Geography Progression Map

Key Stage 1 National Curriculum Expectations	Key Stage 2 National Curriculum Expectations
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	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,

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.	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.

Intent

Curiosity: arguably a cornerstone to a child's emotional and intellectual development. At Gayton Junior school we view geography through a lens of curiosity. Why is the world as it is? Why are places different? What makes these differences and how do they effect the people living there? Why, at home, do people keep on talking about plastic, pollution and climate change?

Ensuring that all children are included, our intent is to offer a broad, balanced and differentiated curriculum, seeking to harness the innate curious nature of our children, helping them to develop geographical knowledge and skills which they can take with them throughout their school life and beyond.

Implementation

Geography is taught in blocks throughout KS2, helping to enable a depth of study and the cementing of geographical skills (as per the National Curriculum of 2014). The progressive development of skills enables teachers to build on previous knowledge, seeking to deepen it while ensuring geography maintains its place as a part of real life, not simply a classroom activity. Hence, fieldwork at either end of the key stage (examining the local environment, both physical and human in Year 3; field work, sketch maps and use of digital technologies in year 6) plus orienteering in the school grounds builds upon the geographical knowledge and skills developed throughout KS2 (and further developed from KS1).

The geography curriculum at Gayton Junior school begins with a world view, delves down into the locality and then broadens out again through years 4, 5 and 6, thus ensuring the children can place themselves and their immediate locality in the wider sweep of world geography. We study diverse locations, people, natural and human environments together with an understanding of physical and human processes.

We develop the children's geographical skills through, for example: collecting and analysing data; using maps, globes, aerial photographs and digital mapping to name and identify cities, countries, continents, oceans and biomes; fieldwork to develop investigative skills and to make geography a part of real life.

Impact
Our children can demonstrate their learning both verbally and in written form, aided by an emphasis on being inquisitive, collaborating, questioning and being prepared to explain and justify their viewpoint, using geographical language. We measure the impact of our curriculum through the following methods: • End of unit quiz with weekly recaps to help cement skill development and knowledge. • Learning walks by Geography Coordinator, with Head teacher. • Pupil interview. • Book scrutinies and lesson observations. • On-going discussions with staff. • Images and videos of the children's practical learning. • Annual reporting of standards across the curriculum.

Skills	Year 3 & 4	Year 5 & 6
Using atlases, globes and Ordnance Survey maps	KS2 Geography National Curriculum Pupils should be taught to use maps, atlases and globes to locate countries and describe features studied. Children can: a. Locate countries and continents in an atlas. b. Identify the Equator. c. Identify location of major UK cities, using Google Earth to explain positioning. d. Interpret a map, using map key. e. Identify the effect of latitude on a location.	KS2 Geography National Curriculum Pupils should be taught to use maps, atlases and globes to locate countries and describe features studied; use four and six figure grid references, symbols and key to build their knowledge of the United Kingdom and the wider world. Children can: a. Use a globe and atlases to define the physical features of the River Nile. b. Identify the continents, countries and major cities and physical landmarks. c. Use atlases to identify locations of biomes. d. Use atlases and globes to identify location of oceans; understand and articulate the process of the water cycle.

		e. Use atlases and globes to identify the location of major mountain ranges; show understanding of the effect of mountain ranges on human settlements/activity. f. Use atlases to mark location of Allied and Axis forces. g. Understand and use six figure grid references. h: Use Ordnance Survey maps to plan basic routes and understand the features of the map (e.g. contour lines). i: Demonstrate an understanding of longitude and latitude, Tropics of Cancer and Capricorn, hemispheres and Equator.
Using directional language	**KS2 Geography National Curriculum** Pupils should be taught to use the points of the compass to build their knowledge of the UK and the wider world. Children can: a. Identify and use correctly the four compass points. b. Compare location of different places using four or six points of the compass.	**KS2 Geography National Curriculum** Pupils should be taught to 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. Children can: a. Use the 8 compass points to define location of continents/countries/major cities to each other. .

Skills	Year 3 & 4	Year 5 & 6
Identify key physical and human features of places	**KS2 Geography National Curriculum** Pupils should be taught to understand basic physical and human geography features, using correct geographical vocabulary including climate zones, volcanoes, earthquakes. Identify geographical regions and their	**KS2 Geography National Curriculum** Pupils should be taught to describe and understand key aspects of physical geography including climate zones, biomes, rivers, mountains and the water cycle; human

	human and physical characteristics; understand how some of these have changed over time. Children can: a. Record and order key statistics such as population, longest river, mountain ranges, key areas of high population, weather etc. then compare findings. b. Identify three climatic zones and their defining features. c. Compare and contrast different places using appropriate geographical language. d. Identify features of a settlement, ranking (and justifying) in importance. e. Identify the causes and effects of natural disasters on physical and human geography. f:compare and contrast physical features of different locations, forming conclusions on impact of these differences.	geography, including types of settlement and land use, economic activity including trade links. Children can: a. Identify and analyse reasons for the importance of the Nile. b. Identify then discuss impact of mountain ranges and rivers on human settlements. c. Consider and discuss reasons for positioning of major cities and the impact of proximity to water. d. Identify the four climatic zones and the relationship to biomes. e. Identify location of major world rivers; show understanding of the impact on human settlements and activity. Show an understanding of physical features of rivers. .

Skills	Year 3 & 4	Year 5 & 6
Use digital mapping and aerial photographs	**KS2 Geography National Curriculum** Pupils should be taught to locate countries and features studied. Children can: a. use Google Earth to identify key locations in the local area. b. Use Digimap to explore key changes in Derby. c. Use Google Earth and Digimap to compare and contrast Derby with other urban locations in the UK.	**KS2 Geography National Curriculum** Pupils should be taught to locate countries and features studied. Children can: a. use digital mapping to define the physical features of the River Nile.

	d. Identify the world's tectonic plates.	
Geographical skills, devising maps and fieldwork	**KS2 Geography National Curriculum** Pupils should be taught to use fieldwork to observe, measure, record and present the human and physical features in the local area Children can: a. Draw a sketch map of the local area, recording main land use. b. Identify activities and potential effect on human geography. c. Collect data and represent it mathematically to compare different locations.	**KS2 Geography National Curriculum** Pupils should be taught to use fieldwork to observe, measure, record and present the human and physical features in the local area including sketch maps, plans and graphs and digital technologies. Children can: a. Identify the principal causes of global warming and its effects. b. Show an appreciation of the impact of individuals on global warming: use of plastic, carbon footprint, recycling. c. Produce a sketch map of the local area, showing land use and elevation, using geographical symbols.