


# Hartington C of E Primary School

## Progression in Geography



	Phase 1	Phase 2	Phase 3
<p>Locational and Place knowledge</p> 	<ul style="list-style-type: none"> <li>• <b>Use maps and globes</b> to identify the continents and oceans and understand that both a map and a globe show the same thing.</li> <li>• <b>Locate</b> the continents on a paper map.</li> <li>• <b>Use simple compass directions</b> (North, South, East and West) to describe the location of features on a map.</li> <li>• <b>Study</b> pictures/videos of a locality and <b>ask geographical questions</b> e.g. What is it like to live in this place? How is this place different to where I live?</li> <li>• <b>Express own views</b> about a place, people and environment.</li> <li>• <b>Draw and label pictures</b> to show how places are different to the UK</li> <li>• <b>Give detailed reasons</b> to support own likes, dislikes and preferences.</li> </ul>	<ul style="list-style-type: none"> <li>• Build on prior knowledge of UK regions by <b>using maps to locate countries of Europe.</b></li> <li>• <b>Study maps to make assumptions</b> about the different areas of Europe e.g. using map keys to identify mountainous areas, urban areas.</li> <li>• <b>Identify hilliest areas and flattest areas</b> as well as <b>decide</b> which rivers they think are the largest.</li> <li>• <b>Study some pictures</b> of different parts of Europe (e.g. top of a mountain, on the banks of a river, on a farm).</li> <li>• <b>Make reasoned judgements</b> about where the pictures are taken and <b>defend</b> e.g. a mountain top may be in France because there is a large mountain range there.</li> <li>• <b>Match key landmarks to the country</b> and <b>make suggestions</b> as to how landmarks affect a country (tourism, economy etc) i.e Eiffel tower in Paris generates a lot of revenue through tourism. Relate to UK landmarks.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Identify</b> the different hemispheres on a map.</li> <li>• <b>Use the compass points N, NE, E, SE, S, SW, W, NW to direct and locate using a compass.</b></li> <li>• <b>Locate and label</b> different countries/continents in the Northern and Southern hemisphere.</li> <li>• <b>Raise questions</b> about the different hemispheres and</li> <li>• <b>Use and explain</b> appropriate geographical language</li> <li>• <b>Use maps</b> to compare and contrast differences between the UK and other countries; climate, agriculture, tourism etc</li> <li>• <b>Discuss and compare</b> these differences relate this knowledge to the weather in the local area.</li> <li>• <b>Reach reasoned and informed solutions</b> and <b>discuss the consequences</b> of humans around the world.</li> </ul>

## Locational and Place knowledge



Continued

- **Use the language of 'north', 'south', 'east', 'west' to relate countries to each other.**
- **Using maps, locate** the Equator, the Tropics of Cancer and Capricorn. **Consider the countries and climates that surround these lines and discuss the relationships** between these and the countries.
- **Critically study photographs** – do they think these were taken close to the Equator or further away.
- Look at maps, pictures and other sources to **identify similarities and differences** between a UK region and another country. **Compare physical and human features, draw conclusions, pose questions and use prior knowledge** of map reading.
- **Identify main trade and economy** in another country and **compare** to region of the UK.
- Look at settlements, particularly in relation to the volcanoes – what conclusions can be drawn?
- **Analyse evidence and draw conclusions** e.g. make comparisons between locations using photos/pictures, temperatures in different locations and population numbers.
- **Locate the key physical and human characteristics. Relate these features to the locality** e.g. population sizes near tourist landmarks/rivers, transport links to mountains.
- **Locate all the man made features** of a country e.g. Statue of Liberty, Golden Gate Bridge, Grand Canyon, Yosemite National Park, The White House etc. and relate to UK landmarks. **Reflect on the importance and value of the tourism** industry in these areas.

## Human and Physical Geography



- **Use basic geographical vocabulary to refer to key physical features including:** beach, coast, forest, mountain, sea, river, season: weather.
- **Use basic geographical vocab to refer to key human features, including:** city, town, village, factory, farm, house and shop.
- Be able to **verbalise and write about** similarities and differences between the features of the two localities.
- **Ask questions** about the weather and seasons.
- Children to identify the equator and locate the places on the Equator which are the hottest.
- **Observe and record** e.g. draw pictures of the weather at different times of the year or keep a record of how many times it rains in a week in the winter and a week in the summer.
- **Express opinions** about the seasons and **relate the changes** to changes in clothing and activities e.g. winter = coat, summer = t-shirts.

- **Locate places in the world** where volcanoes occur.
- Understand and be able to **communicate in different ways** the cause of volcanoes and the process that occurs before a volcano erupts.
- **Draw diagrams, produce writing and use the correct vocabulary**
- **Ask, research and explain the following questions:** Why did the stone age civilization, the iron age settlers and the Romans choose to settle where they did? What were their settlements like? How did they use the land and how has land use changed today? What was Celtic and Roman Merton like? How did they trade? How is that different today?
- **Relate land use and trade to settlements.**
- **Study** how land in the local area was used during the historical periods studied. Look at land use in the same area today and consider how and why this has changed.

- **Use the language of rivers** e.g. erosion, deposition, transportation.
- **Explain and present the process** of rivers, earthquakes, volcanoes
- **Research and discuss** how geographical features such as rivers, topography and coasts can impact human settlements.
- **Identify trade links** around the world based on a few chosen items e.g. coffee, chocolate, bananas.
- **Discover** where food comes from.
- **Discuss land use** and **draw conclusions** about the reasons for this based on the human inhabitants and changing needs.
- Ask and answer geographical questions to unpick why human geography may have changed over time.

## Fieldwork



- **Study maps and aerial photographs** and **use simple compass directions** (North, South, East and West) and **locational and directional language** to **describe** the location of features and routes on a map.
- **Draw own maps** of the local area; use and **construct basic symbols in a key**.
- **Observe and record the features** around the school e.g. the different types of plants, the animals seen by the river compared to the animals seen on the road, the different amounts of traffic on the Rosehill roundabout compared to the school road.
- **Children to make suggestions for the cause of the differences**.
- **Communicate findings in different ways** e.g. reports, graphs, sketches, diagrams, pictures.
- Children **make sketches/notes** of their trip to school/trip to the river and then **create a map to direct others** which uses a key and includes the main physical and human features.
- **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**.
- **Undertake environmental surveys** of the school grounds - litter, noise, likes/ dislikes, areas for improvement
- **Undertake weather surveys**, including wind direction, where the sun shines (north, south, west), **recording a changes and observations using a method of choice** e.g. rainfall - is it the same on all sides of the school.
- **Make an aerial plan/map of the school**, drawing round different sized blocks (moved on from year 1 collective aerial planning using blocks).
- **Classify** local buildings.
- Use **recognised symbols** to mark out local areas of interest on own maps.
- **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.
- **Look for evidence** of past river use by visiting the location.
- **Make field notes/observational notes** about land features.
- Visit a river/hill/coast, **locate and explain the features**.
- **Take photographs to support findings** e.g showing different transport used in the area today which would not have been used during Victorian times.
- **Study pictures** of historic elements of a site and **compare and contrast**.
- **Select a method to present the differences in transport in the area today**.
- **Undertake a survey** in the local area or on a visit – drawing comparisons
- **Collate the data collected and record it using data handling software** to produce graphs and charts of the results.
- **Ask Geographical questions e.g.** how is traffic controlled? What are the main problems?