line of latitude indicating the hottest places on Earth and splitting our globe		

				Tropics of Cancer and Capricorn are lines of latitude and mark the equatorial region; the countries with the hottest climates. To know the Northern and Southern hemisphere are 'halves' of the Earth, above and below our Equator and have alternate seasons to each other. To know the boundaries of the polar regions are marked by the invisible lines the Arctic and Antarctic circle. To know the patterns of daylight in the Arctic and Antarctic circle and the Equatorial regions.	into the Northern and Southern Hemispheres. To know lines of longitude are invisible lines on the globe that determine how far east or west a location is from the Prime Meridian. To know lines of latitude are invisible lines on the globe that determine how far north or south a location is from the Equator. To know the Tropics of Cancer and Capricorn are lines of latitude and mark the equatorial region; the countries with the hottest climates. To know the Northern and Southern hemisphere are 'halves' of the Earth, above and below our Equator		

					and have alternate seasons to each other. To know the boundaries of the polar regions are marked by the invisible lines the Arctic and Antarctic circle. To know the patterns of daylight in the Arctic and Antarctic circle and the Equatorial regions.		

	Place Knowledge						
	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Progression of skills	Reception children will gain Geography skills through the Knowledge and Understanding of the World strand of the Early Learning Goals.	Naming some key similarities between their local area and a small area of a contrasting non-European country. Naming some key differences between their local area and a small area of a	Describing and beginning to explain some key similarities between their local area and a small area of a contrasting non-European country. Describing and beginning to explain some key differences	Describing and beginning to explain similarities between two regions studied. Describing and beginning to explain differences between two regions studied. Describing how and why humans have responded in different ways to	Describing and beginning to explain similarities between two regions studied. Describing and beginning to explain differences between two regions studied. Describing how and why humans have responded in	Describing and explaining similarities between two regions studied. Describing and explaining differences between two regions studied. Explaining how and why humans have responded in different ways to their local environments in two	Describing and explaining similarities between two regions studied. Describing and explaining differences between two regions studied. Explaining how and why humans have responded in different ways to their local

		contrasting non-European country. Describing what physical features may occur in a hot place in comparison to a cold place	between their local area and a small area of a contrasting non-European country.	their local environments. Discussing how climates have an impact on trade, land use and settlement Explaining what measures humans have taken in order to adapt to survive in cold places. Describing and explaining how people who live in a contrasting physical area may have different lives to people in the UK.	different ways to their local environments. Discussing how climates have an impact on trade, land use and settlement. Explaining what measures humans have taken in order to adapt to survive in cold places. Describing and explaining how people who live in a contrasting physical area may have different lives to people in the UK.	contrasting regions. Comparing the climate studied in a region of the UK with that of a region of North and South America and discussing how both climates have an impact on trade, land use and settlement. Explaining what measures humans have taken in order to adapt to survive in hot places. Using maps to explore wider global trading routes.	environments in two contrasting regions. Comparing the climate studied in a region of the UK with that of a region of North and South America and discussing how both climates have an impact on trade, land use and settlement. Explaining what measures humans have taken in order to adapt to survive in hot places. Using maps to explore wider global trading routes.

	Place Knowledge						
	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Progression of Knowledge	Reception children will gain Geography skills through the Knowledge and Understanding of the World strand	To know that life elsewhere in the world is often different to ours. To know that life elsewhere in the world often has similarities to ours.	To know some similarities and differences between their local area and a contrasting non European country.	To know the negative effects of living near a volcano. To know the positive effects of living near a volcano. To know the negative effects an earthquake can	To know the negative effects of living near a volcano. To know the positive effects of living near a volcano.	To know some similarities and differences between the UK and a European mountain region. To know why tourists visit mountain regions.	To know some similarities and differences between the UK and a European mountain region. To know why tourists visit mountain regions.

	of the Early Learning Goals.			have on a community. To know ways in which communities respond to earthquakes.	To know the negative effects an earthquake can have on a community. To know ways in which communities respond to earthquakes.		

