

Lostock Hall Primary School

Geography Curriculum Progression Map

Geography

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Progression Map for Key Concepts/Big Ideas of Geography: Space and Scale

	EYFS	KS1	Y3/4	Y5/6
Space and Scale	<p>Name and identify: Their home Their school Their village/town/city Their country Identify forward, backward, left and right</p>	<p>Name and identify/locate: North and South Poles Equator 4 Compass points N, S, E, W 7 continents 5 oceans 4 countries of UK Capitals of UK UK surrounding seas Where they live</p>	<p>In addition to KS1, name and identify/locate: N. & S. hemispheres Tropics Cancer & Capricorn Arctic and Antarctic Circle 8 Compass points 4 figure grid references Key countries studied (Including capitals of these) Key European countries (Including capitals of these) Regions of Americas Key physical features of countries and regions studied (rivers, lakes, seas, mountains, rainforest, deserts, etc) Key human characteristics of countries and places studied (Eiffel Tower, Egyptian Pyramids, Athens Acropolis, Rome Colosseum, Taj Mahal, Tower Bridge, Sydney Harbour Bridge, etc)</p>	<p>In addition to KS1 and Y3/4, name and identify/locate: Latitude and, longitude Prime / Greenwich Meridian & time zones 8 Compass points 6 figure grid references Continue to extend: Key countries studied (Including capitals of these) Key European countries (Including capitals of these) Regions of Europe Other continents studied Key physical features of countries and regions studied (rivers, lakes, seas, mountains, rainforest, deserts, etc) Key human characteristics of countries and places studied (Eiffel Tower, Egyptian Pyramids, Athens Acropolis, Rome Colosseum, Taj Mahal, Tower Bridge, Sydney Harbour Bridge, etc)</p>
Possible Questions	<p>Where is it? What is it like?</p>	<p>Which continent is it in? Which oceans and seas are nearby? What is the weather like there? Is it hot or cold there? Is it near the Equator or the poles? Who (people) and what (animals and plants) live there? What would we see there? What is natural? What has been made by humans? • What is your address? What country do you live in? What is the capital? Can you describe a given place (nonEuropean)?</p>	<p>Which hemisphere is it in? Where is it in relation to other places we have studied or know about, including countries and continents (using 8 points of a compass)? Which time zone (s) is it in? Which Climate zone(s) is it in? (Tropical/Dry/Temperate/Continental/Polar) Where is it in relation to our village/town/city/county/country? Which bodies of water are nearby? How is it similar/different to other places? How am I linked with people and environments in other places?</p>	<p>See Y3/4 Where are things located in this place? (Developing the concepts of order and pattern?) What biome(s) is this place located in?</p>

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Progression Map for Key Concepts/Big Ideas of Geography: Physical

	EYFS	KS1	Y3/4	Y5/6
Physical	<p>Identify things in a location that are living (not human made)</p> <p>Describe the weather and name different types of weather.</p> <p>Identify how the weather changes what they do.</p> <p>Start to identify and name physical features such as those listed in KS1</p>	<p>Identify, describe and understand key aspects of: seasonal & daily weather patterns (UK & local scales), hot & cold areas of the world</p> <p>Identify, describe and understand key physical features such as: hill, stream, slope, river, lake, sea, ocean, island, waves, land, soil, rock, beach, mountain, wood, forest, cliff, coast, valley, season, weather</p> <p>Identify the basic biomes (water/aquatic, land/terrestrial)</p>	<p>Describe, understand and compare key aspects of: climate zones, biomes (aquatic, desert, forest, tundra, grassland), vegetation belts, rivers, mountains, volcanoes, earthquakes, water cycle, coasts, distribution of natural resources</p>	
Possible Questions	<p>How do you get to school?</p> <p>What do you see on your journey?</p> <p>Can you describe what you can see?</p> <p>What is the weather like today?</p>	<p>What season is it now? How do we know?</p> <p>What is your address?</p> <p>What key physical features can you see in the place you live e.g. river, hills etc?</p> <p>Can you describe a given place (non-European)?</p> <p>Can you describe features associated with an island?</p> <p>Can you find the longest/shortest route?</p> <p>What makes a locality special?</p>	<p>How are earthquakes created?</p> <p>Why is France a popular holiday destination?</p> <p>What are the main features of a village?</p> <p>What are the key differences between cities and villages?</p> <p>Why do people's lives vary due to the weather?</p> <p>Why does a locality have certain physical features?</p>	

