



Progression in Geography



Intent

Our aims are to fulfil the requirements of the National Curriculum for Geography; providing a broad, balanced and differentiated curriculum; ensuring the progressive development of geographical concepts, knowledge and skills; and for the children to develop a love for geography. Furthermore, we aim to inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. (The 2014 Primary National Curriculum in England)

Geography teaching at Ralph Butterfield Primary has a wide application to everyday life, teaching the children to enjoy learning about the world and to have a better understanding of different locations.

The aims of teaching geography in our school are:

- To inspire pupils to know about their own location, their country and the world through using and interpreting a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- To enable children to know about the location of the world's continents, countries, cities, rivers, seas and oceans and to understand different climate and bio-zones
- To ensure children are familiar with key geographical physical features, how they are formed and their significance and impact on the local environment To help children understand how the human and physical features of a place shape its location To develop knowledge of different climate and bio zones
- To encourage pupils to consider the effect of global trade and to consider aspects of sustainability
- To develop a curiosity in children about the world in which they live and equip them with the practical skills and knowledge to be able to find out more for themselves

Year Groups	Reception	Year 1 and Year 2	Year 3 and Year 4	Year 5 and Year 6
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<p>Units</p>	<p>YR A & B Let's celebrate Amazing Animals Traditional Tales In the Garden Dinosaur Discovery</p>	<p>Year A To the ends of the earth (Polar Regions)</p> <p>Year B Around the World (B) On our Doorstep (B) (fieldwork)</p>	<p>Year A Map work/place knowledge linked to History (Ancient Egyptians) Rivers and mountains and water cycle. (Local area) Map work/place knowledge linked to History (WWII) Year B Survival – I'm a Survivor! (different climates) (B) (B) Map work/place knowledge linked to History (Stone age to Iron Age) (B) Field Work discreet unit – Summer 1 (B) Map work/place knowledge linked to History (Revolutionary Romans)</p>	<p>Year A Industrial Revolution - A study of land use, movement from rural to urban areas, development of towns and cities in 19th century Britain. Geography: Sustainability and Fairtrade – Fairtrade fortnight. Map work/place knowledge linked to History (Ancient Greece) Year B The Force of Nature (Natural Disasters) (B) Map work/place knowledge linked to History (Anglo Saxons & Vikings) Mexico (Compare the UK with a non-European country)</p>
<p>National Curriculum</p>	<p>Understanding the World ELG: People, Culture and Communities Children at the expected level of development will:</p> <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. <p>ELG: The Natural World Children at the expected level of development will:</p> <ul style="list-style-type: none"> Explore the natural world around them, making 	<p>Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, hence their locational awareness.</p> <p>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</p> <p>Place knowledge understand geographical similarities and differences through studying the human and physical geography of a small area of the United</p>	<p>Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</p> <p>Pupils should be taught to:</p> <p>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</p> <p>place knowledge 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>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and</p>	

