



# Danegrove Primary School Progression in Geography



Year Group	Theme	Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork	Map, Atlas and Globe Skills
1	<p><b>Where do we come from?</b></p> <p><b>Where do our toys come from?</b></p> <p><b>Where did she go?</b></p> <p><b>Where can we see the sea?</b></p> <p><b>Where do I live?</b></p> <p><b>How has my local area changed?</b></p>	<p>To identify the location of hot and cold areas of the world in relation to the Equator and the North and South Pole</p> <p>To understand the significance of the equator in relation to climate</p> <p>Name and locate the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>To begin to develop contextual knowledge of the location of globally significant places, both terrestrial and marine</p>	<p>To use simple fieldwork and observational skills to study the geography of their school</p> <p>To begin to study their school grounds and its key human and physical features</p>	<p>To identify seasonal and daily weather patterns in the UK</p> <p>To identify seasonal and daily weather patterns in the UK and another country</p> <p>To use and understand basic subject specific vocabulary relating to physical geography, including weather and season</p> <p>To identify hot areas of the world in relation to the equator</p> <p>To identify cold areas of the world</p>	<p>To begin to use simple compass directions as well as locational and directional language to describe the location of features and routes on a map</p> <p>To use simple fieldwork and observational skills to study the key human and physical features of their school grounds</p> <p>Use their observations and ideas to suggest answers to questions, performing simple tests</p>	<p>To begin to use world maps, atlases and globes to identify the United Kingdom and some countries around the world</p> <p>Interpret a range of sources of geographical information, including maps, globes and aerial photographs.</p> <p>To begin to devise a simple map; and use and construct basic symbols in a key</p>

<p><b>2</b></p>	<p><b>Why did the Fire of London Spread?</b></p> <p><b>Famous for more than 5 minutes</b></p> <p><b>How can I take a penguin home?</b></p> <p><b>What will the weather be like today?</b></p> <p><b>How do our houses differ? (Barbados)</b></p> <p><b>How do our houses differ? (Queens)</b></p>	<p>To name, locate and identify characteristics of the 4 countries and capital cities of the UK</p> <p>To name and locate the worlds 7 continents and 5 oceans</p> <p>To name and locate the main rivers present in the UK</p> <p>To learn about the highest peaks in each of the four nations of the UK</p>	<p>To develop their ability to use fieldwork and observational skills to study the geography of their local environment</p> <p>To study their local area and the key human and physical features of its surrounding environment</p>	<p>To use and understand basic subject specific vocabulary relating to physical geography, including rivers and mountains, such as: beach, coast, forest, hill, mountain, ocean, river, soil, valley, season, weather, city, town, village</p> <p>To begin to 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</p>	<p>To continue to use simple compass directions as well as locational and directional language, e.g., near and far, left and right</p> <p>To begin to use simple fieldwork and observational skills to study the key human and physical features of their school's local environment</p> <p>Use their observations and ideas to suggest answers to questions, performing simple tests</p> <p>To begin to ask and answer geographical questions such as: What is this place like? What or who will I see in this place? What do people do in this place?</p>	<p>To develop their use of world maps, atlases and globes to identify the United Kingdom and its countries, continents and oceans studied at this key stage</p> <p>To describe the location of features and routes on a map</p> <p>To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</p> <p>To develop their ability to devise a simple map; and use and construct basic symbols in a key</p>
-----------------	---	--	---	---	---	--

<p><b>3</b></p>	<p><b>Who lived in a house like this?</b>  <b>Rocking through the Ages: Stone to Iron Age</b></p> <p><b>What's it like to live in a desert?</b></p> <p><b>What can we find out about Ancient Egypt?</b></p> <p><b>Does a river always run through it?</b></p>	<p>Identify where counties are within the UK and the key topographical features.</p> <p>Name and locate the major cities of the UK.</p>	<p>Recognise there are similarities and differences between places.</p> <p>Develop an awareness of how places relate to each other</p>	<p>To describe and understand key geographical features of a desert region such as climate, topography, major cities, and rivers</p> <p>To understand types of settlement and land use, economic activity including trade links, and the distribution of natural resources including food</p> <p>To use and understand basic subject specific vocabulary relating to physical geography, including rivers and mountains, such as: beach, coast, forest, hill, mountain, ocean, river, soil, valley, season, weather, city, town, village</p> <p>To understand geographical similarities and differences through the study of human geography of a region of the United Kingdom and a region of Africa-+*</p>	<p>Use and interpret maps, atlases, globes and digital/computer mapping to locate countries and key features.</p> <p>Analyse evidence and draw conclusions e.g., make a comparison between locations using aerial photos/pictures e.g. population, temperature etc.</p> <p>Ask and respond to geographical questions e.g., Describe the landscape, Why is it like this? How is it changing? What do you think about that?</p> <p>Recognise that different people hold different views about an issue and begin to understand some reasons why.</p> <p>Communicate findings in ways appropriate to the task or for the audience.</p>	<p>To use a map to locate the world's countries concentrating on their environmental regions, key physical characteristics</p> <p>To use a map to locate vegetation belts around the world.</p>
-----------------	---	---	--	--	---	---

