

HELMDON PRIMARY SCHOOL – Progression in Geography

KS1 Units

Y1-1 Our School & local area **Y2-1** Magical Mapping
Y1-2 Our Country **Y2-2** Let's go to China
Y1-3 Wonderful Weather **Y2-3** Beside the Seaside

KS2 Units

A1 Extreme Earth **B1** All Around the World **C1** Mapping the UK **D1** Trade & Economics **E1** Extreme Climates
A2 Rainforests **B2** Comparing Places **C2** Our European Neighbours **D2** Enough for Everyone **E2** Exploring Africa
A3 Land Use **B3** Water **C3** Mountains & Rivers **D3** Amazing Americas **E3** Plants of the World

Skill	KS1	LKS2	UKS2																																																																														
Locational knowledge	<p><i>Develop contextual knowledge of the location of globally significant places. Children should develop knowledge about the world, the United Kingdom and their locality.</i></p> <p>Children can:</p> <ul style="list-style-type: none"> name and locate the world's seven continents and five oceans; <table border="1" style="width: 100%; text-align: center;"> <tr> <td>Y1-1</td><td>Y1-2</td><td>Y1-3</td><td style="background-color: #d9ead3;">Y2-1</td><td>Y2-2</td><td>Y2-3</td> </tr> </table> <ul style="list-style-type: none"> name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas; <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="background-color: #d9ead3;">Y1-1</td><td style="background-color: #d9ead3;">Y1-2</td><td>Y1-3</td><td style="background-color: #d9ead3;">Y2-1</td><td>Y2-2</td><td style="background-color: #d9ead3;">Y2-3</td> </tr> </table> <ul style="list-style-type: none"> use key vocabulary to demonstrate knowledge and understanding in this strand: United Kingdom, England, Scotland, Wales, Northern Ireland, town, city, village, sea, beach, hill, mountain, London, Belfast, Cardiff, Edinburgh, capital city, world map, continent, ocean, Europe, Africa, Asia, Australasia, North America, South America, Antarctica. <table border="1" style="width: 100%; text-align: center;"> <tr> <td>Y1-1</td><td style="background-color: #d9ead3;">Y1-2</td><td>Y1-3</td><td style="background-color: #d9ead3;">Y2-1</td><td>Y2-2</td><td>Y2-3</td> </tr> </table>	Y1-1	Y1-2	Y1-3	Y2-1	Y2-2	Y2-3	Y1-1	Y1-2	Y1-3	Y2-1	Y2-2	Y2-3	Y1-1	Y1-2	Y1-3	Y2-1	Y2-2	Y2-3	<p><i>Children should extend their knowledge and understanding beyond their local area to include the United Kingdom and Europe, North and South America. Develop contextual knowledge of the location of globally significant places – both terrestrial and marine. Develop their understanding, recognising & identifying key physical and human geographical features.</i></p> <p>Children can:</p> <ul style="list-style-type: none"> locate the world's countries, using maps to focus on South America, concentrating on environmental regions and key physical and human characteristics; <table border="1" style="width: 100%; text-align: center;"> <tr> <td>A1</td><td style="background-color: #d9ead3;">A2</td><td>A3</td><td style="background-color: #d9ead3;">B1</td><td>B2</td><td>B3</td> </tr> </table> <ul style="list-style-type: none"> name and locate counties and cities of the United Kingdom, identifying human and physical characteristics including hills, mountains, rivers and seas, and how a place has changed; <table border="1" style="width: 100%; text-align: center;"> <tr> <td>A1</td><td>A2</td><td>A3</td><td>B1</td><td style="background-color: #d9ead3;">B2</td><td>B3</td> </tr> </table> <ul style="list-style-type: none"> 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; <table border="1" style="width: 100%; text-align: center;"> <tr> <td>A1</td><td style="background-color: #d9ead3;">A2</td><td>A3</td><td style="background-color: #d9ead3;">B1</td><td>B2</td><td>B3</td> </tr> </table> <ul style="list-style-type: none"> use key vocabulary to demonstrate knowledge and understanding in this strand: county, country, town, coast, physical features, human features, mountain, hill, river, sea, climate, tropics, tropical, of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle. <table border="1" style="width: 100%; text-align: center;"> <tr> <td>A1</td><td style="background-color: #d9ead3;">A2</td><td>A3</td><td style="background-color: #d9ead3;">B1</td><td>B2</td><td>B3</td> </tr> </table>	A1	A2	A3	B1	B2	B3	A1	A2	A3	B1	B2	B3	A1	A2	A3	B1	B2	B3	A1	A2	A3	B1	B2	B3	<p><i>Children will begin to explore the concept of tourism and its impact. Develop contextual knowledge of the location of globally significant places – both terrestrial and marine. Develop their understanding of recognising and identifying key physical and human geographical features of the world; how these are interdependent and how they bring about spatial variation and change over time.</i></p> <p>Children can:</p> <ul style="list-style-type: none"> use maps to locate the world's countries with a focus on Eastern Europe and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities; <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="background-color: #d9ead3;">C1</td><td style="background-color: #d9ead3;">C2</td><td>C3</td><td style="background-color: #d9ead3;">D1</td><td>D2</td><td style="background-color: #d9ead3;">D3</td><td>E1</td><td>E2</td><td>E3</td> </tr> </table> <ul style="list-style-type: none"> name and locate counties and cities of the United Kingdom, identifying their physical & human features, including hills, mountains, coasts and rivers, and land-use patterns; showing change over time; <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="background-color: #d9ead3;">C1</td><td>C2</td><td style="background-color: #d9ead3;">C3</td><td>D1</td><td style="background-color: #d9ead3;">D2</td><td>D3</td><td>E1</td><td>E2</td><td>E3</td> </tr> </table> <ul style="list-style-type: none"> identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and use longitude and latitude to find locations on a map; <table border="1" style="width: 100%; text-align: center;"> <tr> <td>C1</td><td style="background-color: #d9ead3;">C2</td><td>C3</td><td>D1</td><td>D2</td><td style="background-color: #d9ead3;">D3</td><td style="background-color: #d9ead3;">E1</td><td>E2</td><td>E3</td> </tr> </table> <ul style="list-style-type: none"> use key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, coordinates, latitude, longitude, contour, altitude, peaks, slopes, continent, country, city, capital city, government, North America, South America, border, key <table border="1" style="width: 100%; text-align: center;"> <tr> <td>C1</td><td style="background-color: #d9ead3;">C2</td><td style="background-color: #d9ead3;">C3</td><td>D1</td><td>D2</td><td>D3</td><td>E1</td><td>E2</td><td>E3</td> </tr> </table>	C1	C2	C3	D1	D2	D3	E1	E2	E3	C1	C2	C3	D1	D2	D3	E1	E2	E3	C1	C2	C3	D1	D2	D3	E1	E2	E3	C1	C2	C3	D1	D2	D3	E1	E2	E3
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Children develop contextual knowledge of the location of globally significant places. They should develop knowledge about the world, the United Kingdom and their locality. Children begin to understand basic vocabulary relating to human and physical geography.

