

St Marys Geography Progression



	R	Y1	Y2	Y3	Y4	Y5	Y6
Locational knowledge		<p>Name and locate the four countries and capital cities of the United Kingdom.</p>	<p>Name and locate the surrounding seas of the United Kingdom.</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom.</p> <p>Name and locate the world's seven continents and five oceans</p>	<p>On a UK map, Locate and name the main counties and cities in/around Cornwall</p> <p>On a world map, Identify and locate highest mountains/volcanoes , longest rivers and largest deserts in the world.</p> <p>On a world map, locate areas of similar environmental regions, either desert, rainforest or temperate regions.</p> <p>Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn, Artic and Antarctic circle.</p>	<p>On UK map, Locate and name the significant cities in England.</p> <p>On a world map, Name and locate the main countries in Europe including France, Germany, Spain and Italy including the Location of Russia. Identify their main environmental regions, key physical and human characteristics and locate major cities.</p>	<p>On a UK map, Name main cities of the UK and the human and physical characteristics</p> <p>On a world map, Locate the main countries in North or South America. Identify their main environmental regions, key physical and human characteristics and locate major cities.</p> <p>Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time zones, night and day</p>	<p>On a UK map, Names and locate counties of the UK and the human and physical characteristics.</p> <p>Name and locate the key topographical features of the UK including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time.</p> <p>On a world map, Locate the main countries in Africa, Asia and Australasia/Oceania Identify their main environmental regions, key physical and human characteristics and locate major cities.</p> <p>Consolidate understanding of the significance of longitude and latitude and its impact on climate and time.</p>

Place knowledge	<p>Use the local area for exploring both the built and the natural environment.</p> <p>Understand the difference between natural environment and manmade.</p> <p>Know the difference between land and water</p>	<p>Understand the difference between human and physical geography.</p>	<p>Understand and study the difference between human and physical geography with a study of a contrasting location Cornwall and Australia.</p>	<p>Understand geographical similarities and differences through studying the human and physical geography of a region of the UK (Cornwall)</p>	<p>Understand geographical similarities and differences through studying the human and physical geography of a region in the United Kingdom and region in a European country. (UK and Italy)</p>	<p>Compare a region in UK with a region in N. or S. America with significant differences and similarities. (UK and Brazil)</p>	<p>Compare a region in UK with a region in N. or S. America with significant differences and similarities. (UK and ?)</p>
Human and Physical Geography	<p>Shows care and concern for the environment.</p> <p>Provide stimuli and resources for children to create simple maps and plans, paintings, drawings and models of observations of known and imaginary landscapes.</p> <p>Give opportunities to design practical, attractive environments, for example, taking care of the flowerbeds or organising equipment outdoors</p>	<p>Identify the location of hot and cold areas of the world.</p> <p>Identify seasonal and daily weather patterns in the United Kingdom.</p> <p>Use basic geographical vocabulary to refer to: key physical features, including: forest, hill, mountain, soil, valley, vegetation, key human features, including: city, town, village, factory, farm, house, office</p>	<p>Understand why countries are hot and cold in the world in relation to the Equator and the North and South Poles</p> <p>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</p>	<p>Describe and understand key aspects of:</p> <p>Physical geography including rivers and mountains. Brief introduction to Volcanoes and earthquakes looking at plate tectonics and the ring of fire. linking to Science: rock types.</p> <p>Human Geography including: -Types of settlements in Early Britain linked to History.</p>	<p>Describe and understand key aspects of :</p> <p>Physical geography including coasts and the water cycle including transpiration.</p> <p>Human geography including: -trade links in the Pre-roman and Roman era. -Fair/unfair distribution of resources (Fairtrade). -Types of settlements in Ancient and modern Britain: villages, towns, cities.</p>	<p>Describe and understand key aspects of:</p> <p>Physical geography climate zones, biomes and vegetation belts.</p> <p>Human geography including: -Distribution of natural resources focussing on energy (link with mining past History) - Linking with History, compare land use maps of UK from past with the present, focusing on land use.</p>	<p>Describe and understand key aspects of :</p> <p>Physical geography including coasts, rivers and the water cycle including transpiration; climate zones, biomes and vegetation belts.</p> <p>Human geography including: -trade between UK and Europe and ROW -Types of settlements in Viking, Saxon Britain linked to History.</p>