	Human and Physical Geography						
	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Progression of Skills	Reception children will gain Geography skills through the Knowledge and Understanding of the World strand of the Early Learning Goals.	Describing how the weather changes with each season in the UK. Describing the daily weather patterns in their locality. Confidently using the vocabulary 'season' and 'weather' Recognising some physical features in their locality	Locating some hot and cold areas of the world on a world map. Locating the Equator and North and South Poles on a world map. Locating hot and cold areas of the world in relation to the Equator and the North and South poles. Describing the key physical features in a local river area using basic	Mapping and labelling the seven biomes on a world map. Understanding some of the causes of climate change. Describing how physical features, such as mountains and rivers are formed, and why volcanoes and earthquakes occur. Describing where volcanoes, earthquakes and mountains are located globally.	Mapping and labelling the seven biomes on a world map. Understanding some of the causes of climate change. Describing how physical features, such as mountains and rivers are formed, and why volcanoes and earthquakes occur. Describing where volcanoes, earthquakes and mountains are located globally.	Describing and understanding the key aspects of the six biomes. Describing and understanding the key aspects of the six climate zones. Understanding some of the impacts and causes of climate change. Describing and understanding the key aspects and distribution of the vegetation belts in relation to the six biomes, climate and weather. Giving examples of alternative viewpoints and	Describing and understanding the key aspects of the six biomes. Describing and understanding the key aspects of the six climate zones. Understanding some of the impacts and causes of climate change. Describing and understanding the key aspects and distribution of the vegetation belts in relation to the six biomes, climate and weather. Giving examples of alternative viewpoints

		Recognising some human features in their locality.	geographical vocabulary. Describing the key physical features of a coast line and how it changes over time using subject specific vocabulary. Describing and understanding the differences between a city, town and village. Describing the key human features of a coast line and how it changes over time using subject specific vocabulary	Describing and explaining how physical features such as rivers, mountains, volcanoes and earthquakes have had an impact upon the surrounding landscape and communities. Describing how humans use water in a variety of ways. Describing and understanding types of settlement and land use. Explaining why a settlement and community has grown in a particular location. Explaining why different locations have different human features. Explaining why people might prefer to live in an urban or rural place. Describing how humans can impact the environment both positively and negatively, using examples.	Describing and explaining how physical features such as rivers, mountains, volcanoes and earthquakes have had an impact upon the surrounding landscape and communities. Describing how humans use water in a variety of ways. Describing and understanding types of settlement and land use. Explaining why a settlement and community has grown in a particular location. Explaining why different locations have different human features. Explaining why people might prefer to live in an urban or rural place. Describing how humans	solutions regarding an environmental issue and explaining its links to climate change. Describing and understanding economic activity including trade links. Suggesting reasons why the global population has grown significantly in the last 70 years. Describing the 'push' and 'pull' factors that people may consider when migrating. Understanding the distribution of natural resources both globally and within a specific region or country studied. Recognising geographical issues affecting people in different places and environments. Describing and explaining how humans can impact the environment both positively and negatively, using examples	and solutions regarding an environmental issue and explaining its links to climate change. Describing and understanding economic activity including trade links. Suggesting reasons why the global population has grown significantly in the last 70 years. Describing the 'push' and 'pull' factors that people may consider when migrating. Understanding the distribution of natural resources both globally and within a specific region or country studied. Recognising geographical issues affecting people in different places and environments. Describing and explaining how humans can impact the environment both positively and

					can impact the environment both positively and negatively, using examples.		negatively, using examples

