



Geography Progression at Oakworth Primary School

Nu rse ry	Location Knowledge	Place Knowledge	Human and Physical Geography	Geographical Fieldwork and Skills
	M * To understand position through words alone. For example, “The bag is under the table,” – with no pointing. *Discuss routes and locations, using words like ‘in front of’ and ‘behind’.	UTW *Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	UTW *Explore the natural world around them.	M *To describe a familiar route.
VO CA B	Oakworth, home, in front of, behind, underneath, on top of	Country, world	Cars, roads, school	Route taken to a familiar place
Rec ept ion	UTW * Recognise some environments that are different to the one in which they live.	UTW * Recognise some similarities and differences between life in this country and life in other countries.	UTW *Explore the natural world around them.	UTW * Draw information from a simple map.
VO CA B	Island, sea, ocean, country	Weather, seasons, change, same and different (making comparisons)	Land	map
M – Mathematics UTW – Understanding the World PCC – People, Culture and communities NW – The natural world ELG – People, Culture and Communities *Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. *Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. ELG – The Natural World *Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. *Understand some important processes and changes in the natural world around them, including the seasons.				

Geography Progression Document



Year 1	<ul style="list-style-type: none"> *To explore our local area and compare with a contrasting location *Name the countries within the British Isles 	<ul style="list-style-type: none"> *Name and locate the world's continents and oceans *Use world maps to identify the continents and surrounding oceans *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 	<ul style="list-style-type: none"> *To identify seasonal and daily changes in the U.K *Use, understand and apply basic geographical vocabulary to refer to key physical and human features. 	<ul style="list-style-type: none"> *Use simple fieldwork and observational skills to study the geography of the school and its grounds, its key features of its surrounding environment. *Create simple picture maps using icons and labels *To recognise simple compass directions (North, East, South, West) *Use aerial images to recognise landmarks and basic physical features
VO CA B	British Isles, United Kingdom	The name of the seven continents and five oceans.	forest, hill, mountain, soil, sea, ocean, weather, city, town, village, factory, farm, house, human and physical definitions	North, East, South, West, atlas, globe, landmark

Year 2	Location Knowledge	Place Knowledge	Human and Physical Geography	Geographical Fieldwork and Skills
	<ul style="list-style-type: none"> *Name, locate and identify characteristics of the 4 countries and capital cities of UK and its surrounding seas 	<ul style="list-style-type: none"> *Identify the main differences between the continents *To know the location of hot and cold areas of the world in relation to the equator and the North and South Poles * Look at a contrasting location 	<ul style="list-style-type: none"> *Physical geographical features: islands, mountains, ocean, weather and climate *Identify key features of a location to say whether it is city, town, village, coastal or rural area 	<ul style="list-style-type: none"> *Use compass directions (north, south, east, and west) and locational language and directional language (e.g. near and far, Left and right) to describe the location of features and routes on a map *Devise a simple map, use and construct basic symbols in a key. Use simple grid references. E.g. A1, B1
VO CA B	England, Wales, Scotland, Northern Ireland, London, Cardiff, Edinburgh, Dublin	equator, north and south poles, similarities and differences	beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, city, town, village, coastal, rural, temperature	near, far, left, right, co-ordinates