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Progression Map for Key Concepts/Big Ideas of Geography: Human

	EYFS	KS1	Y3/4	Y5/6
Human	<p>Identify things in a location that have been made by people.</p> <p>Identify a journey you go on?</p> <p>Start to identify and name features such as those listed in KS1.</p>	<p>Identify, describe and understand key human features such as: house, bungalow, flat, detached, semidetached, terrace, shop, park, village, city, town, capital, building, factory, farm, office, canal, railway, transport (and types), bridge, tunnel, roads, motorway, station, airport, port, harbour</p>	<p>Describe, understand and compare key aspects of:</p> <p>types of settlement, land use, economic activity, trade links, energy types and usage, food.</p>	
Possible Questions		<p>What facilities might a town or village need?</p> <p>What types of buildings/housing is in this locality?</p> <p>What might you wear if they lived in a very hot or very cold place?</p>	<p>What types of buildings/housing is in this locality?</p> <p>What is the infrastructure like e.g. roads, railways, facilities, electricity?</p> <p>Why does a locality have certain human features?</p> <p>How do people use the key features of the land?</p> <p>How are people are trying to manage their environment?</p>	<p>How does a location fit into its wider geographical location with reference to human and economical features?</p> <p>What might a place be like in the future, taking account of issues impacting on human features?</p> <p>What are the key imports /exports for a locality?</p>

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Progression Map for Key Concepts/Big Ideas of Geography: Change and Sustainability

	EYFS	KS1	Y3/4	Y5/6
Change and sustainability	Human Impact Identify how a place has changed Identify how people have changed a place or feature	Human Impact Explain how some people spoil an area Explain how some people try to make an area better	Human Impact Suggest ways a location could be changed and/or improved Explain how a location has changed over time (physical and human elements) Explain how people are trying to manage and sustain or improve their environment	Human Impact Explain what a place might be like in the future taking account of issues impacting on a human and/or physical features Identify ways in which humans have both improved and damaged the environment and suggest responses Explain how some human activity has caused damage to the environment
	Personal Viewpoint Identify which bits of a place they like Identify which bits of a place they don't like or feel worried or unhappy in	Personal Viewpoint Say what they like about their locality Say what they don't like about their locality Say what they like about another locality Say what they don't like about another locality	Personal Viewpoint Identify different viewpoints on a geographical issue or feature	Personal Viewpoint Explain why people may have different viewpoints on a geographical issue or feature Explain why people are attracted to live by specific geographical (physical and human) features Explain the negative impact of living by specific geographical (physical and human) features
Possible Questions	Human Impact	Human Impact What has changed? What caused a change? How are people trying to make something better?	Human Impact How has a locality changed over time? What are the different views about an environmental issue? How could a locality be changed and improved? What might it be like in a locality in the future?	Human Impact How has a locality changed over time? How can people manage their environment? How do people affect the area – positively or negatively? How can natural resources be sustained? How is it linked to other places? How has human activity caused an environment to change?
	Personal Viewpoint	Personal Viewpoint What do you like/dislike about a locality?	Personal Viewpoint Why might people be attracted to live by e.g. rivers, coasts? Why are people attracted to live in cities? Or villages?	Personal Viewpoint How could a locality be changed and improved?

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Progression Map for Geographical Map and Fieldwork Skills

