

Geography Progression

By the end of Year 6 children will:

- have a curiosity and fascination about the world
- use and combine a variety of geographical sources to obtain a detailed picture of a location or geographical process
- look closely and methodically when analysing a geographical source
- collect geographical information using a variety of fieldwork techniques including observations, sketches, surveys, questionnaires and digital technology
- interpret results and identify patterns from a range of geographical data
 - understand the physical and human characteristics of places and their interrelatedness
 - appreciate differences and similarities between the people, places, environments and cultures they have studied
 - understand connections between places: social, economic and environmental
 - understand how sequences of events and activities in the physical and human worlds lead to change in places, landscapes and societies
- appreciate the impact of geographical events and issues on different scales (personal, local, national, international, global)
 - know about sustainable development and its impact on the environment
 - understand that people have different views about geographical issues; give own opinions and reasons for these

EYFS links:

Understanding of the World

- Draw information from a simple map.
- Recognise some similarities and differences between life in this country and life in other countries
- Explore the natural world around them
- Describe what they see, hear and feel whilst outside
- Recognise some environments that are different to the one in which they live
- Understand the effect of changing seasons on the natural world around them

The Natural World ELG

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities & differences between the natural world around them and contrasting environments, drawing on their experiences & what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter

People, Culture and Communities ELG

- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from, when appropriate, maps

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
L o c a t i o n a l K n o w l e d g e	<p>Name the four countries of the United Kingdom and identify some of their characteristics</p> <p>Name the capital cities of the countries in the UK Identify the main physical and human features in the locality</p> <p>Identify similarities and differences in the human and physical features of the locality and a small area in a contrasting non-European country</p> <p>Identify seasonal and daily weather</p>	<p>Name the world's seven continents Name the five oceans</p> <p>Name the seas surrounding the UK</p> <p>Locate the capital cities of the countries in the UK and identify their characteristics</p> <p>Identify similarities and differences in the human and physical features of Clacton and coastal areas in the locality</p> <p>Identify seasonal and daily weather patterns in hot and cold areas of the world (in relation to the equator and North and South Poles)</p>	<p>Name some counties, cities and geographical regions of the UK</p> <p>Identify human and physical characteristics, key topographical features (hills, mountains, coasts and rivers) and land use patterns of counties, cities and geographical regions of the UK and understand how some of these aspects have changed over time</p> <p>Describe and understand key aspects of hamlets, villages, towns and cities</p> <p>Identify similarities and differences between the physical and human features of a region in the UK</p>	<p>Name some countries, cities and environmental regions of South America</p> <p>Identify the position and significance of: The Equator, Northern Hemisphere, Southern Hemisphere</p> <p>Identify human and physical characteristics of some countries, environmental regions and major cities of South America and understand how these have changed over time</p> <p>Identify the key physical characteristics of some countries, environmental regions and major cities of South America</p> <p>Identify similarities and differences between the physical and human features of places in South America</p> <p>Describe and understand key aspects of biomes and climate zones</p> <p>Describe and understand key aspects of the water cycle</p>	<p>Name some countries, cities and environmental regions of Europe (including Russia)</p> <p>Identify human and physical characteristics of some countries, environmental regions and major cities of Europe and understand how these have changed over time</p> <p>Identify similarities and differences between the physical and human features of some places in Europe</p> <p>Describe and understand key aspects of types of economic activity including trade links</p> <p>Describe and understand key aspects of the distribution of natural resources</p> <p>Understand how physical features of a location can affect human activity, trade/economy</p> <p>Describe and understand key aspects of rivers</p> <p>Describe and understand the physical features of mountains</p>	<p>Name some countries, cities and environmental regions of North America Identify the position and significance of latitude, longitude, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle</p> <p>Identify the position and significance of the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>Identify human and physical characteristics of some countries, environmental regions and major cities of North America and understand how these have changed over time</p> <p>Identify similarities and differences between the physical and human features of places in North America</p> <p>Describe and understand the physical features of volcanoes Describe and understand the physical features of earthquakes</p>

