

THE CAREY FEDERATION



Geography Curriculum Progression.

	Year 1 and 2	Year 3 and 4	Year 5 and 6
<p>Implementation</p> <p>Locational and Place knowledge</p>	<p>To begin to understand maps.</p> <p>Name, locate and identify some characteristics of the four countries of the UK. Name and locate the capital cities and the surrounding seas.</p> <p>Name and locate the world's seven continents and five oceans.</p> <p>Understand geographical similarities and differences of human and physical geography of local town and small area of a non-European country.</p> <p>Name, locate and identify some characteristics of the four countries of the UK.</p>	<p>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.</p> <p>On world map, locate countries in Europe</p> <p>Learn about environmental regions in the UK, study key physical and human characteristics, countries and major cities.</p> <p>Identify the position of and begin to understand the significance of the Northern and Southern Hemisphere</p> <p>On world map, locate some countries in Europe.</p>	<p>On world map, locate some countries in Europe, Africa, South America and Australasia / Oceania and Antarctica. Location chosen European location and its position within Europe.</p> <p>Identify the main environmental regions of the countries studied, key physical and human characteristics and some major cities.</p> <p>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)</p> <p>Name and locate the key topographical features in Europe and the UK including coast, features of erosion, hills, mountains</p>

	Name and locate the capital cities and the surrounding seas.		and rivers. Understand how these features have changed over time.
Vocabulary	address, near, far, travel, journey, routes, features, attractive, buildings, offices, church, shop, houses, flats, garage, factory, leisure, playground, park, parade, library, museum, facilities	Location, land use, human and physical features. Hamlet, village, town, city, settlement, north, south, east, west, route, scale, distance, direction, key, symbol, homes, shops, roads, services, factory, buildings, transport, land use environment, repair, damage, pollution, slopes, valleys, streams.	location, route, network, distance, direction, grid reference, settlement type, economic activity, buildings, landscape, leisure, seaside resort, beach, coast, sea, physical, human, land use, features, traffic, vehicles, compass, primary, secondary, tertiary
Implementation Human and Physical Geography	Identify daily and seasonal weather patterns in the UK Identify the location of hot and cold areas of the world in relation to 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, valley, vegetation. Use basic geographical vocabulary to refer to: city, town, village, factory, farm, house, harbour, retail unit, train station, road / railway track / bridleway.	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. Describe and understand key aspects of physical geography, including rivers and volcanoes. Describe and understand key aspects of human geography, including types of settlement and land use.	Describe and understand key aspects of physical geography: explain how coasts can impact human settlement Understand the significance and impact of climate zones, biomes and vegetation belts. Describe and understand key aspects of distribution of natural resources, focussing on energy (oil and gas) and rainforest regions. Describe and understand some key aspects of human geography, including fair trade, pollution, deforestation and energy production. Compare a region of the UK with a region of another continent with significant similarities and differences.

Vocabulary	island, sea, ocean, beach, mountain, farm, field, tractor, fishing, boats, weather, post office, shop, show, tide, croft, pier, storm, peat, hillside, mainland, bay	Vocabulary: island, sea, ocean, beach, mountain, farm, field, tractor, fishing, boats, weather, post office, shop, show, tide, croft, pier, storm, peat, hillside, mainland, bay	Vocabulary: sea, land, transport, food, cooking, tortilla, spices, shopping, homes, jobs, school, village, traditional, modern, landscape, temperature, continent, ocean, journey
Implementation Geographical skills and Fieldwork	<p>Use 4 compass directions (NSEW) and simple locational language.</p> <p>Use world maps, atlases and globes to identify the countries of the UK.</p> <p>Refer to world maps, atlases and globes to identify all continents and oceans studied, and some key countries studied.</p> <p>Describe the location of features and routes on a map using compass directions.</p> <p>Devise a simple map, including basic symbols in a key.</p> <p>Describe the key human and physical features of the school's surrounding areas using observation and</p>	<p>Use the eight points of the compass and four figure grid references.</p> <p>Use maps and atlases, globes to locate countries and describe features.</p> <p>Create maps e.g. - Plan a tour of the school, which includes a map/ plan of the school and the main geographical features you would see identified, with a key.</p> <p>Make an aerial plan/map of the school and local area. Classify local buildings.</p> <p>Use recognised symbols to mark out local areas of interest on own maps.</p> <p>Undertake environmental surveys of the school grounds - litter, noise, likes/ dislikes, areas for improvement</p> <p>Choose effective recording and presentation methods e.g. tables to collect data. Present data in an appropriate way using keys to make data clear. Draw conclusions from the data.</p>	<p>Use the eight points of the compass and four and six figure grid references.</p> <p>Use maps and atlases, globes and digital/computing mapping to locate countries and describe features.</p> <p>Visit a coastal location and explain the features.</p> <p>Make field notes/observational notes about land features.</p> <p>Take photographs to support findings and compare with local features in Halwill.</p> <p>Undertake a survey in the local area or on a visit – drawing comparisons</p> <p>Select a method to present the differences in transport in the area today and during the Victorian era.</p> <p>Collate the data collected and record it using data handling software to produce</p>

	<p>fieldwork.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p>		<p>graphs and charts of the results.</p> <p>Ask Geographical questions e.g. how is traffic controlled? What are the main problems?</p>
Vocabulary	<p>Compass, direction, features, routes, atlas north, south, east, west.</p>	<p>Environment, issues, environmental quality, classify community, air pollution, vehicles, waste, recycling, compost, litter, and derelict, planning, land use, conserve, sustain, urban, rural.</p>	<p>buildings, traffic, environment, volume, pedestrian precinct, diversion, benefits, shopkeepers, deliveries, senior citizens, survey, points of view, planning, issues, decisions</p>
Impact	<p>See 'The Carey Federation - Computing Curriculum Progression of Skills Assessment Grid'</p>		