Geography Progression Document



Year 3	<p>*Identify the position and significance of Equator, Northern and Southern hemisphere.</p>	<p>*To locate and name the main countries of North America</p> <p>*Name and locate the key topographical features, including coast, hills and mountains and how these features have changes over time</p> <p>*To compare a region within North America with a region of the UK and describe geographical differences and similarities between countries</p>	<p>*To identify types of settlement in Early Britain linked to History.</p> <p>*Physical Feature - To identify the highest mountains. Describe and understand key aspects of physical geography, mountains, volcanoes and earthquakes (Introduce Volcanoes and earthquakes linking to science: rock types).</p>	<p>*To learn the eight points of a compass, 2 figure grid reference (maths co-ordinates) and basic symbols and key references</p> <p>*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>
VO CA B	Northern and Southern Hemisphere, Tropics of Cancer and Capricorn	topographical features, countries within North America	settlements, rivers, transpiration, volcanoes and earthquakes	North, East, South, West, North-East, North-West, South-East, South-West
Year 4	Location Knowledge	Place Knowledge	Human and Physical Geography	Geographical Fieldwork and Skills
	<p>*To locate the countries that make up Europe (including the location of Russia)</p> <p>*To name and locate counties and cities of UK identifying rivers and land use</p> <p>*Identify the major cities of key European countries</p>	<p>*On a world map, locate areas of similar environmental regions e.g. desert.</p> <p>*To identify longest rivers in the world, largest deserts</p>	<p>*To describe key aspects of human geography including trade links in the Pre-roman and Roman era</p> <p>*To understand the water cycle and accurately use key terminology to describe its process.</p>	<p>*Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied</p> <p>*Revisit the eight compass and apply to reading 4 figure grid reference (maths co-ordinates)</p> <p>*Use symbols and keys (including use of OS maps) to build their knowledge of the U.K. and the wider world</p>
VO CA B	Russia, land use, European countries and cities	desert, environmental regions	water cycle, trade links	digital/computer mapping, 4 figure grid reference, ordinance survey map

Geography Progression Document



Year 5	<ul style="list-style-type: none"> *To locate and name the main countries of Europe and South America *Linking with the local area, compare land use maps from the past with the present, focusing on land use *Begin to introduce and identify the position and significance of latitude/longitude and Greenwich Meridian. Tropics of Cancer and Capricorn and explain their significance. *To learn the different time zones (including day and night – link with science) 	<ul style="list-style-type: none"> *To study a region of South America making relevant comparisons. 	<ul style="list-style-type: none"> *Use a range of geographical resources to give detailed descriptions and opinion of the characteristic features of a location. *To know types of settlements in Viking, Saxon Britain linked to History and to know some of the different types of land use and how this has changed over time. 	<ul style="list-style-type: none"> *To analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topographic maps) *To create maps of locations, identifying patterns; land use & climate zones *Use different types of fieldwork to observe, measure and record the human and physical features in the local area- Record the results in a range of ways
VO CA B	land use, push and pull factors, latitude/longitude and Greenwich Meridian, time zone	Countries within South America	types of settlement, trade links	topographic maps, aerial images

Year 6	Location Knowledge	Place Knowledge	Human and Physical Geography	Geographical Fieldwork and Skills
	<ul style="list-style-type: none"> *To locate and name the main countries in Africa, Asia and Australasia and name some major cities *Linking with the local area, map how land use has changed over time and make predictions of how it may continue to change in the future *Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic circles, and the time zones (including day and night) 	<ul style="list-style-type: none"> *To do a 3-way comparison of a region of the U.K, North America and South America describe geographical differences and similarities between them. *On a world map, locate areas of similar environment regions, either rainforest or temperate regions. 	<ul style="list-style-type: none"> *To look at how current affairs may affect trade between UK, Europe and ROW) *To know how natural resources are distributed across the world – energy, food, minerals and water *Describe and understand key aspects of: climate zones, biomes and vegetation belts *To explore fair/unfair distribution of resources (Fairtrade) 	<ul style="list-style-type: none"> *To extend to 6 figure grid references with teaching of latitude and longitude in depth to communicate knowledge of the UK and the world. Expand map skills to include non-UK countries *To create a range of maps of locations, identifying patterns; land use & climate zones and distribution of natural resources

Geography Progression Document



<u>VO</u> <u>CA</u> <u>B</u>	significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic circles	UK, North America, South America, rainforest	distribution, natural resources, energy, biomes, vegetation belts, Fairtrade, trade links, economic activity	6 figure grid references, identifying patterns in a range of maps
---	--	--	--	---