<p>P h y s i c a l G e o g r a p h y</p>	<p>Use photos to identify the features of cold places around the world.</p> <p>Name all weather types and match with images/videos.</p> <p>Identify seasonal and daily weather patterns in the UK. Discuss the different seasons and which months of the year are in each season. Match the weather (sun, rain, snow, clouds, rain, wind) to the seasons. Use stories and pictures of different seasons.</p> <p>Use recorded data from fieldwork to discuss the changes in weather, use terms warmer and colder to describe the weather across a week.</p> <p>Use recorded data from fieldwork to predict what the next day's weather will be - encourage this conversation alongside changing months from January to February and link to seasons.</p> <p>Compare the differences between different places that people choose to live (city, village, town). Use images to identify similarities and differences between the types of homes in the different places.</p> <p>Use photos to identify the features of hot places around the world.</p> <p>Refer to autumn learning using pictures to compare the differences between hot and cold countries.</p>	<p>Use images, maps and videos to identify the key physical features of the Bahamas and the UK.</p> <ul style="list-style-type: none"> ● What the land looks like ● Plants/trees that grow ● Size ● Animals that live there ● Climate - temperature, weather <p>What are the similarities and differences?</p> <p>Use images, maps and videos to identify the physical features of a beach.</p> <p>Think about the different types of materials found on a beach - rocks, stones, sand, clay, seaweed. Animals that are found on beaches - crabs, jellyfish etc.</p> <p>Include looking at a city along the coast, cliffs, docks, bays etc to vary the exposure of how beaches can look different and have different purposes.</p>	<p>Understand that rocks and soils can be transported by water (rivers and sea). Explore the physical features within rocks and soils linking to cliffs and the seaside. Use videos to understand the process of erosion and what it is.</p> <p>Look at different rocks and soils that you would find at or near the beach and how they form the base of cliffs. The power of the waves break down the material and transports it elsewhere. Introduce the word erosion in relation to the rocks and physical landscape. Use photos and videos of how erosion takes place and what can happen to the land over time. Use Walton beach as a place to visit to see the impact of erosion. Use maps to show the difference in the land over time due to erosion.</p> <p>Explore topography and analyse the topography of Egypt and compare it to other areas of the world. Was it a good place to farm? Why?</p> <p>Understand how the River Nile and Nile Delta affected the settlements/farming of ancient Egypt.</p> <p>Use the information linked to flooding which dictated the seasons of Ancient Egypt. The river gave the civilizations 3 seasons: flooding, growth and harvest.</p>	<p>Define what a river is.</p> <p>Identify and describe the physical features of the country.</p> <ul style="list-style-type: none"> ● mountains ● coasts ● rivers ● forests ● climate ● size <p>What advantages does this bring the country? (invasion, trade, transport, tourism) What are the similarities and differences to the UK?</p> <p>Describe key aspects of physical geography including rivers, mountains and valleys. Understand how a river is created. Describe where a river starts, how its shape changes and where it ends. Use images and videos to show this process. Identify and label the different parts that form a river - the features of the river upstream all the way down to the mouth of the river at the sea. Link to erosion and rocks which was explored in Y3 to how the water can carry material then explain how this can be used to change the shape of the river. Explore how rivers meander.</p> <p>Explore the animal and plant life that will live near a river - focus on the UK but can compare to another river in a contrasting climate.</p> <p>Understand the process of the water cycle (science unit). Link this understanding to climate.</p> <p>Explore how flooding can happen and the impact flooding can have on the environment. Case study</p>	<p>Understand the difference between climate and weather and identify the major climates of the world with a particular focus on the climate of South America and how this links to its vegetation.</p> <p>Identify the 6 main vegetation belts (Biomes). Focus on the vegetation within The Amazon/Brazil/South America</p> <p>Identify the physical features (topography) of the area, forest, mountains.</p> <p>Focus on the Amazon rainforest and why it is located where it is and why it is so important to the world.</p> <p>Recap the water cycle from Year 4 (How it affects humans and how it is affected by human activity)</p>	<p>Understand how rocks, mountains and volcanoes are formed.</p> <p>Understand how the world's tectonic plates have formed volcanoes/seismic regions such as the Pacific ring of fire.</p> <p>Understand the physical impact on the environment when a volcano erupts or an earthquake happens.</p> <p>Physical features of UK natural disasters- why are they different to volcanoes/earthquakes?</p>
