Geography Progression Map

Key Stage 1 National Curriculum Expectations	
Locational Knowledge Pupils should be taught to: • name and locate the world's seven continents and five oceans; • name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. **Place Knowledge** Pupils should be taught 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. **Human and Physical Geography** Pupils should be taught to: • identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles; • 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.	**Geographical Skills and Fieldwork** Pupils should be taught to: • use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage; • 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; • use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key; • use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Key Stage 2 National Curriculum Expectations	
Locational Knowledge Pupils should be taught to: • locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities; • 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; • 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 (including day and night). **Place Knowledge** Pupils should be taught to: • understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America. **Human and Physical Geography** Pupils should be taught to describe and understand key aspects of: - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle; - 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.	**Geographical Skills and Fieldwork** Pupils should be taught to: • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied; • 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; • use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

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Intent
Our Geography curriculum, at MJS, is designed to offer a broad, deep understanding of the four areas of geography identified in the curriculum. It will develop contextual knowledge of the location of globally significant places and understanding of the processes that give rise to key physical and human geographical features of the world, along with how they bring about variation and change over time. We intend to develop children's curiosity and a fascination of the world and its people that will remain with them for the rest of their lives. The units offer a range of opportunities for investigating places around the world as well as physical and human processes. The lessons are intended to improve children's geographical vocabulary, map skills and geographical facts and provide opportunities for consolidation, challenge and variety to ensure interest and progress in the subject.
Implementation
At MJS, our Geography lessons are underpinned by the objectives set out in the National Curriculum of: Locational Knowledge, Place Knowledge, Human and Physical Geography, and Geographical Skills and Fieldwork. Over the course of Key Stage 2, pupils will develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. This will include developing their knowledge of location and characteristics of a range of the world's most significant human and physical features. This will be achieved through studying, and comparing, the following locations throughout their time here at MJS: - The local area - United Kingdom - Europe - North America - South America . Please refer to the long term plan for a breakdown of units taught to each year group and the yearly overview for the LK2 cycle. Class teachers deliver the geography curriculum throughout the year.
Impact
Through geography lessons at MJS, we hope to promote a life-long love of geography. All children will use geographical vocabulary accurately and understand the different strands of geography, with a deep understanding of the Earth's key physical and human processes. Children will begin to make relevant links from geography to other curriculum subjects, such as history and science. They will improve their enquiry skills and inquisitiveness about the world around them, and their impact on the world. All children will realise that they have choices to make in the world, developing a positive commitment to the environment and the future of the planet. Children will become competent in collecting, analysing and communicating a range of data gathered. They will be able to interpret a range of sources of geographical information and they will communicate geographical information in a variety of ways. All children in the school will be able to speak confidently about their geography learning, skills and knowledge. Progression will be assessed through evaluation of the pupils' written work, end of unit quizzes and consideration of their responses and contributions to discussions.

Geography Progression Map

	KS1	LKS2	UKS2
Locational Knowledge	- name and locate the seven continents and five oceans - name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas	Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe. Children can develop contextual knowledge of the location of globally significant places – both terrestrial and marine. Children develop their understanding, recognising and identifying key physical and human geographical features. Children can: - locate the world's countries, using maps to focus on Europe, concentrating on environmental regions and key physical and human characteristics; - name and locate counties and cities of the United Kingdom, identifying human and physical characteristics including hills, mountains, rivers and seas, and how a place has changed; - 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; - use key vocabulary to demonstrate knowledge and understanding in this strand: county, country, town, coast, physical features, human features, mountain, hill, river, sea, climate, tropics, tropical, of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.	Pupils should extend their knowledge and understanding beyond the local area to include, North and South America. They will begin to explore the concept of tourism and its impact. Children can develop contextual knowledge of the location of globally significant places – both terrestrial and marine. Children develop their understanding of recognising and identifying key physical and human geographical features of the world; how these are interdependent and how they bring about spatial variation and change over time. Children can: - use maps to locate the world's countries with a focus on Eastern Europe and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities; - name and locate counties and cities of the United Kingdom, identifying their physical features, including mountains, and rivers, and land-use patterns; showing change over time; - identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere and use longitude and latitude to find locations on a map; - use key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, coordinates, latitude, longitude, contour, altitude, peaks, slopes, continent, country, city, North America, South America, border, key.

