

GEOGRAPHY: CURRICULUM CONTENT AND PROGRESSION FRAMEWORK

FOUNDATION

The key things we want children to know/be able to do	Cycle A	Cycle B
1. Talk about similarities and differences between themselves and others, and among families, communities and traditions. 2. Know about similarities and differences in relation to places, objects, materials and living things. 3. Talk about the features of their own immediate environment and how environments might vary from one another.		

YEAR 1 & 2

The key things we want children to know/be able to do	Cycle A	Cycle B
Knowledge 1. Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. 2. Start to name and locate the world's seven continents. 3. Identify seasonal and daily weather patterns in the United Kingdom (<i>science link to seasonal change</i>) 4. Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. Start to name and locate the world's seven continents. Identify seasonal and daily weather patterns in the United Kingdom (<i>science link to seasonal change</i>). 5. Name and locate the world's seven continents and five oceans. 6. . Know the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. 7. Explore and describe geographical similarities and differences through the study of the physical features of a small area of the United Kingdom and a small area in a contrasting non-European country. <i>E.g Scarborough v Kenyan Village - beach, cliff, coast, soil, valley, hill, sea, season and weather, vegetation.</i> 8. Explore and describe geographical similarities and differences through the study of the human features of a small area of the United Kingdom and a small area in a contrasting non-European country. <i>E.g Scarborough v Kenyan Village - town, village, farm, house, office, harbour and shop.</i>		
Skills 1. <i>Begin to use aerial photographs to recognise landmarks and basic human and physical features including factory, city, port, river, forest, mountain.</i> 2. <i>Begin to use locational and directional language. E.g near and far, left and right to describe the location of features and routes on a map.</i> 3. <i>Use world maps, atlases and globes to identify the UK and its countries as well as the countries and continents studied at this stage.</i> 4. <i>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.</i> 5. <i>Use aerial photographs of study areas to recognise landmarks and basic human and physical features.</i> 6. <i>Devise a simple map and using basic symbols in a key.</i> 7. <i>Use simple compass directions (North, South, East and West)</i> 8. <i>Use world maps, atlases and globes to identify the UK and its countries as well as the countries, continents and oceans studied at this stage.</i>		

YEAR 3 & 4

The key things we want children to know/be able to do	Cycle A	Cycle B
Knowledge 1. Identify key physical features of the UK and describe their characteristics. <i>-e.g hills, mountains, coasts and rivers,</i> 2. Identify and describe key human characteristics of the UK. <i>-e.g land use patterns, cities, counties, countries, population, urban and rural, settlement types.</i> 3. Compare two localities within the UK with contrasting human and physical features. <i>-e.g local v contrasting place, rural v urban.</i> 4. Start to use appropriate geographical terminology. <i>See examples above.</i> 5. Describe how physical and human characteristics in the UK have changed over time and give reasons for these changes. ○ <i>e.g How rural and urban areas in northern England have developed over time.</i> 6. Identify the physical features of a region in Europe and describe their characteristics. <i>e.g hills, mountains, coasts and rivers,</i> 7. Identify and describe the human characteristics of the same region in Europe ■ <i>-e.g land use, cities, regions, countries, population, urban and rural, settlement type.</i> 8. Compare two localities within Europe with contrasting human and physical features. <i>e.g Southern Italy- looking at location, economic activity and how this relies on location and surroundings, volcanic activity.</i> 9. Start to use appropriate geographical terminology. <i>See examples above.</i>		
Skills 1. <i>Accurately apply basic map skills for example atlases, 4 point compass, coordinates, symbols and keys. to the areas studied.</i> 2. <i>Begin to understand how an atlas works.</i> 3. <i>Independently use four figure grid references when reading Ordnance Survey maps.</i> 4. <i>Locate places using an atlas.</i>		

YEAR 5 & 6

The key things we want children to know/be able to do	Cycle A	Cycle B
Knowledge 1. Identify and describe the physical features of a region within North or South America. <i>e.g hills, mountains, coasts and rivers, climate zones, biomes and vegetation belts (rainforests).</i> 2. Identify and describe the human characteristics of a region within North or South America. <i>e.g land use, cities, regions, countries, population, urban and rural.</i> 3. Explain how physical and human characteristics may be interdependent. <i>-e.g climate zones within South America, rainforests, economic activity and links to natural resources and impact of human activity on the natural world.</i> 4. Describe and begin to explain how physical and human characteristics in the region studied have changed over time and give reasons for these changes. <i>e.g shrinking rainforests or glaciers.</i> 5. Continue to develop appropriate geographical terminology. <i>See examples above.</i> 6. Explain the processes and formations of physical landscapes. <i>i. e.g a volcano formation</i> 7. Explain processes involved in the development of human environments. <i>i. e.g how urban areas grow/change.</i> 8. Describe and explain the differences and similarities in the human geography of previously studied regions of the UK, a European region and region of North or South America. <i>i. e.g settlements, economic activity including trade links.</i> 9. Describe and explain the differences and similarities in the physical geography of previously studied regions of the UK, a European region and region of North or South America. <i>i. e.g mountains, rivers, coasts, etc.</i> 10. Demonstrate a command of appropriate geographical terminology. <i>For example latitude, longitude, plate boundaries, tectonics, evaporation, transpiration.</i>		
Skills 1. Identify the position and significance of latitude, longitude, equator, northern and southern hemisphere, tropics, Arctic and Antarctic circle, the Prime and Greenwich Meridian and time zones (including day and night)		

2. With support, use six figure grid references (including using Ordnance Survey map).
3. Find human and physical features using an atlas
4. Independently use six figure grid references when reading Ordnance Survey maps
5. Apply an eight point compass .
6. Demonstrate a knowledge of a variety of map symbols.
7. Independently use an atlas to efficiently gather information necessary.

By the end of Year 6, students will have experience of a fieldwork enquiry which enables them to observe, measure, record and present physical and human features in the local area. This should include the use of digital mapping/GIS, sketch maps, plans and graphs.