	<p>observations and drawing pictures of animals and plants;</p> <ul style="list-style-type: none"> • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. <p><u>From development matters</u></p> <ul style="list-style-type: none"> • Draw information from a simple map • Recognise some similarities and differences between life in this country and life in other countries. • Explore the natural world around them • Describe what they see, hear and feel whilst outside • Recognise some environments that are different from the one in which they live • Understand the effect of changing seasons on the natural world around them. <p><u>Birth to 5 matters UTW The World Range 5:</u></p> <ul style="list-style-type: none"> • Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world • Talks about why things happen and how things work • Developing an understanding of growth, decay and changes over time • Shows care and concern for living things and the environment • Begin to understand the effect their behaviour can have on the environment <p><u>Range 6:</u></p> <ul style="list-style-type: none"> • Looks closely at similarities, differences, patterns and change in nature 	<p>Kingdom, and of a small area in a contrasting non-European country</p> <p>Human and physical geography</p> <p>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</p> <p>use basic geographical vocabulary to refer to:</p> <p>key physical features, including: beach, cliff</p> <p>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>Geographical skills and fieldwork</p> <p>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</p> <p>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</p> <p>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</p> <p>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</p>	<p>Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>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</p> <p>Human and physical geography</p> <p>describe and understand key aspects of:</p> <p>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>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</p> <p>Field work</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>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.</p>
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	<ul style="list-style-type: none"> • Knows about similarities and differences in relation to places, objects, materials and living things • Talks about the features of their own immediate environment and how environments might vary from one another • Makes observations of animals and plants and explains why some things occur, and talks about changes 			
Geographic Skills	<p>Understanding the World ELG: People, Culture and Communities Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. <p>ELG: The Natural World Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants; • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; 	<ul style="list-style-type: none"> • Follow directions including N, S, E, W. • Have experience of maps and attempt to make own, real or imaginary. • Use own symbols on imaginary maps • Use a plan view • Use an Infant atlas to locate Places. • Use NF books, stories, maps, pictures, photos and internet as sources of information. • Follow a route on a map using directional language such as near/far, left/right. • Have experience of aerial photographs and try to identify known places with support • Follow a route on a map using N, S, E, W. • Draw a map of a real or imaginary place e.g. add detail to a sketch map from aerial photo. • Use an infant atlas and globes to locate place • Use large scale maps 	<ul style="list-style-type: none"> • Use eight compass points to follow or give directions. • Begin to use letters or number coordinates to locate features on a map. • Use large scale OS maps • Use atlases to find out about other features of places eg mountains. • Use NF books, stories, maps, pictures, photos and internet as sources of information. • Follow a route on larger scale maps. • Begin to use maps sites on Internet (digimap /google/ mario) • Have experience of aerial photographs and identify known places. • Use eight-point compass points confidently • Use letters or number coordinates to locate features on a map confidently. • Begin to recognise symbols on OS maps. • Use large and medium scale OS maps. 	<ul style="list-style-type: none"> • Use eight-point compass points confidently and accurately. • Begin to use four figure coordinates to locate features on a map. • Recognise and use OS map symbols. • Use medium scale land range OS maps • Use atlases and globes to find out about other features of places e.g. mountains, weather patterns. • Begin to use primary and secondary sources of information for evidence. • Start to follow a short route on an OS map. • Continue to use maps sites on internet (digimap/google/mario) • Continue to use satellite images and aerial photographs to extend learning within a topic. • Begin to use six-figure coordinates to locate features on a map.

		<ul style="list-style-type: none"> • Begin to use NF books, stories, maps, pictures, photos and internet as sources of information. • Follow a route on a map using directional language such as near/far, left/right and understand how to use a key. • Have experience of aerial photographs and try to identify known places 	<ul style="list-style-type: none"> • Use atlases to find out about other features of places e.g. mountains, weather patterns. • Use NF books, stories, maps, pictures, photos and internet as sources of information. • Follow a route on larger scale maps. • use maps sites on internet (digimap/google/Mario) • Use satellite images and aerial photographs to extend learning within a topic. 	<ul style="list-style-type: none"> • Recognise and use OS map symbols and describe features shown on a OS map. • Draw and use maps and plan in a range of scales. • Use primary and secondary sources of information for evidence. • Follow a short route on an OS map independently. • use maps sites on internet (digimap/google/Mario) with confidence. • Create maps using aerial photographs and satellite images.
<p>Field Work</p>	<p>Understanding the World ELG: People, Culture and Communities Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. <p>ELG: The Natural World Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Explore the natural world around them, making 	<ul style="list-style-type: none"> • Investigate their surroundings. • Make observations about where things are e.g. around school and local area. • Express their own views about places and the local area. • Draw simple features they observe in the local area. • Use a camera in the field, with help, to record what they have seen and label. • Experience simple scale drawings of the local area. • Experience simple plan views. • Begin to collect and record evidence with support. • Use simple fieldwork and 	<ul style="list-style-type: none"> • Begin to collect and record evidence. • Analyse evidence and draw conclusions eg make comparisons with two locations using photos pictures, temperatures and location. • Draw a sketch of a simple feature from an observation or photo. • Make a map of a short route experienced with features in correct order. • Start to draw plan views. • Collect and record evidence. • Analyse evidence and draw conclusions e.g. make comparisons between locations, photos, pictures, maps. 	<ul style="list-style-type: none"> • Collect and record evidence. • Analyse evidence and draw conclusions e.g. compare historical maps of varying scales, temperature of various locations, influence on people everyday life. • Use a variety of sources of evidence to express views about the local area. • Use sketches as evidence in an investigation in the local area. • Select and use a range of measuring instruments and investigations. • Begin to use recordings for their investigation. • Draw a variety of thematic maps based on their own data.