	Human and Physical Geography						
	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Progression of Knowledge	Reception children will gain Geography skills through the Knowledge and Understanding of the World strand of the Early Learning Goals.	To know the four seasons of the UK. To know that 'weather' refers to the conditions outside at a particular time. To know that different parts of the UK often experience different weather. To know that a weather forecast is when someone tries to predict what the weather will be like in the near future. To know that weather conditions can be measured	To know that the Equator is an imaginary line around the middle of the Earth. To know that, because it is the widest part of the Earth, the Equator is much closer to the sun than the North and South poles. To know that the North Pole is the northernmost point of the Earth and the South Pole is the southernmost point of the Earth. To know that different parts of the world experience different weather conditions and	To know that the water cycle is the processes which move water around our Earth and to be able to name those processes. To know the key features of a river. To know the different types of mountains and volcanoes and how they are formed. To know that an earthquake is the intense shaking of the ground. To know that a biome is a region of the globe sharing a similar climate, landscape, vegetation and wildlife. * To know the world's biomes. * To	To know that the water cycle is the processes which move water around our Earth and to be able to name those processes. To know the key features of a river. To know the different types of mountains and volcanoes and how they are formed. To know that an earthquake is the intense shaking of the ground. To know that a biome is a region of the globe sharing a similar climate,	To know vegetation belts are areas of the world that are home to similar plant species. * To name and describe some of the world's vegetation belts. To know why the ocean is important. To know the global population has grown significantly since the 1950s. To know which factors are considered before people build settlements. To know migration is the movement of people from one country to another. To know that natural resources can be used to make energy.	To know vegetation belts are areas of the world that are home to similar plant species. * To name and describe some of the world's vegetation belts. To know why the ocean is important. To know the global population has grown significantly since the 1950s. To know which factors are considered before people build settlements. To know migration is the movement of people from one country to another.

		and recorded To know that human features means any feature of an area that was made or built by humans. To know that physical features means any feature of an area that is on the Earth naturally	that these are often caused by the location of the place. To know that coastlines (and other physical features) change over time. To know some key physical features of the UK. To know that a sea is a body of water that is smaller than an ocean. To know that human features change over time. To know some key human features of the UK.	know that the hottest biomes are found between the Tropics of Cancer and Capricorn. To know that climate zones are areas of the world with similar climates. * To know the world's different climate zones.* To know that climates can influence the foods able to grow. To know the main types of land use. * To know the different types of settlement. * To know water is used by humans in a variety of ways. To know an urban place is somewhere near a town or city. To know a rural place is somewhere near the countryside. To know that a natural resource is something that people can use which comes from the natural	landscape, vegetation and wildlife. * To know the world's biomes. * To know that the hottest biomes are found between the Tropics of Cancer and Capricorn. To know that climate zones are areas of the world with similar climates. * To know the world's different climate zones. * To know that climates can influence the foods able to grow. To know the main types of land use. * To know the different types of settlement. * To know water is used by humans in a variety of ways. To know an urban place is	To know some positive impacts of humans on the environment. To know some negative impacts of humans on the environment. To know the threats to oceans and corals.	To know that natural resources can be used to make energy. To know some positive impacts of humans on the environment. To know some negative impacts of humans on the environment. To know the threats to oceans and corals.

				environment. To know the threats to the rainforest both on a local and global scale. To know that fair trading is the process of ensuring workers are paid a fair price, have safe working conditions and are treated with respect and equality. To know the UK grows food locally and imports food from other countries.	somewhere near a town or city. To know a rural place is somewhere near the countryside. To know that a natural resource is something that people can use which comes from the natural environment. To know the threats to the rainforest both on a local and global scale. To know that fair trading is the process of ensuring workers are paid a fair price, have safe working conditions and are treated with respect and equality. To know the UK grows food locally and imports food from other countries.		

	Geographical skills and fieldwork						
	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Progression of Skills	Reception children will gain Geography skills through the Knowledge and Understanding of the World strand of the Early Learning Goals.	Using an atlas to locate the UK. Using a map of the UK to locate the four countries. Beginning to use an atlas to locate the four capital cities of the UK. Using a world map and globe to locate four of the world's seven continents (Europe, North America, South America and Asia) Using a world map and globe to locate the Atlantic Ocean and Pacific Ocean	Recognising why maps need a title. Using an atlas to locate the four capital cities of the UK. Using a world map, globe and atlas to locate all the world's seven continents. Using a world map, globe and atlas to locate the world's five oceans. Using locational language and the compass points (N, S, E, W) to describe the location of features on a map. Using locational language and the compass	Beginning to use maps at more than one scale. Using atlases, maps, globes, satellite images and beginning to use digital mapping to locate countries studied . Using atlases, maps, globes and beginning to use digital mapping to recognise and describe physical features and human features in countries studied . Using the scale bar on a map to estimate distances. Finding countries and features of countries in an atlas using contents and index. Z ooming in and out of a digital map.	Beginning to use maps at more than one scale. Using atlases, maps, globes, satellite images and beginning to use digital mapping to locate countries studied . Using atlases, maps, globes and beginning to use digital mapping to recognise and describe physical features and human features in countries studied . Using the scale bar on a map to estimate distances. Finding countries and features of countries in an atlas using	Confidently using and understanding maps at more than one scale. Using atlases, maps, globes and digital mapping to locate countries studied. Using atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied. Identifying, analysing and asking questions about distributions and relationships between features using maps (e.g settlement distribution). Using the scale bar on a map to calculate distances. Recognising an increasing range of Ordnance Survey symbols on maps and	Confidently using and understanding maps at more than one scale. Using atlases, maps, globes and digital mapping to locate countries studied. Using atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied. Identifying, analysing and asking questions about distributions and relationships between features using maps (e.g settlement distribution). Using the scale bar on a map to calculate distances. Recognising an

