



Sheerness West Federation

Progression in Geography



Curriculum Aims & Subject Content

- Develop contextual knowledge of the location of globally significant places - both terrestrial and marine - including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- Are competent in the geographical skills needed to:
 - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
 - Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

KS1 Pupils should be taught:

Locational knowledge

- 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

- 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

- 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

- 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.

KS2 Pupils should be taught:

Locational knowledge

- 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

- 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

- 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

- 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.

	EVFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geographical Skills & Fieldwork	<ul style="list-style-type: none"> • I can look closely and similarities, differences, patterns and change. • I notice similarities and differences when I am exploring and observing. 	<ul style="list-style-type: none"> • I can use simple observational skills to study the geography of the school and its grounds • I can use simple maps of the local area • I can use words such as near and far, left and right to talk about where things are • I can make simple maps and plans 	<ul style="list-style-type: none"> • I can use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied • I can use simple compass directions (North, South, East and West) and locational and directional language e.g. near and far; left and right, to describe the location of features and routes on a map • I can 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 • I can use simple fieldwork and observational skills to study the geography of my school and its grounds and the key human and physical features of its surrounding environment 	<ul style="list-style-type: none"> • I can ask and answer geographical questions, e.g. describe the landscape. Why is it like this? How have people affected what it looks like? What do you think about that? What do you think it might be like if...continues? • I can analyse evidence and draw conclusions such as make comparisons between locations using aerial photos/pictures • I can recognise that different people hold different views about an issue and can begin to understand some of the reasons why • I can communicate findings in appropriate ways • I can understand and use geographical terms such as meander, floodplain, location, industry, transport, settlement, water cycle • I can use basic geographical words such as cliff, ocean, valley, vegetation, soil, mountain, port, harbour, factory, office • I can make more detailed fieldwork sketches/diagrams 	<ul style="list-style-type: none"> • I can understand and use a widening range of terms such as contour, height, valley, erosion, deposition, transportation, headland, volcanoes, earthquakes • I can measure straight line distances using the right scale • I can explore features on OS maps using 6 figure grid references • I can draw accurate maps with more complex keys and / or demonstrate patterns • I can plan the steps for an enquiry 	<ul style="list-style-type: none"> • I can understand and use a widening range of geographical terms such as climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 	<ul style="list-style-type: none"> • I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • I can 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 my knowledge of the United Kingdom and the wider world • I can 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 • I can understand and use a widening range of geographical terms such as urban, rural, land use, sustainability, tributary, trade links • I can use maps, charts etc. to support decision making about the location of places e.g. new bypass

				<ul style="list-style-type: none"> I can use fieldwork instruments e.g. camera, rain gauge I can use and interpret maps, globes, atlases and digital mapping to find countries and key features I can use four figure grid references I can use the 8 points of a compass I can make plans and maps using symbols and keys 			
Locational Knowledge	<ul style="list-style-type: none"> I can investigate places using whichever senses is best. I can identify simple features of things. 	<ul style="list-style-type: none"> I can name, describe and compare places I know I can link home with other places in my area I can name, place and identify characteristics of the four countries and capital cities of the United Kingdom 	<ul style="list-style-type: none"> I can name and place the world's seven continents and five oceans I can name the surrounding seas of the United Kingdom 	<ul style="list-style-type: none"> I can point to where countries are within the UK and their key topographical features I can name and locate the cities of the UK 	<ul style="list-style-type: none"> I can recognise the different shapes of continents I can show I know features nearby and beyond the UK I can show where countries are within Europe, including Russia I can recognise that people have differing quality of life living in different locations and environments I can explain how the locality is set within a wider geographical context 	<ul style="list-style-type: none"> I can identify and describe the significance of the Prime/Greenwich Meridian and time zones including day and night I can recognise the different shapes of countries I can identify the countries within North America, the human and physical characteristics, key topographical features and land use patterns I can show I know about the wider context of places - county, region, country I can describe where a variety of places are in relation to physical and human features I can show I know the location of: capital cities of countries of British Isles and U.K., seas around U.K., European Union countries with high populations and large areas, largest cities in each continent 	<ul style="list-style-type: none"> I can 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 I can 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 I can 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) I can identify and describe the significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle I can compare the physical and human features of a region of the UK and a region within South America, identifying similarities and differences
Human & Physical Geography	<ul style="list-style-type: none"> I can identify some features and talk about some I like/dislike. 	<ul style="list-style-type: none"> I can describe seasonal weather changes 	<ul style="list-style-type: none"> I 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 	<ul style="list-style-type: none"> I can show I know the physical and human features of my locality I can explain about weather conditions / patterns around the UK and parts of Europe 	<ul style="list-style-type: none"> I can describe human features of UK regions, cities and /or counties I can understand the effect of landscape features on the development of a locality 	<ul style="list-style-type: none"> I can understand about weather patterns around the World and relate these to climate zones I can explain how rivers erode, transport and deposit materials 	<ul style="list-style-type: none"> I can describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle

			<ul style="list-style-type: none"> I can use basic geographical vocabulary to refer to physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather I can use basic geographical vocabulary to refer to human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 		<ul style="list-style-type: none"> I can describe how people have been affected by changes in the environment I can explain about key natural resources e.g. water in the locality I can explore weather patterns around parts of the world 	<ul style="list-style-type: none"> I can explain about the physical features of coasts and begin to understand erosion and deposition I can understand how humans affect the environment I can explain about changes to the World environment I can understand why people seek to manage and sustain their environment 	<ul style="list-style-type: none"> I can 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
Place Knowledge	<ul style="list-style-type: none"> I can show curiosity and interest by exploring the world around me. 	<ul style="list-style-type: none"> I can ask simple geographical questions I can understand how some places are linked to other places e.g. roads, trains I can show I know about changes that are happening in the local environment e.g. at school I can suggest ideas for improving the school environment 	<ul style="list-style-type: none"> I can 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"> I can understand why there are similarities and differences between places I can show some sense of how places relate to each other 	<ul style="list-style-type: none"> I can show I know about the wider context of places - region, country I can understand why there are similarities and differences between places 	<ul style="list-style-type: none"> I can compare the physical or human features of a region of the UK and a region in North America, identifying similarities and differences 	<ul style="list-style-type: none"> I 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
Links to SMSC Cultural Capital	<p>Geography contributes to our children's SMSC development through:</p> <ul style="list-style-type: none"> Opportunities for reflection on the creation of earth and its' origins, future and diversity. Reflection on the fair distribution of the earth's resources and issues surrounding climate change. Study of people and physical geography gives our children the chance to reflect on the social and cultural characteristics of society. 						