

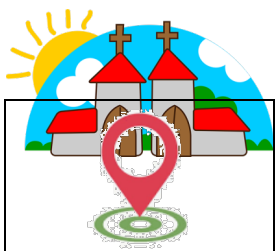




# Progression in Geography

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	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Questions</b> 	Explore the natural world around them, making observations and drawing Pictures.	<ul style="list-style-type: none"> <li>Teacher led enquiries, to ask and respond to simple closed questions.</li> <li>Use information books/pictures as sources of information.</li> <li>Investigate their surroundings</li> <li>Make observations about where things are e.g. within school or local area.</li> </ul>	<ul style="list-style-type: none"> <li>Children encouraged to ask simple geographical questions; Where is it? What's it like?</li> <li>Use NF books, stories, maps, pictures/photos and internet as sources of information.</li> <li>Investigate their surroundings</li> <li>Make appropriate observations about why things happen.</li> <li>Make simple comparisons between features of different places.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to ask/initiate geographical questions.</li> <li>Use NF books, stories, atlases, pictures/photos and internet as sources of information.</li> <li>Investigate places and themes at more than one scale</li> <li>Begin to collect and record evidence</li> <li>Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations.</li> </ul>	<ul style="list-style-type: none"> <li>Ask and respond to questions and offer their own ideas.</li> <li>Extend to satellite images, aerial photographs</li> <li>Investigate places and themes at more than one scale</li> <li>Collect and record evidence with some aid</li> <li>Analyse evidence and draw conclusions e.g. make comparisons between locations</li> <li>photos/pictures/ maps</li> </ul>	<ul style="list-style-type: none"> <li>Begin to suggest questions for investigating</li> <li>Begin to use primary and secondary sources of evidence in their investigations.</li> <li>Investigate places with more emphasis on the larger scale; contrasting and distant places</li> <li>Collect and record evidence unaided</li> <li>Analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations - influence on people/everyday life</li> </ul>	<ul style="list-style-type: none"> <li>Suggest questions for investigating</li> <li>Use primary and secondary sources of evidence in their investigations.</li> <li>Investigate places with more emphasis on the larger scale; contrasting and distant places</li> <li>Collect and record evidence unaided</li> <li>Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it</li> </ul>
<b>Maps</b> 	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.	Draw picture maps from stories, using own symbols. Use simple picture maps to move around school. Follow directions (up/down, left/right, forwards/backwards).	Draw maps of real or imaginary places, using agreed symbols and a simple given key. Follow a route on a map. Begin to use NSEW. Use an infant atlas to locate places. Look down on objects to create a plan.	Draw a simple map of a route experienced. Know what a key is and use standard symbols. Follow a route on a map with some accuracy (e.g. orienteering). Use letter/number co-ordinates and NSEW. Use maps, plans and atlases with different scales.	Make a map of a short route with features in correct order, inc. symbols & key. Make a simple scale drawing. Begin to recognise OS symbols. Use 4 figure grid references and begin to use 8 point compass. Use maps at different scales, inc. atlas and OS maps.	Draw a sketch map with some accuracy, inc. symbols & key. Use and recognise OS symbols. Measure straight line distance on a map. Use four figure grid references and 8 point compass. Use a range of different maps, selecting the most suitable for different purposes.	Draw an accurate sketch map or plan. Use OS and atlas symbols. Use scale to measure distance. Use 4-figure and 8 compass points confidently and begin to use 6-figure grid references. Use & produce a range of different maps, selecting the most suitable for different purposes.
<b>Place Knowledge</b>	Talk about places around the world when encountered in stories, discussions etc.	Name, locate and identify characteristics of the four countries and capital cities of the	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom, its	Name and locate countries and cities of the UK.	Name & locate main countries in Europe (inc. Russia) and North or South America.	Locate main countries in Europe and North or South America and principle cities.	Locate the main countries in Africa, Asia & Australasia/Oceania and identify some major cities.



		United Kingdom and its surrounding seas	surrounding seas, the world's seven continents and five oceans.	Begin to locate countries in all seven continents.	Identify the position and significance of the Equator, N & S hemisphere and Tropics.	Locate and name the main counties and cities in England. Identify the position and significant of latitude/longitude and the Greenwich Meridian (linking with science, time zones & day/night)	
<b>Key Focus Studies*</b>	The world around them	Our locality A non-European country	The United Kingdom An area of UK different to our locality	An area of the UK Change over time in the local area	A European country The water cycle	A region in N or S America Time Zones	Energy Distribution Earthquakes & Volcanoes
<b>IQ Questions</b>							
<b>Physical Geography</b>	Understand some important processes and changes in the natural world around them, including the seasons. Know some similarities and differences between the natural world around them and contrasting environments.	Study the physical geography of where they live and of a contrasting non-European country. Describe the similarities and differences. Use basic geographical vocabulary to describe physical features around the school grounds and in the local area. Identify seasonal/daily weather patterns in the UK.	Study the physical geography of a small area of the UK and a contrasting non-European country. Describe similarities and differences. Use basic geographical vocabulary to describe physical features of places studied. Identify the location of hot and cold areas of the world in relation to the equator and North and South poles.	Study the physical geography of a region of the UK, inc. key topographical features (hills, mountains, coasts and rivers) and understand how some of these aspects have changed over time.	Study the physical geography of a region in a European country, inc. key physical features, the climate zone, biome and vegetation. Describe the water cycle and identify rivers, mountains and coasts.	Compare a region in the UK with a region in N or S America, describing aspects of physical geography including coasts, rivers, climate zones, biomes and vegetation belts.	Describe and understand volcanoes, earthquakes and plate tectonics. Understand how these processes change the physical features of a place over time.
<b>Human Geography</b>	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	Study the human geography of where they live and of a contrasting non-European country. Describe the similarities and differences.	Study the human geography of a small area of the UK and a contrasting non-European country. Describe similarities and differences, using basic geographical vocabulary.	Study the human geography of a region of the UK, inc. land-use patterns; and understand how some of these aspects have changed over time.	Study the human geography of a region in a European country, including the different types of settlements.	Explore the fair/unfair distribution of resources and understand trade links between UK and other countries. Link with history and compare land use maps from past and present.	Explore the distribution of natural resources, focusing on energy (link with coal mining past history and eco-power). Describe how land use in an area has changed over time.

\* Where there are mixed age classes at Gooderstone, these focus studies will be alternated on a two- year cycle.