		Using directional language to describe the location of objects in the classroom and playground. Using directional language to describe features on a map in relation to other features (real or imaginary). Responding to instructions using directional language to follow routes. Beginning to use the compass points (N, S, E, W) to describe the location of features on a map. Recognising local landmarks on aerial photographs . Recognising basic human features on aerial photographs. Recognising	points (N, S, E, W) to describe the route on a map. locational language and the compass points (N, S, E, W) to plan a route in the playground or school grounds. Using a map to follow a prepared route. Recognising landmarks of a city studied on aerial photographs and plan perspectives. Recognising human features on aerial photographs and plan perspectives. Recognising physical features on aerial photographs and plan perspectives. Drawing a map and using class agreed symbols to make a simple key. Drawing a simple sketch map of the playground or	Beginning to use the key on an OS map to name and recognise key physical and human features in regions studied. Accurately using 4-figure grid references to locate features on a map in regions studied. Beginning to give instructions using the 8 points of a compass. Using a simple key on their own map to show an example of both physical and human features. Following a route on a map with some accuracy. Saying which directions are N, S, E, W on an OS map. Making and using a simple route on a map. Labelling some features on an aerial photograph and then locating these on an OS map of the same locality and scale in regions studied.	contents and index. Zooming in and out of a digital map. Beginning to use the key on an OS map to name and recognise key physical and human features in regions studied. Accurately using 4-figure grid references to locate features on a map in regions studied. Beginning to give instructions using the 8 points of a compass. Using a simple key on their own map to show an example of both physical and human features. Following a route on a map with some accuracy. Saying which directions are N, S, E, W on an OS map. Making and using a simple route on a map.	locating features using six-figure grid references. Recognising the difference between Ordnance Survey and other maps and when it is most appropriate to use each. Beginning to use thematic maps to recognise and describe human and physical features studied. Using models and maps to talk about contours and slopes. Selecting a map for a specific purpose. Confidently using the key on an OS map to name and recognise key physical and human features in regions studied. Accurately using 4 and 6figure Grid References to locate features on a map in regions studied. Confidently giving instructions using the 8 points of a compass. Following a short preprepared route on an OS map. Identifying the 8	increasing range of Ordnance Survey symbols on maps and locating features using six-figure grid references. Recognising the difference between Ordnance Survey and other maps and when it is most appropriate to use each. Beginning to use thematic maps to recognise and describe human and physical features studied. Using models and maps to talk about contours and slopes. Selecting a map for a specific purpose. Confidently using the key on an OS map to name and recognise key physical and human features in regions studied. Accurately using 4 and 6figure Grid References to locate features on a map in regions studied.

		basic physical features on aerial photographs . Drawing freehand maps (of real or imaginary places) using simple pictures or symbols. Drawing a simple sketch map of the classroom and playground using simple pictures, colours or symbols to represent features. Adding labels to sketch maps. Using simple picture maps and plans to move around the school.	school grounds using symbols to represent human and physical features. Finding a given OS symbol on a map with support. Beginning to draw objects to scale (e.g show the school playground is smaller than the school or school field). Using an aerial photograph to draw a simple sketch map using basic symbols for a key.		Labelling some features on an aerial photograph and then locating these on an OS map of the same locality and scale in regions studied.	compass points on an OS map. Planning a journey to another part of the world using six figure grid references and the eight points of a compass.	Confidently giving instructions using the 8 points of a compass. Following a short preprepared route on an OS map. Identifying the 8 compass points on an OS map. Planning a journey to another part of the world using six figure grid references and the eight points of a compass.