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				of an area in the UK. Identify flooding as a natural disaster.		
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<p>H u m a n G e o g r a p h y</p>	<p>Discuss how people may adapt to live in cold places to keep themselves warm e.g. clothes, features in houses, food.</p> <p>Use images to get children to justify why items are helpful in cold places to help us live. Provide a range and include some unhelpful items for cold weather.</p> <p>Explore how humans have to adapt to live through different weather conditions. Discuss/explain ways that we adapt to different weather conditions. Things we should wear, use and how to stay safe in the weather. Children can create a guide linked to snowy weather conditions.</p> <p>Identify different places and buildings people choose to live in. Use images of different houses in different places (rural and urban). Show photos of flats, houses, cottages, bungalows.</p> <p>Discuss how people may adapt to live in hot places to keep themselves cool e.g. clothes, features of their houses, food.</p> <p>Use images to get children to justify why items are helpful in hot places to help us live. Provide a range and include some unhelpful items for hot weather. Relate images to staying safe in the sun.</p>	<p>Use images, maps and videos to identify the key human features of the Bahamas and the UK.</p> <ul style="list-style-type: none"> ● What food is grown there ● The type of homes that people live in ● The number of people that live there ● Modes of transport that are available <p>What are the similarities and differences?</p> <p>Use street view/maps to compare a local area in the Bahamas (Nassau, capital city) to the local area of Clacton. What is the same and what is different?</p> <p>Use images, maps and videos to identify the key human features of a seaside town.</p> <ul style="list-style-type: none"> ● What is there to do here? ● What buildings are near the beach? ● Why are there particular shops and entertainment places? <p>Consider why people come to visit a seaside town - introduce tourism.</p> <p>Link to fieldwork and justify why there are so many leisure facilities.</p>	<p>Consider the impact that erosion has on people and places and an example of a prevention strategy to stop erosion. E.g. rock or wooden groynes, concrete sea walls.</p> <p>Use photos and videos to show how erosion has occurred over time near residential places. Consider how this would impact the people that live there and how it would impact the enjoyment of the beach. Look at how Clacton has used sea defences to help protect erosion of the land. How will it impact livelihoods? How will it impact jobs? How will it impact wildlife? How will it impact tourism in areas?</p>	<p>Use population maps to identify where settlements are around a river. Case study a settlement around a river. Predict why people would choose to live there and consider the negatives to this.</p> <p>Consider how rivers can be used to benefit the way that humans live. Define and explain hydropower and renewable energy. Evaluate the positives and negatives of using renewable energy in a debate style.</p> <p>Identify and describe the human features of the country.</p> <ul style="list-style-type: none"> ● population ● settlements ● tourism ● cities ● transport ● trade ● food grown <p>What advantages does this bring? (economic growth, jobs, investments)</p> <p>What are the similarities and differences to the UK?</p> <p>Use data to compare and analyse.</p>	<p>Describe and understand the key aspects of human geography within Brazil including: types of settlement and land use, economic activity including distribution of natural resources.</p> <p>Explain the idea of indigenous people within the Amazon– link to The Explorer.</p> <p>Identify the major settlements in Brazil and why they are located where they are.</p> <p>Discuss the many reasons why there has been an increase in migration to the cities and large divides between rich and poor (e.g. development of favelas).</p> <p>Discuss deforestation in the rainforest (Why this occurs and what the impact is).</p> <p>Case study of the geographical impact the Rio Olympics had on the country/city. People, economics, trade, transport.</p> <p><i>Explore the population of major cities in the country. How does this compare to rural areas?</i></p> <p><i>The Amazon - explore indigenous people through The Explorer and how they live their lives. Use video and newspaper articles to show examples of indigenous tribes in The Amazon. Discuss the issue of deforestation and the impact it can have. Think of reasons why people would want to get rid of the rainforest and use the land in a different way. Think of reasons why people would want the rainforest to stay.</i></p> <p><i>Explore what makes a city a city. Talk about migration (link to birds</i></p>	<p>Describe and understand through various case studies the aspects of human geography and how natural disasters impact. E.g. types of settlement and land use, economic activity including trade links and distribution of natural resources</p> <p>Explore how the impact of natural disasters not only impacts people near the area but others too.</p> <p>Impacts on food, transport, trade.</p> <p>The recovery of a natural disaster.</p> <p>Can we manage natural disasters?</p>