Geographical skills and field work	Map skills	<p>Provide play maps and small world equipment for children to create their own environments.</p>	<p>Follow directions; up/down, left/right, behind/in front of –</p> <p>Use relative vocab; bigger/smaller, like/unlike</p> <p>Use own symbols on imaginary maps</p> <p>Draw picture maps of imaginary places and from stories.</p> <p>Talk about own maps.</p>	<p>Follow directions; North, East, South, West.</p> <p>Spatial matching; match the same area eg. continent on a larger map.</p> <p>Use class agreed symbols on simple map.</p> <p>Make representation of a real or imaginary place</p> <p>Use a plan and infant atlas to help create simple maps.</p>	<p>Use pairs of coordinates and four compass points.</p> <p>Spatial matching, boundary matching; eg. country boundary on a different scale map.</p> <p>Introduce need for a key and standard symbols.</p> <p>Make a map of a short route with features in the correct order.</p> <p>Use larger scale map outside/use maps of other localities.</p>	<p>Begin to use 4-figure grid reference to locate features on a map.</p> <p>Introduce need for a key and standard symbols.</p> <p>Make own maps of real places with increasing accuracy.</p> <p>Use a variety of maps of different scale to locate places.</p>	<p>Use 4-figure grid reference to locate features on a map.</p> <p>Use eight compass points.</p> <p>Draw a map using symbols and a key, awareness of OS symbols.</p> <p>Draw a variety of thematic plans, based on own data.</p> <p>Measure straight line distance on a plan.</p> <p>Compare large-scale map and vertical photo, select maps for a purpose.</p>	<p>Use 6-figure grid reference to locate features on OS map.</p> <p>Use OS standard symbols.</p> <p>Draw scale plans of increasing complexity.</p> <p>Follow route on small-scale OS map and describe features seen.</p> <p>Scale reading and drawing, comparison of map scale.</p>

	Enquiry skills	<p>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</p> <p>Talk about the features of their own immediate environment and how environments might vary from one another.</p> <p>Provide stories that help children to make sense of different environments</p>	<p>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</p> <p>Talk about the features of their own immediate environment and how environments might vary from one another.</p> <p>Provide stories that help children to make sense of different environments</p>	<p>Select information from resources provided.</p> <p>Use this information and their own observations to ask and respond to questions about places.</p>	<p>Use skills and sources of evidence to respond to a range of geographical questions.</p> <p>Offer reasons for some of their observations and judgements about places.</p> <p>Offer explanations for the location for some human and physical features in different localities.</p>	<p>Use skills and sources of evidence to respond to a range of geographical questions.</p> <p>Offer reasons for some of their observations and judgements about places.</p> <p>Offer explanations for the location for some human and physical features in different localities.</p>	<p>Draw on their knowledge and understanding to suggest suitable geographical questions for study.</p> <p>Use a range of geographical skills and evidence to investigate places and themes.</p>	<p>Identify relevant geographical questions.</p> <p>Drawing on their knowledge and understanding they select and use appropriate skills and evidence to help them investigate places and themes.</p> <p>They reach plausible conclusions and present their findings both graphically and in writing.</p>
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	Field work	<p>Arouse awareness of features of the environment in the setting and immediate local area, e.g. walk around local area</p> <p>Give opportunities to record findings by, e.g. drawing, writing, making a model or photographing.</p>	<p>Use world maps, atlases and globes to identify the United Kingdom and its countries.</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds.</p>	<p>plan perspectives to recognise landmarks and basic human and physical features; and use and construct basic symbols in a key.</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.</p> <p>Use simple fieldwork and observational skills to study the geography of their town and the surrounding area.</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>Learn the eight points of a compass, 2 figure grid reference (maths co-ordinates), some basic symbols and key (including the use of a simplified Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>Begin to use fieldwork to observe and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied</p> <p>Learn the eight points of a compass, four-figure grid references.</p> <p>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</p>	<p>Use maps, atlases, globes and digital/computer mapping mapping (Google Earth) to locate countries and describe features studied</p> <p>Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom in the past and present.</p> <p>Confidently use fieldwork to observe, measure and record the human and physical features in the local area with increasing accuracy using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied</p> <p>Extend to 6 figure grid references with teaching of latitude and longitude in depth. Expand map skills to include non-UK countries.</p> <p>Confidently use fieldwork to observe, measure and record the human and physical features in the local area accurately using a range of methods, including sketch maps, plans and graphs, and digital technologies</p>
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