	<p>observations and drawing pictures of animals and plants;</p> <ul style="list-style-type: none"> • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 	<p>observational skills to study school and grounds.</p> <ul style="list-style-type: none"> • Investigate similarities and differences into local habitats. • Gather data about specific habitats. • Join labels to correct features on plans, maps and photographs. • Try to make a simple scale drawing. • Experience simple plan views. 	<ul style="list-style-type: none"> • Begin to use a variety of sources of evidence to express views about their environment (school). • Begin to use recordings for their investigation. • Begin to draw a variety of thematic maps based on their own data. • Begin to draw a sketch map from a high view point. • Continue to draw plan views. 	<ul style="list-style-type: none"> • Use a database to interrogate and amend data collected. • Draw a plan view with some accuracy. • Collect and record evidence unaided. • Analyse evidence and draw conclusions e.g. field work, data on land use, comparing land use data, look at patterns and explain reasons behind it. • Draw a sketch of key features of topic studied with increasing accuracy. • Select and use a range of measuring instruments and investigations. • Begin to use recordings for their investigation. • Draw a variety of thematic maps based on their own data. • Draw a sketch map using symbols and a key. • Begin to draw plans of increasing complexity.
<p>Place Knowledge</p>	<p>Understanding the World ELG: People, Culture and Communities Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; • Know some similarities and differences between different religious and cultural communities 	<ul style="list-style-type: none"> • Identify and describe where places are in the UK. • Begin to make simple comparisons between features of different places. • Begin to Identify and describe where places are around the world. 	<ul style="list-style-type: none"> • Begin to identify significant places and environments. • Identify and describe where places are around the world. • Identify significant places and environments. 	<ul style="list-style-type: none"> • Identify significant places and environments. • Continue to identify and describe where places are around the world. Mexico/ Greece • Compare and contrast areas Areas outside UK with the UK (Mexico.)

	<p>in this country, drawing on their experiences and what has been read in class;</p> <ul style="list-style-type: none"> • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. <p>ELG: The Natural World Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants; • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 	<ul style="list-style-type: none"> • Make simple comparisons between features of different places. • Recognise how places are linked to other places in the world. • Compare and contrast a small area of the United Kingdom with a small area in a non-European country. 	<ul style="list-style-type: none"> • Identify and describe where places are around the world. 	<ul style="list-style-type: none"> • Confidently identify significant places and environments. • Confidently Identify and describe where places are around the world. • 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>Locational knowledge</p>	<p>Understanding the World ELG: People, Culture and Communities Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; • Explain some similarities and differences between life in this country and life in other countries, 	<ul style="list-style-type: none"> • Begin to learn names of countries within the United Kingdom. • Begin to learn names of cities and surrounding seas in the United Kingdom. • Begin to match boundaries (e.g. find same boundary of a country on different scale maps) of the UK. • Begin to spatially match places e.g. recognise UK on a small scale and larger scale map. 	<ul style="list-style-type: none"> • Begin to name and locate rivers and mountains in UK • Locate places on larger scale maps and identify where equator, Northern and Southern Hemisphere are in relation to UK/Egypt. • Begin to name and locate some major cities and countries within Europe. • name and locate rivers and mountains in UK 	<ul style="list-style-type: none"> • To begin to name and locate key countries within Europe • To begin to use an atlas index to locate countries, cities towns and physical landmarks around the world • Name and locate key volcanic regions and earthquake territories • Know and understand where the key biome and vegetation belts are • to name and locate key countries within Europe

	<p>drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p>ELG: The Natural World Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants; • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 	<ul style="list-style-type: none"> • Locate and name on UK map major features e.g. London, River Thames, and Seas around UK. • Name and locate the worlds’ seven continents and five oceans. • Begin to match boundaries (e.g. find same boundary of a country on different scale maps) around the world. 	<ul style="list-style-type: none"> • confidently locate places on larger scale maps and identify where equator, Northern and Southern Hemisphere are in relation to UK/Egypt. • Confidently name and locate some major cities and countries within Europe. • Identify the Equator, Northern Hemisphere, Southern Hemisphere and the countries that lie within them. 	<ul style="list-style-type: none"> • to use an atlas index to locate countries, cities towns and physical landmarks around the world • Name and locate key volcanic regions and earthquake territories • Know and understand where the key biome and vegetation belts are
<p>Human and Physical Geography</p>	<p>Understanding the World ELG: People, Culture and Communities Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. <p>ELG: The Natural World Children at the expected level of development will:</p>	<ul style="list-style-type: none"> • to be able to use basic geographical vocabulary to refer to key physical features including: beach, cliff, coast, river, stream, mountain, hill • to be able to use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop • To be able 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 	<p>To begin to understand the different types of settlement and land-use</p> <p>To understand key aspect of physical features (mountains and rivers)</p>	<ul style="list-style-type: none"> • 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 • To know and understand the types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

	<ul style="list-style-type: none">• Explore the natural world around them, making observations and drawing pictures of animals and plants;• Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	<p>Equator and the North and South Poles</p>		
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