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<p>G e o g r a p h i c a l S k i l l s - F i e l d w o r k , m a p w o r k</p>	<p>Mapwork - Create a simple map of the classroom. Use basic shapes to represent doors, windows and furniture. Use a simple map to plan a route around school.</p> <p>Follow directions up, down, left right, forwards and backwards.</p> <p>Use directional language.</p> <p>Fieldwork - Collect, analyse and predict data Collect daily data on the weather as a class. Children can observe the weather and read a temperature on a thermometer. Record the weather they can see with images with the temperature next to it.</p> <p>Fieldwork - Collect data Conduct a local walk and complete a tally of how many different homes they see (bungalows, houses, flats).</p>	<p>Fieldwork- Collecting and analysing data. Conduct a walk to the pier and label a map/tally how many different buildings are seen the closer to the pier.</p> <p>Mapwork - Use 4 compass points N, E, S, W to direct to locations on a map.</p> <p>Read and understand a map with a key (based on a story or school). Differentiate between the symbols that show human and physical features e.g. fence and trees.</p> <p><i>Use local maps of the school and around the local area of the school to plan a route. Take a journey around the school to identify physical features and human features and create symbols for them to use on a map. Direct a partner using NESW and describe a place using compass points on a basic map.</i></p>	<p>Fieldwork - Observe and record the different rocks that are found at the seaside and describe their qualities. Compare rock types from near the base of a cliff and those that are not.</p> <p>Follow a route using compass directions.</p> <p>Draw a map of a route experienced with features in correct order and standard symbols used.</p> <p>Investigate places and themes at more than one scale.</p> <p>Collect evidence from a range of sources, including temperatures and use this to make comparisons.</p>	<p>Use maps to help children understand how difficult/easy it would be to invade/conquer.</p> <p>Understand why certain towns have certain names e.g. Chester means military fort.</p> <p>Use four compass points confidently. Begin to use number and letter coordinates to locate features on a map. Begin to recognise OS symbols on a map.</p> <p>Visit a river and collect samples to make observations about the water health. Compare upstream and downstream. Draw conclusions from evidence using photos, pictures and maps.</p> <p>Digital maps to look at flood risk areas and global distribution of water.</p>	<p>Use satellite photographs to look at the world from different perspectives.</p> <p>Use longitude and latitude on a world map.</p> <p>Use 8 compass points.</p> <p>Begin to use 4 figure coordinates to locate features on a map.</p> <p>Use and recognise OS map symbols</p> <p>Read, interpret and create climate graphs using temperature and rainfall data.</p> <p>Analyse evidence and draw conclusions e.g. comparing historical maps, temperature, data and influence on people.</p> <p>Collect and record data with a focus on human geography. <i>Collecting and recording data could be carried out in the local area with the focus on tourist areas. Recordings could include looking at traffic, types of buildings, amount of homes, population. Children can predict how they think this would be different in a city with tourists.</i></p>	<p>Use contour maps to compare places with varying features.</p> <p>Use 8 compass points confidently and accurately.</p> <p>Use 4 figure coordinates to locate features on a map. Use OS map symbols when creating own maps.</p> <p>Use data from case studies to analyse and draw conclusions.</p> <p>Use and read longitude and latitude on maps at varying scales.</p>
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E n v i r o n m e n t a l / E c o l o g i c a l A w a r e n e s s	<p>How we can treat the natural parts of our world nicely. Not littering, caring for plants and animals.</p>	<p>Ocean pollution What is it? What is litter? Are beaches tidy and clean? Explore how human behaviours are having an impact on the health of our seas. What is the effect of pollution on our beaches and in the seas? Explore the impact on humans and animals - use videos. Create a campaign to keep beaches clean.</p>	<p>How we can use electricity responsibly and practise habits within their lives such as turning the lights off when the room is empty and turning off things that are not being used.</p>	<p>Use the knowledge of the water cycle to consider how flooding can occur. What impact would flooding have on the surrounding environment? Case study of November 2019 floods in Doncaster and the impact that this had. Analyse data linked to water levels, land use around the area and weather. Use news articles and videos.</p> <p>Consider the impact that flooding would have on the animal and plant species.</p>	<p>Deforestation and the importance of looking after the plant species on our planet.</p> <p>Recycling - items that can and can't be recycled and why we should recycle.</p>	<p>Air pollution How can the natural and human world damage the quality of our air? Ways to be mindful of the pollutants put into the air.</p>
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