	Observe						
	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		Commenting on the features they see in their school and school grounds on a walk around the respective places.	Discussing the features they see in the area surrounding their school when on a walk. Asking and answering simple questions about human and physical features of the area surrounding their school grounds.	Mapping land use in a small local area using sketch maps and plans. Making a plan for how they wish to collect data to answer an enquiry based question, with the support of a teacher. Asking and answering one- step and twostep geographical questions. Observing, recording, and naming geographical features in their local environments.	Mapping land use in a small local area using sketch maps and plans. Making a plan for how they wish to collect data to answer an enquiry based question, with the support of a teacher. Asking and answering one- step and two-step geographical questions. Observing, recording, and naming geographical features in their local environments.	Making sketch maps of areas studied including labels and keys where necessary. Making an independent or collaborative plan of how they wish to collect data to answer an enquiry based question.	Making sketch maps of areas studied including labels and keys where necessary. Making an independent or collaborative plan of how they wish to collect data to answer an enquiry based question.

	Measure						
	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		Asking and answering simple questions about the features of their school and school grounds.	Collecting quantitative data through a small survey of the local area/school to answer an enquiry question.	Using simple sampling techniques appropriately. Making digital audio recordings for a specific purpose. Designing a questionnaire / interviews to collect quantitative fieldwork data.	Using simple sampling techniques appropriately. Making digital audio recordings for a specific purpose. Designing a questionnaire / interviews to collect quantitative fieldwork data.	Selecting appropriate methods for data collection. Designing interviews/questionnaires to collect qualitative data. Using standard field sampling techniques appropriately.	Selecting appropriate methods for data collection. Designing interviews/questionnaires to collect qualitative data. Using standard field sampling techniques appropriately.

	Record						
	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		Drawing some of the features they notice in their school and school grounds in correct relation to each other on a sketch map.	Classifying the features they notice into human and physical with teacher support. Taking digital photographs of geographical features in the locality. Making digital audio recordings when interviewing someone.	Taking digital photos and labeling or captioning them. Making annotated sketches, field drawings and freehand maps to record observations during fieldwork. Drawing simple maps and plans to scale (e.g 1m = 1 square) Using a simplified Likert Scale to record their judgements of environmental quality. Using a questionnaire/ interviews to collect qualitative fieldwork data.	Taking digital photos and labeling or captioning them. Making annotated sketches, field drawings and freehand maps to record observations during fieldwork. Drawing simple maps and plans to scale (e.g 1m = 1 square) Using a simplified Likert Scale to record their judgements of environmental quality. Using a questionnaire/ interviews to collect qualitative fieldwork data.	Using GIS (Geographical Information Systems) to plot data sets (e.g prevalence of crime in certain areas) onto base maps which can then be analysed. Conducting interviews/questionnaires to collect qualitative data. Interpreting and using real-time/live data.	Using GIS (Geographical Information Systems) to plot data sets (e.g prevalence of crime in certain areas) onto base maps which can then be analysed. Conducting interviews/questionnaires to collect qualitative data. Interpreting and using real-time/live data.

	Present						
	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		Using a simple recording technique to express their feelings about a specific place and explaining why they like/dislike some of its features.	Presenting data in simple tally charts or pictograms and commenting on what the data shows. Asking and answering simple questions about data.	Presenting data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies when communicating geographical information. Suggesting different ways that a locality could be changed and improved. Finding answers to geographical questions through data collection. Analysing and presenting quantitative data in charts and graphs.	Presenting data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies when communicating geographical information. Suggesting different ways that a locality could be changed and improved. Finding answers to geographical questions through data collection. Analysing and presenting quantitative data in charts and graphs.	Deciding how to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing at length and digital technologies when communicating geographical information. Drawing conclusions about an enquiry using findings from fieldwork to support your reasonings. Evaluating evidence collected and suggesting ways to improve this. Analysing quantitative data in pie charts, line graphs and graphs with two variables.	Using GIS (Geographical Information Systems) to plot data sets (e.g prevalence of crime in certain areas) onto base maps which can then be analysed. Conducting interviews/questionnaires to collect qualitative data. Interpreting and using real-time/live data.

