

# Hillstone Primary School Progression Map

## Subject: Geography

**Intent:** In Geography, we strive to inspire pupil's interest and curiosity of the world around us as well as its people and cultures. Our children will develop an understanding and fascination of our world, through experiences, investigation and research. Learning about the wider world we live in as well as our local area gives the children a sense of responsibility and understanding about the ways in which we can look after the world. We aim to provide regular opportunities for children to develop their understanding of this through fieldwork and practical activities. Pupil's geographical skills will be deepened in both fieldwork and classroom teaching through the use of a variety of maps, diagrams, globes, aerial photographs and geographical language.

**Drivers:** Within Geography children will be encouraged to work collaboratively, ask questions, share ideas and build an effective way to communicate their explanations and reasoning. This will promote oracy throughout all geography lessons and embed key concepts and build upon vocabulary knowledge. Children will be encouraged to problem solve independently, with partners, and in groups within both classroom based learning and fieldwork lessons using a variety of skills to support this. Well-being will be supported through the development of knowledge of the world that we will in and local surroundings. Children will be encouraged to empathise with the environmental changes occurring around the world as well as understand the impact of these.

Autumn	EYFS		Key Stage 1		Key Stage 2		
	Nursery Autumn 2- Why are leaves crispy?	Year 1	Year 2	Year 3 Autumn 1 Hola!	Year 4	Year 5	Year 6 Autumn 1 Our Changing World
Locational knowledge				<ul style="list-style-type: none"> <li>-Name and locate at least 5 European countries.</li> <li>-Identify Spain and its location to other European countries as well as the UK.</li> <li>-Identify the major cities of a European country- Spain.</li> <li>- Identify Spain within a continental location.</li> <li>- Locate Russia in relation to Spain and UK.</li> <li>-Use compass directions to talk about a countries location.</li> </ul>			<ul style="list-style-type: none"> <li>- Locate and name 5 major rivers on a world map, continentally and country specific.</li> <li>-Identify the position and <b>significance</b> of latitude, longitude, equator, Northern Hemisphere., Tropics of Cancer and Capricorn, Artic and Antarctic circles, the Prime/ Greenwich Meridian and time zones (including day and night).</li> <li>- Discuss location of major rivers globally.</li> <li>- To locate the area of the world most effected by tectonic plate movement.</li> <li>-To locate areas of the world most likely to be affected by an earthquake or volcanic eruption.</li> <li>-To locate the Ring of Fire globally and continentally.</li> </ul>

Place knowledge				<p>-Understand geographical similarities and differences through the study of human and physical geography of a region of the UK (Birmingham) and a region of Europe (Madrid).</p>			<p>-Make links and comparisons about land changes and human and physical geography of an area of land/country before and after a natural disaster.</p>
Human and physical geography Knowledge	<p>-Begin to explore seasons.</p>			<p>-Identify 3 significant human features within Spain and their location. (Know the difference between human and physical).</p> <p>-Identify geographical similarities and differences of a UK and European country through studying both human and physical geography.</p>			<p>-To name and locate the different climate zones globally.</p> <p>-Discuss and compare climate zones / climate change</p> <p>-Does this impact upon natural disasters?</p> <p>- Understand what climate change is and how human geography impacts this</p> <p>- Discuss the effects of climate change both locally and globally.</p> <p>-Understand and explain why earthquakes and volcanic eruptions happen.</p> <p>-Understand what happens during a volcanic eruption.</p> <p>-Discuss the impact that physical geography has on human geography.</p> <p>-River study (Kingfisher) - Identify river features.</p>

