



Featherstone Primary School: Progression and Sequencing within Geography



Intent: Geography at Featherstone fosters children's curiosity and fascination of the world and its people. Children take part in learning about the diverse places, people, resources and natural and human environments across the world. Through Geography, children learn to care about the world around them as they study the impact of humans on the physical world and the interaction that the two have.

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Locational Case Studies	Erdington Scotland	India Africa	New York The Rainforest Italy	The UK Greece Pacific Trash Island	Central America South America Erdington	Egypt Germany The UK (Ordnance Survey Maps)
Content Knowledge	Locational <i>What and where?</i>	Name, locate and identify the 4 countries of the United Kingdom Understand directions and where things are using simple prepositional language (i.e. up, down, left, right, above, below)	Name and locate the world's 7 continents and 5 oceans Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas	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 (i.e. forests, mountains, deserts), 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	Understand all terminology related to location (i.e. continent, country, city, town, county, area, district, features, etc.) and use these when naming and locating places 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)	Consolidate, fully understand and apply all terminology related to location (i.e. continent, country, city, town, county, area, district, features, etc.) and use these when naming and locating places Accurately comment on a location's environmental regions, key physical and human characteristics and major cities
	Place (A physical area) <i>Having a sense of belonging, a sense of meaning, or a sense of purpose, by studying, comparing, contrasting and tracking locations.</i>	Identify features of the local area Make basic comparisons by listing straightforward similarities and differences	List and 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	Describe and understand geographical similarities and differences through studying the human and physical geography of an area of the United Kingdom, and of a larger area in a contrasting non-European country	Explain and give reasons for the geographical similarities and differences that occur through the study of human and physical geography of a region of the United Kingdom	Explain and give reasons for the geographical similarities and differences that occur through the study of human and physical geography of a region in North or South America Query minor differences between these	Analyse and synthesise geographical similarities and differences through the study of human and physical geography of a region in a European country
	Environmental, physical and human geography <i>Understanding human and natural phenomena and their impacts and influences on the environment.</i>	Identify seasonal and daily weather patterns in the United Kingdom Begin to 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 Begin to use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	Identify seasonal and daily weather patterns in hot and cold areas of the world in relation to the Equator and the North and South Poles Apply 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 Apply basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop Describe and understand the possible negative impacts of humans on their local environment (how what they use impacts locality)	Describe and understand key aspects of physical geography, including: climate zones and biomes and vegetation belts Describe and understand key aspects of human geography, including: types of settlement and land use	Describe and understand key aspects of physical geography, including: rivers, mountains and the water cycle Describe and understand key aspects of human geography, including: economic activity and trade links Describe and understand the possible negative impacts of humans on their national environment (how what they use impacts the UK) and what can be done	Describe and understand key aspects of physical geography, including: volcanoes and earthquakes	Describe and understand key aspects of human geography, including: the distribution of natural resources including energy, food, minerals and water Describe and understand the possible negative impacts of humans on their international environment (how what they do impacts the world) and what can and morally should be done: is it sustainable?