Children can:

- compare the UK with a contrasting country in the world;

Y1-1	Y1-2	Y1-3	Y2-1	Y2-2	Y2-3
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- compare a local city/town in the UK with a contrasting city/town in a different country;

Y1-1	Y1-2	Y1-3	Y2-1	Y2-2	Y2-3
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- use key vocabulary to demonstrate knowledge and understanding in this strand: South America, London, Brasilia, compare, capital city, China, Asia, country, population, weather, similarities, differences, farming, culture, river, desert, volcano.

Y1-1	Y1-2	Y1-3	Y2-1	Y2-2	Y2-3
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Children can 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.

Children can:

- understand geographical similarities and differences through the study of *human geography* of a region of the United Kingdom;

A1	A2	A3	B1	B2	B3
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- explore similarities and differences, comparing the *human geography* of a region of the UK and a region of South America;

A1	A2	A3	B1	B2	B3
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- understand geographical similarities and differences through the study of *physical geography* of a region of the United Kingdom;

A1	A2	A3	B1	B2	B3
----	----	----	----	----	----

- explore similarities and differences comparing the *physical geography* of a region of the UK and a region of South America;

A1	A2	A3	B1	B2	B3
----	----	----	----	----	----

- use key vocabulary to demonstrate knowledge and understanding in this strand: Amazon rainforest, Sherwood Forest, city, physical features, human features, landscape, feature, population, land use, retail, leisure, housing, business, industrial, agricultural

A1	A2	A3	B1	B2	B3
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Children can 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.