<p>Geographical skills and fieldwork</p>	<ul style="list-style-type: none"> <li>-Explore patterns and changes.</li> <li>-Make observations of the seasons.</li> </ul>			<ul style="list-style-type: none"> <li>-Use an atlas/map to locate and name the countries and capital cities of at least 5 European countries.</li> <li>- Use geographical terminology.</li> <li>-Know the climate conditions and significant features of Europe.</li> <li>-Compare human and geographical features between a UK country (England) and a European country (Spain).</li> <li>- Use and read four-figured grid references using symbols and a key.</li> <li>- Use the 8 points of a compass.</li> </ul>			<ul style="list-style-type: none"> <li>-Use maps, atlases and globes to retrieve and label information.</li> <li>-Use geographical vocabulary such as transportation, erosion and deposition when describe a rivers journey.</li> <li>- Read information from a variety of sources to retrieve key human and physical geography features.</li> <li>- Observe, measure and record data to explain geographical findings.</li> <li>-To present data and findings of geographical features in an organised and clear manner.</li> <li>-Create labelled diagrams.</li> <li>-Use and read six figured grid references using symbols and a key.</li> </ul>
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Spring	EYFS	Key Stage 1		Key Stage 2			
	Rec	Year 1 Spring 2 We Love Shard End	Year 2 Spring 1 Pirates	Year 3 Spring 2 A planet full of plastic (2 week teaching block)	Year 4 Spring 1 Birmingham and Beyond	Year 5 Spring 1 Across the Americas	Year 6
Locational knowledge		<ul style="list-style-type: none"> <li>-Identify location of hometown (Birmingham) on a map.</li> <li>-Identify location of local town on a map (Shard End).</li> <li>-Use simple compass directions and directional language to discuss location and position.</li> </ul>	<ul style="list-style-type: none"> <li>- Understand that a continent is an area of land.</li> <li>- Locate and identify the worlds 7 continents (Africa, Antarctica, Australia, Europe, Asia, North America, South America).</li> <li>- Locate and identify the 5 oceans (Artic, Atlantic, Indian, Pacific and Southern).</li> <li>-Use simple compass directions and directional language.</li> </ul>		<ul style="list-style-type: none"> <li>- Locate Birmingham on a map.</li> <li>-Using an aerial map locate and label the Birmingham canals and 4 more locations specific to Birmingham.</li> <li>-Name and locate some counties and 5 main cities of the UK focusing on geographical regions.</li> <li>-Locate another region within the UK identifying human and physical characteristics using a variety of maps.</li> <li>-Identify the <b>position</b> of latitude, longitude, equator, Northern Hemisphere., Tropics of Cancer and Capricorn, Artic and Antarctic circles.</li> </ul>	<ul style="list-style-type: none"> <li>- Identify North and South America within a continental and global location.</li> <li>-Locate countries of the Americas: including the USA, Canada, Mexico, Argentina, Brazil within a global context in relation to geographical location to other countries (UK, European, and Russia).</li> <li>-Identify the position of the USA and the significance of its location.</li> <li><b>Brazil / Amazon focus area for study-</b></li> <li>-Identify and discuss the location of Brazil.</li> <li>- Identify the location of the Amazon rainforest in specific the Amazon river.</li> </ul>	

Place knowledge		<ul style="list-style-type: none"> <li>-Identify and locate key physical and human features of the local area studies on a map/aerial photos.</li> </ul>	<ul style="list-style-type: none"> <li>-Compare an area of the UK to another country. (on the continent of Antarctica)</li> <li>-Identify and describe features of different settlements.</li> </ul>	<ul style="list-style-type: none"> <li>-Identify how different environments are effected by plastic pollution.</li> <li>- Compare and contrast a heavily polluted area to a lesser polluted region.</li> <li>-Identify my local area and the amount that this is effected by plastic pollution.</li> </ul>	<ul style="list-style-type: none"> <li>-Explore land use in Birmingham and how this has changed over a period of time.</li> <li>- explore another contrasting region of the UK identifying human and physical characteristics and topographical features.</li> </ul>	<ul style="list-style-type: none"> <li>-Identify the varied human and geographical features in an area of North America and an area of South America.</li> <li>- Identify and understand geographical similarities and differences of both human and physical geography between a region of the Americas and the UK.</li> </ul>	
Human and physical geography		<ul style="list-style-type: none"> <li>-Identify and locate key physical and human features of the local area studies on a map/aerial photos.</li> <li>-Use basic geographical vocabulary to refer to both human and physical features in the local area.</li> </ul>	<ul style="list-style-type: none"> <li>-Discuss hot and cold areas of the world looking at how the north/south pole and equator can affect these.</li> <li>-Use geographical vocabulary to refer to and discuss key physical and human features.</li> </ul>	<ul style="list-style-type: none"> <li>-Identify how human geography can contribute to pollution particularly plastic pollution.</li> <li>-To identify the physical geography of the water cycle.</li> <li>-To know what an ocean, sea and river is and to identify waters journey from its source to the oceans (water cycle link).</li> </ul>	<ul style="list-style-type: none"> <li>-Study the human geography of Birmingham.</li> <li>-Identify settlement and lands use, trade links and distribution of resources.</li> <li>-Identify the Birmingham canals exploring the importance of these in relation to links to other cities within the UK.</li> </ul>	<ul style="list-style-type: none"> <li>-To name and locate the different climate zones across the Americas and globally.</li> <li>- To discuss and compare key features of different climate zones across the Americas.</li> <li>- To identify the 5 main biomes and discuss these in relation to the biomes of the Americas and where we live (UK). (Amazon biome can be in depth explored in relation to the Amazon rainforest).</li> <li>- To name and describe the key aspects and physical geography of the Amazon river as well as the resources and trade links it provides.</li> <li>- To understand how physical geography has effected native American agriculture.</li> </ul>	