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Skills	<p>Geographical enquiry</p> <p><i>Where is this place? What is it like? Why is it here and not there? How did it get like this? How is this place changing? How are other places affected because of this place?</i></p>	<p>Respond to teacher-led, simple closed questions (i.e. What is the weather like?)</p> <p>Investigate surroundings</p>	<p>Ask simple closed questions (i.e. Where is it? What is it like?)</p> <p>Make simple comparisons between different places</p>	<p>Begin to ask/initiate own geographical questions</p> <p>Investigate the main features and themes of locations at one level (i.e. micro or macro)</p> <p>Make comparisons between places based on several sources of the same type</p> <p>Make simple conclusions about locations based on evidence/sources</p>	<p>Offer own ideas to geographical questions</p> <p>Investigate features and themes of locations in-depth at one level (i.e. micro or macro)</p> <p>Make comparisons between places based on different types of sources (i.e. photos, drawings and maps)</p> <p>Draw conclusions about locations based on evidence/sources</p>	<p>Begin to suggest questions for investigating and justify</p> <p>Investigate features and themes of locations in-depth at both micro and macro levels</p> <p>Compare and contrast sources about locations and comment on which ones are useful, giving reasons</p> <p>Draw in-depth conclusions about locations based on evidence/sources</p>	<p>Suggest questions for investigating and methods to go about doing so</p> <p>Investigate features and themes of locations in-depth at both micro and macro levels; know which is the most useful for the enquiry being studied</p> <p>Analyse sources for patterns and anomalies and explain why they could be there</p> <p>Compare and contrast sources and determine how conclusions were arrived at</p> <p>Consider ways of checking the accuracy of conclusions</p> <p>Understand how different evidence will lead to different conclusions</p>
	<p>Using maps</p> <p><i>The language of Geography</i></p>	<p>Use world maps, atlases and globes to identify the United Kingdom and its countries</p> <p>Use aerial photographs to recognise landmarks and basic human and physical features</p>	<p>Use world maps, atlases and globes to identify the countries, continents and oceans studied</p> <p>With support, use simple compass directions (N, E, S, W) to describe the location of features and routes on a map</p> <p>Use aerial photographs to plan perspectives</p>	<p>Use maps, atlases and globes to interpret basic information and draw simple conclusions about the area being studied (i.e. tree distribution in the Amazon Rainforest in 1950 and modern day)</p> <p>Use N, E, S, W confidently to build knowledge of the United Kingdom and the wider world</p>	<p>Use maps and atlases to fully study the UK and find routes across the UK</p> <p>Use the 8 points of a compass to build knowledge of the United Kingdom and the wider world</p>	<p>Use maps, atlases, globes and digital/computer mapping to interpret information and draw conclusions about the features of the area being studied</p> <p>Use 4-figure grid references, symbols and key to build their knowledge of the United Kingdom and the wider world</p>	<p>Choose and use the most appropriate type of map with precision to locate and understand the location being studied</p> <p>Use maps to analyse distribution and relationships</p> <p>Use 6-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</p>
	<p>Constructing maps</p> <p><i>The language of Geography</i></p>	<p>Recognise that a map represents a place</p> <p>Draw picture maps</p> <p>Make a map of a short, familiar route</p> <p>Use own symbols</p> <p>Use relative vocabulary (i.e. bigger/smaller/near/far)</p>	<p>Add detail to a map from aerial photographs</p> <p>Understand boundaries on a map</p> <p>Understand the need for a key</p> <p>Have a spatial awareness on maps (i.e. 'A' is closer to 'B' than 'C' is)</p>	<p>Construct maps of areas of the world (i.e. parts of continents) with some spatial awareness of sizes and boundaries of some countries</p>	<p>Make a map of a longer UK-based route, with clear spatial awareness and boundaries (i.e. counties, cities and motorways)</p> <p>Use some common standard symbols</p>	<p>Construct maps of small- and large-scale areas with accuracy in size, space, shape and location</p> <p>Use standard symbols</p> <p>Using sources or own data, begin to draw thematic maps</p> <p>Recognise and comment on a map's scale (i.e. how useful it is)</p>	<p>Measure straight line distance (i.e. on Google Maps)</p> <p>Use straight line distance to create an appropriate scale on their map (i.e. 1cm = 100m)</p>
	<p>Fieldwork, linked to Geographical Enquiry</p>	<p>Use observational skills about where things are in the school grounds</p> <p>Make simple recordings, using key words or pictures</p>	<p>Use observational skills about the type of features (i.e. physical and human) in the local area</p> <p>Record observations from fieldwork in notes, diagrams, maps or with ICT</p>	<p>Use observational skills to record human and physical features on a bird's-eye view sketch map (simple drawing of the landscape)</p> <p>Annotate/label the sketch map</p> <p>Evaluate accuracy of sketch map by comparing to a digital map</p>	<p>Use observational skills to record human and physical features on an annotated horizon view sketch map (simple drawing of the landscape from eye level)</p> <p>Evaluate accuracy of sketch map by comparing to a digital map</p> <p>Construct a geographical plan to present suggested changes</p>	<p>Use observational and measurement skills to answer a geographical enquiry</p> <p>Present findings in a bar or line graph</p>	<p>Use observational and measurement skills to answer a geographical enquiry</p> <p>Make independent decisions on how to record fieldwork:</p> <ul style="list-style-type: none"> • Sketch maps • Geographical plans • Bar/Line graphs • Digital technology

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