Geography Progression Map

	KS1	LKS2	UKS2
Place Knowledge	Pupils develop contextual knowledge of the location of globally significant places. They should develop knowledge about the world, the United Kingdom and their locality. Children begin to understand basic vocabulary relating to human and physical geography. Children can: - compare the UK with a contrasting country in the world; - compare a local city/town in the UK with a contrasting city/town in a different country; - use key vocabulary to demonstrate knowledge and understanding in this strand: South America, London, compare, capital city, Asia, country, population, weather, similarities, differences, farming, culture, Africa, river, desert, volcano.	Children can understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country. Children can: - understand geographical similarities and differences through the study of human geography of a region of the United Kingdom; - explore similarities and differences, comparing the human geography of a region of the UK and a region of Europe; - understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom; - explore similarities and differences comparing the physical geography of a region of the UK and a region of Europe; - use key vocabulary to demonstrate knowledge and understanding in this strand: Arctic Circle, city, physical features, human features, population, settlement, land use, residential,	Children can understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America. Children can: - understand geographical similarities and differences through the study of human geography of a region of the United Kingdom, North America and South America; - understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom, North and South America; - use key vocabulary to demonstrate knowledge and understanding in this strand: latitude, Amazon rainforest, physical features, climate, human geography, land use, settlement, economy, natural resources.

		recreation, leisure, transport, agriculture, commercial.	
Human and Physical Geography	Children will understand key physical and human geographical features of the world. They identify seasonal and daily weather patterns. Children can: - identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles; - 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; - use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.	Children locate a range of the world's most significant human and physical features. Explain how physical features have formed, why they are significant and how they can change. Explain the impact of humans on the earth in terms of land use, settlements and their direct connection to physical changes. Children can describe and understand key aspects of: - physical geography, including: climate zones, biomes, volcanoes, tornadoes, tsunamis, earthquakes and the water cycle; - human geography, including: types of settlement and land use; - use key vocabulary to demonstrate knowledge and understanding in this strand: mantle, outer core, inner core, magma, volcano, active, dormant, extinct, earthquake, epicentre, shock wave, magnitude, tsunami, tornado, climate, settlement, settler, site, need, shelter, food, peak, plateau, fold mountain, fault-block mountain, dome mountain, volcanic mountain, plateau mountain,	Children will locate a range of the world's most significant human and physical features. Explain how physical features have formed, why they are significant and how they can change. Children can understand how these are interdependent and how they bring about spatial variation and change over time. Children will deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Children can describe and understand key aspects of: - physical geography, including: climate zones, biomes and vegetation belts, mountains and the water cycle; - 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; - use key vocabulary to demonstrate knowledge and understanding in this strand: resources, services, goods, electricity, supply, generation, renewable, non-renewable, solar power, wind power, biomass, origin, environmental, import, export, trade, efficiency, conservation, deforestation, carbon footprint, tourism, positive, negative, economic, social, tropics, water cycle, evaporation, condensation, precipitation,

			cooling, filter, pollution
Geographical Skills and Fieldwork	Children can interpret geographical information from a range of sources. They can communicate geographical information in a variety of ways. Children can: - use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage; - use simple compass directions and locational and directional to describe the location of features and routes on a map; - devise a simple map; and use and construct basic symbols in a key; - use simple fieldwork and observational skills to study the geography of the surrounding area, including key human and physical features, using a range of methods; - use key vocabulary to demonstrate knowledge and understanding in this strand: compass, 4-point,	Children collect, analyse and communicate a range of data gathered through fieldwork that deepens their understanding of geographical processes. They interpret a range of sources of geographical information including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS). Children can: - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied; - use symbols and keys (including the use of Ordnance Survey maps), to build their knowledge of the United Kingdom and the wider world; - use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and digital technologies; - use key vocabulary to demonstrate knowledge and understanding in this strand: sketch map, map, aerial view, feature, annotation, landmark, distance, key, symbol, land use, urban, rural, population, coordinates.	Children will become confident in collecting, analysing, and communicating a range of data. Children can explain how the Earth's features at different scales are shaped, interconnected and change over time. Children can: - use maps, atlases, globes and digital/computer mapping to locate countries and describe features; - 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; - use fieldwork to observe, measure, record and present human features using a range of methods, including sketch maps, plans and graphs, and digital technologies; - use key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, coordinates, grid references, latitude, longitude, key, symbol, Ordnance Survey, legend, borders, fieldwork, measure, observe, record, map, sketch, graph.

	direction, North, East, South, West, plan, record, observe, aerial view, key, map, symbols, direction, position, route, journey, the UK, changes, tally chart, pictogram, world map, country, continent, human, physical.		