<p><b>4</b></p>	<p><b>Is all of Europe the same? Passport to Europe</b></p> <p><b>Who were the Ancient Greeks?</b></p> <p><b>Who were the Romans?</b></p> <p><b>How did the Romans change our landscape?</b></p> <p><b>What is the difference between mountains and volcanoes?</b></p>	<p>Recognise the different shapes of continents.</p> <p>Demonstrate knowledge of features about places around them and beyond the UK.</p> <p>Identify where countries are within Europe; including Russia.</p> <p>Recognise that people have differing qualities of life living in different locations and environments.</p> <p>Know how a locality is set within a wider geographical context.</p>	<p>Begin to know about the wider context of places – region, country.</p> <p>Begin to understand why there are similarities and differences between places</p>	<p>Describe human features of UK regions, cities and/or counties.</p> <p>Understand the effect of landscape features on the development of a locality and explain about key natural resources e.g. water in the locality.</p> <p>Describe how people have been affected by changes in the environment.</p> <p>Explore weather patterns around parts of the world.</p>	<p>Understand and use a widening range of geographical terms e.g. specific topic vocabulary – volcanoes, earthquakes, tectonic plates etc.</p> <p>Measure straight line distances using the appropriate scale.</p> <p>Plan the steps and strategies for an enquiry</p>	<p>Draw accurate maps with more complex keys</p> <p>Explore features on OS maps using four figure grid references.</p>
-----------------	--	---	--	---	--	--

<p><b>5</b></p>	<p><b>What was in it for the Anglo Saxons?</b></p> <p><b>Why did the Vikings invade Anglo-Saxon Britain?</b></p> <p><b>What is it like to live in a Rainforest?</b></p> <p><b>Who needs the Rainforest more?</b></p> <p><b>What happened to the Maya?</b></p> <p><b>Space</b></p>	<p>Identify and describe the significance of the Prime/ Greenwich Meridian and time zones including night and day.</p> <p>Recognise different shapes of countries.</p> <p>Identify the physical characteristics and key topographic features of the countries within South America.</p> <p>Know about the wider context of places e.g., county, region and country.</p> <p>Know location of: Capital cities of countries of British Isles and U.K. seas around U.K., European Union countries with high population and large areas and largest</p>	<p>Know about the wider context of places – region, country.</p> <p>Understand why there are similarities and differences between places.</p>	<p>Understand weather patterns around the world and relate these to climate zones.</p> <p>Know how rivers erode, transport and deposit materials.</p> <p>Know about the physical features of coasts and begin to understand erosion and deposition.</p> <p>Understand how humans affect the environment over time.</p> <p>Know about changes to world environments over time.</p> <p>Understand why people seek to manage and sustain their environment.</p> <p>Including trade between UK and Europe and ROW Fair/unfair distribution of resources (Fairtrade).</p>	<p>Understand and use a widening range of geographical terms e.g., specific vocabulary – climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p>	<p>Draw accurate maps with complex keys and correct map symbols</p> <p>Explore features on OS maps using eight figure grid references.</p>
-----------------	---	--	---	--	---	--

<p><b>6</b></p>	<p><b>Slavery: Benin Empire</b></p> <p><b>How has our local high street shop changed over time?</b></p> <p><b>How did WW2 affect us?</b></p>	<p>Locate the world's countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>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.</p> <p>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</p>	<p>Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country, and a region within North or South America.</p>	<p>Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>Describe and understand key aspects of 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.</p>	<p>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.</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>Understanding and use a widening range of geographical terms e.g. specific topic vocabulary – urban, rural, land use, sustainability, tributary, trade links etc.</p> <p>Use maps, charts etc to support decision making about the location of places e.g. new bypass</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p>
-----------------	--	--	--	---	--	---