	EYFS	KS1	Y3/4	Y5/6
Map Skills	<p>Know about similarities and differences in relation to places, objects, materials and living things.</p>	<p>Use world maps, atlases, and globes to identify the UK, its countries & surrounding seas, locate 7 continents and 5 oceans Use simple compass directions (N, S,E,W) and locational & directional language (e.g. near and far, left and right) to describe location of features and routes on a map Devise a simple map • Use and construct symbols in a key</p>	<p>Use world maps, atlases, and globes to identify hemispheres, the equator, tropics of Cancer and Capricorn and Arctic and Antarctic regions. Name and locate the capital cities of neighbouring European countries Know and use the eight points of a compass (N, NW, W, SW, SE, E, NE) Begin to use 4 figure grid references Use basic OS map symbols Begin to use the scale bar to estimate distances Make a map of a short route with features in the correct order. Begin to use computer mapping</p>	<p>Use world maps, atlases, and globes to identify main countries in continents of the world Identify the tropics of Cancer and Capricorn Begin to understand longitude and latitude on a globe or atlas Begin to use 6 figure grid references Name and locate many of the world's most famous mountain regions on a map Use symbols and keys including those on OS maps Use maps with a range of scales Follow a route on 1:50 000 OS map • Use digital mapping</p>
Fieldwork skills	<p>Talk about past and present events in your own lives and in the lives of family members. Talk about the features of your own immediate environment and how environments might vary from one another</p>	<p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features Begin to use fieldwork (e.g. sketching, photographing) and observational skills to study the geography of school and its grounds, and the key human and physical features of its surrounding environment</p>	<p>Use fieldwork skills of surveying, interviewing, photography and observations to understand how a locality has changed over time Create sketch maps Begin to measure record and present the human and physical features in the local area using a range of methods, plans and graphs, and digital technologies</p>	<p>Make detailed sketches and plans Devise geographical questions to guide research Use data from text, images and maps to make meaning and draw reasonable conclusions Understand land height is shown on OS maps using contour lines Describe and interpret relief features</p>

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Geography: Key Vocabulary In addition to these words, each topic will have topic specific vocabulary which should be listed in the planning and resources for that topic.

EYFS	KS1	Y3/4	Y5/6
Environment Place Feature World City Map Weather Compare Similar Different	<p>Locational knowledge: Africa, Antarctica, Asia, Australia, Europe, North America & South America, Pacific Ocean, Atlantic Ocean, Indian Ocean, Southern Ocean aka Antarctic Ocean & Arctic Ocean.</p> <p>Key physical features: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p>Key human features: city, map, town, village, factory, farm, house, office, port, harbour and shop</p>	County Country Continent scale Location City Town Village Distance Biome Time zone Landform Rural Urban	

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Geography Long Term Plan

R	Y1	Y2	Y3	Y4	Y5	Y6
<u>R Units</u>	<u>Y1 Units</u>	<u>Y2 Units</u>	<u>Y3 Units</u>	<u>Y4 Units</u>	<u>Y5 Units</u>	<u>Y6 Units</u>
<p>*Around Our School</p> <p>*People who help us in our local area</p> <p>*Where in the world is Barney Bear?</p> <p>*Journey to the coast</p>	<p>*Pirates -points of the compass (treasure maps)</p> <p>*Whatever the weather</p> <p>*My journey to school I can explain where I live and tell someone my address.</p> <p>*Hot and Cold</p> <p>*The United Kingdom – Countries and Capitals</p>	<p>*Where do I live?</p> <p>*Villages, Towns and Cities</p> <p>*Continents and Oceans</p> <p>*London and Jamaica</p> <p>*Katie Morag Landscapes (Links with English unit Katie Morag stories)</p>	<p>*Harvest and Food</p> <p>*3 Countries (UK, USA, Austria), 3Rivers (Mersey, Mississippi, Danube) 3Cities (Liverpool, New Orleans / Memphis? Vienna) (links to music unit about Beatles, Elvis and Strauss)</p> <p>*The United Kingdom – Discover and Learn</p>	<p>*Mountains</p> <p>*Polar Regions</p> <p>*Volcanoes and Earthquakes (Supported by CGP textbook)</p> <p>*Europe – Discover and Learn (Supported by CGP textbook)</p>	<p>*North and South America – Discover and Learn (Supported by CGP textbook)</p> <p>*Kenya / India</p> <p>*World Mapping: Equator, tropics, arctic and Antarctic circles latitude, longitude, time zones</p> <p>*Sustainability</p>	<p>*Living Planet – Discover and Learn (Supported by CGP textbook)</p> <p>*OS Mapping – (Supported by unit on OS website)</p> <p>*Rivers – Discover and Learn (Supported by CGP text book)</p> <p>*Deserts</p>

			(supported by CGP textbook)			
			*The Water Cycle			
Suggested Fieldwork Studies						
What can I see, hear, smell, touch? Matching activities	Treasure hunt/trail around school using pirate map of school grounds.	Our school grounds	Our school and its neighbourhood – Aerial photos, street furniture, traffic count, map the school, identify changes	Our High Street	Do we need a crossing on the main road? Do we need a play area on the Bird Estate?	Rivers and streams in and around Poynton (Lyme Park ?)