Vocabulary

Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	aerial view land location village city aerial photograph sea country town map globe place directional language symbol features atlas distance country key locate north survey questionnaire improve atlas capital city climate compass continent country direction land locate	aerial photograph capital city continent country data collection fieldwork human feature key lake land landmark locate location map north physical feature ocean OS map river sample sea scale symbol tally chart vegetation Continent country locate globe desert	vegetation vegetation belts drought greenhouse gas global warming logging mining method risk route questionnaire enquiry data analyse inner core outer core mantle crust magma tectonic plate plate boundary fold mountain fault-block mountain volcanic mountain atlas composite volcano shield volcano magma chamber vent pyroclastic flow active volcano dormant volcano extinct volcano	biome Equator Tropic of Capricorn Tropic of Cancer lines of latitude lines of longitude hemisphere climate climate zone compass points direction treaty ice shelf ice sheet drifting ice iceberg global warming logging mining method risk route questionnaire enquiry data	atlas mountain range fold mountain longitude latitude hemisphere climate land height sea level human feature physical feature glacier mountain climate temperate forest temperate coniferous trees deciduous trees scale vegetation population leisure tourist tourism recreational land use OS map method risk route	population densely populated sparsely populated population density population distribution cartogram birth rate death rate natural increase migration migrants refugee push factors pull factors voluntary involuntary region climate climate change fossil fuels greenhouse gases deforestation impact quantitative qualitative air pollution noise pollution Likert scale biofuel

		location map rain gauge season temperature thermometer weather weather vane	climate pack ice arid compass weather ice sheet savannah grasslands tropical rainforest weather polar rural physical feature Equator urban rain gauge	negative effects positive effects fertile soil climate change volcanic springs geothermal energy index earthquake tsunami air freight carbon footprint consume distribution export fertiliser food bank food miles grant import pesticides produce qualitative quantitative reliability responsible trade sample size scale bar seasonal food source sustainability trade trend	forest floor understory layer canopy layer emergent layer deforestation community indigenous peoples		coal consumption contour line crude oil dam emissions energy source hydropower natural gas non-renewable nuclear power Prime Meridian producer regenerate renewable replenish sea level solar power time zone urban planner windpower six-figure grid reference atmosphere biodegradable buffer coral bleaching coral reef decompose digital map disposable ecology ecosystem erosion geology habitat human footprint marine microplastics natural disaster ocean current policy

							renewable energy single use plastic species water cycle

Impact

The impact and measure of our Geography curriculum at Severnbanks Primary School is to ensure that our students are equipped with a range of skills and knowledge to enable them to succeed in the next phase of their Geography education and for them to develop a curiosity and appreciation of the world and their place within it. Children will:

- Compare and contrast human and physical features to describe and understand similarities and differences between various places in the UK, Europe and the Americas.
- Name, locate and understand where and why the physical elements of our world are located and how they interact, including processes over time relating to climate, biomes, natural disasters and the water cycle.
- Understand how humans use the land for economic and trading purposes, including how the distribution of natural resources has shaped this.
- Develop an appreciation for how humans are impacted by and have evolved around the physical geography surrounding them and how humans have had an impact on the environment, both positive and negative. Trust, Kindness, Respect, Honesty, Justice, Resilience.
- Develop a sense of location and place around the UK and some areas of the wider world using the eight-points of a compass, four and six-figure grid references, symbols and keys on maps, globes, atlases, aerial photographs and digital mapping.
- Identify and understand how various elements of our globe create positioning, including latitude, longitude, the hemispheres, the tropics and how time zones work, including night and day.
- Present and answer their own geographical enquiries using planned and specifically chosen methodologies, collected data and digital technologies.
- Meet the end of key stage expectations outlined in the National curriculum for Geography.