<p><b>Geographical skills and fieldwork</b></p>	<p>Spring/summer</p>	<ul style="list-style-type: none"> <li>-Use maps to locate a specific area within the UK.</li> <li>- Use an aerial photograph/map to identify features of a specific area.</li> <li>- Create and read maps using key symbols/physical features.</li> <li>-Observational skills to draw our local area.</li> <li>-Observational skills to create a map of local area.</li> <li>-Use directional language to describe location and direction.</li> </ul>	<ul style="list-style-type: none"> <li>-Use maps to locate the 7 continents and 5 oceans.</li> <li>-Use basic geographical vocabulary to refer to different features.</li> <li>- Create a map using a key, symbols and basic geographical features.</li> <li>-Use observational skills to draw out an identified settlement.</li> </ul>	<ul style="list-style-type: none"> <li>-To collect research using a variety of materials.</li> <li>-Use basic geographical vocabulary to refer to different features.</li> <li>-To use fieldwork to gather evidence, analyse data and present my findings.</li> </ul>	<ul style="list-style-type: none"> <li>-Use maps to locate and name specific areas within the UK.</li> <li>-Use aerial photographs/pictures to identify features of a specific area and the changes visible over a period of time.</li> <li>-Create and use maps using a key and symbols effectively.</li> <li>-Observational skills during field work to identify and draw types of land uses.</li> <li>-Use directional and positional language to describe location.</li> <li>-To present data and findings of geographical features from fieldwork in a clear manner.</li> </ul>	<ul style="list-style-type: none"> <li>-To use an atlas to locate the specified countries of the Americas on a map.</li> <li>- To use a relief map.</li> <li>- Read information from a variety of sources to retrieve and compare key human and physical geography features.</li> <li>-To present data and findings of geographical features in an organised and clear manner.</li> <li>-Use and read six figured grid references using symbols and a key.</li> <li>-Use observational skills to draw out and make predictions on land use of an identified settlement.</li> <li>-To use geographical vocabulary to discuss features of the Amazon River.</li> </ul>	
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Summer	EYFS	Key Stage 1		Key Stage 2			
	Nursery/Reception Summer 2- Big Wide World / Are you there yet?	Year 1 Summer 2 Best of Britain	Year 2 Summer 1 Weather	Year 3	Year 4 Summer 2 Endangered Animals (1 week block teaching)	Year 5	Year 6
Locational Knowledge	-Introduction of maps and our location in the UK.	-Locate and name the 4 countries of the UK and their position to one another.  - Locate and name the capital cities of the UK.  -To locate where I live within the UK.  - To locate a coastal region within the UK (Devon) and label key physical and human features.					
Place knowledge	-Talk about our local area and transport we might see. -Talk about ways we can travel to other places using transport.		-Compare and discuss weather in the UK to another country.  - Compare and discuss weather patterns within different locations in the UK.				

<p>Human and physical geography</p>	<p>-Talk about our local area and transport we might see. -Talk about ways we can travel to other places using transport.</p>	<p>-Identify geographical and human features of a city and coastal area.  -Use the correct geographical vocabulary to refer to both human and physical features of different areas in Britain.</p>	<p>-Name different types of seasonal weather and its impact.  -Identify weather patterns linked to seasonal changes within the UK.  -Identify the location of hot and cold climates around the world in relation to the North/South poles and the equator.  -Develop geographical vocabulary to discuss weather, seasonal changes.</p>		<p>-Describe and understand key aspects of physical geography including climate zones, biomes and vegetation belts.  -Identify and compare climate zones and biomes to understand and explain why animals live on certain continents.</p>		
<p>Geographical skills and fieldwork</p>	<p>-Talk about things that are commonly seen in local area.</p>	<p>- Use maps to locate a specific area within the UK.  -Observational skills to draw comparisons of the UK to a non-European country.  -Use directional language to describe location and direction.  -To collect research using a variety of materials (maps, photographs, google maps).  -Use basic geographical vocabulary to refer to different features.</p>	<p>-Use geographical vocabulary to discuss and refer to human and physical features.  -Use weather maps.  -construct and read maps using symbols in a key.  -Use aerial photographs to recognise basic physical and human features and patterns.</p>		<p>-Compare climate zones.  -Present research and findings in an organised way.</p>		



## Impact (End Points)

E	Key Stage 1		Key Stage 2			
Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Children will be able to talk about the features of their own immediate environment. They will begin to understand about geographical changes that happen around (seasons) us and can talk about how these might vary from one another. Children will be familiar with the term 'map' and know that these are used to show us different places around the world.</p>	<p>A Year 1 geographer will be able to identify the UK as a country that we live in and be able to name the 4 countries and capital cities. Children will be able to name different geographical features of the area they live in as well identify this as a settlement. They will be able to talk about key features of a coastal region within the UK. They will use their observational skills to draw and use simple maps, identifying the human and physical features of an area and identify land use within both their local area and another part of the UK. They will be able to talk about the different types of weather in the UK and have some understanding that this changes in different countries depending where they are located within the world.</p>	<p>A Year 2 Geographer will be able to name and locate the 7 continents and 5 oceans understanding that these can be represented on maps and globes. Children will be able to draw upon knowledge of an area within the UK and compare how it is the same or different to that of another country. Pupils will be expected to use geographical vocabulary to discuss key features of an area that they have looked at. A geographer will be able to discuss seasonal weather changes and identify hot and cold climates based on a continental location to the equator and North and South poles.</p>	<p>A Year 3 geographer will have a comprehensive understanding of a European country including significant physical features such as oceans, seas, rivers and be able to make links and comparisons to that of a region within the UK. They will be able to identify Europe as a continent and be able to confidently locate at least 5 European countries. They will have opportunities to carry out fieldwork through the use of maps, data collection, and four figure grid points and use this to inform data and research collection. Within their short ecology topic, children will understand the meaning of pollution and the effect that this has on different countries and our oceans as well as exploring the physical geography of the water cycle.</p>	<p>A Year 4 geographer will Start to look at countries across the world. They will be able to discuss their locations in regards to Europe and the UK. Children will be able to identify significant physical features of countries and will be able to use an atlas or map to locate continents, countries and the physical features with confidence. Pupils will be able to discuss human geography in relation to changes within a settlement over a period of time and identify key features within this. Children will be able to make clear comparisons of a Non-European country to the UK discussing both geographical and human geography within this. Children will also be able to name and begin to describe the different climate zones of the world relating these to known countries/continents.</p>	<p>A Year 5 geographer will be aware of some of the countries and varied human and physical features across the Americas whilst being able to compare them with the UK. They will have used a varied selection of maps and be able to read and interpret information from them. They will be able to use fieldwork to explore the agricultural changes to America over time and compare the land use and settlement to that of the UK. A Year 5 geographer will be able to use four and six figure grid references and understand how contour lines are used in relief maps. Children will also be able to discuss key significant human and physical features identified in America with an explicit focus on the Amazon River and the trade links and resources associated with this. They will know how a river changes from source to sea because of geographical processes. They will be able to identify the climate zones and biomes identified within America and be able to use this information to help inform land use and geographical features of the country.</p>	<p>A Year 6 geographer will be able to use a wide range of resources to locate and identify key regions around the world. They will have a knowledge of tectonic plates and understand how these are related to earthquakes and volcanoes. Children will be able to explain the impact that these physical disasters have on both people's lives and settlements across the affected area. Pupils will understand climate zones and know that climate change is impacting both significant and human features. They will understand the impact that this will have over time and the changes that are happening globally because of this. A year 6 geographer will be able to locate 5 of the world's major rivers and be able to discuss how geographical processes change the source of a river to a sea.</p>