Children can:

- understand geographical similarities and differences through the study of *human geography* of a region of the United Kingdom, a region of Eastern Europe and North America;

C1	C2	C3	D1	D2	D3	E1	E2	E3
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- understand geographical similarities and differences through the study of *physical geography* of a region of the United Kingdom, a region of Eastern Europe and North America;

C1	C2	C3	D1	D2	D3	E1	E2	E3
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- use key vocabulary to demonstrate knowledge and understanding in this strand: latitude, physical features, climate, land use, settlement, natural resources

C1	C2	C3	D1	D2	D3	E1	E2	E3
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Children will understand key physical and human geographical features of the world. They identify seasonal and daily weather patterns.

Children can:

- 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;

Y1-1	Y1-2	Y1-3	Y2-1	Y2-2	Y2-3
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- use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather;

Y1-1	Y1-2	Y1-3	Y2-1	Y2-2	Y2-3
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- use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.

Y1-1	Y1-2	Y1-3	Y2-1	Y2-2	Y2-3
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Children locate a range of the world's most significant human and physical features. Explain how physical features have formed, why they are significant and how they can change. Explain the impact of humans on the earth in terms of land use, settlements and their direct connection to physical changes.

Children can describe and understand key aspects of:

- physical geography, including: climate zones, biomes, volcanoes, tornadoes, tsunamis, earthquakes and the water cycle;

A1	A2	A3	B1	B2	B3
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- human geography, including: types of settlement, land use and deforestation;

A1	A2	A3	B1	B2	B3
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- use key vocabulary to demonstrate knowledge and understanding in this strand: mantle, outer core, inner core, magma, volcano, active, dormant, extinct, earthquake, epicentre, shock wave, magnitude, tsunami, tornado, climate, tropics, forest floor, understorey, canopy, emergent, deforestation, evaporation, water cycle, evaporation, condensation, precipitation, cooling, filter, pollution, settlement, settler, site, need, shelter, food.

A1	A2	A3	B1	B2	B3
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Children can understand how this is interdependent and how they bring about spatial variation and change over time. Children will deepen their understanding of the interaction between physical and human processes, and the formation and use of landscapes and environments.

Children can describe and understand key aspects of:

- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains and the water cycle;

C1	C2	C3	D1	D2	D3	E1	E2	E3
----	----	----	----	----	----	----	----	----

- 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;

C1	C2	C3	D1	D2	D3	E1	E2	E3
----	----	----	----	----	----	----	----	----

- use key vocabulary to demonstrate knowledge and understanding in this strand: settlement, resources, services, goods, electricity, supply, generation, renewable, non-renewable, solar power, wind power, biomass, origin, import, export, trade, efficiency, conservation, carbon footprint, peak, plateau, tourism, positive, negative, economic, social, environmental, erosion, deposition, coastal feature, human, physical, meander, oxbow lake, threat, adaptation, species, deforestation, climate change, ecosystem, biodiversity, vegetation

C1	C2	C3	D1	D2	D3	E1	E2	E3
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Children can interpret geographical information from a range of sources. They can communicate geographical information in a variety of ways.

Children can:

- use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage;

Y1-1	Y1-2	Y1-3	Y2-1	Y2-2	Y2-3
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- use simple compass directions and locational and directional terms to describe the location of features and routes on a map;

Y1-1	Y1-2	Y1-3	Y2-1	Y2-2	Y2-3
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- devise a simple map; and use and construct basic symbols in a key;

Y1-1	Y1-2	Y1-3	Y2-1	Y2-2	Y2-3
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- use simple fieldwork and observational skills to study the geography of the surrounding area, including key human and physical features, using a range of methods;

Y1-1	Y1-2	Y1-3	Y2-1	Y2-2	Y2-3
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- use key vocabulary to demonstrate knowledge and understanding in this strand: compass, 4-point, direction, North, East, South, West, plan, record, observe, aerial view, key, map, symbols, direction, position, route, journey, the UK, changes, tally chart, pictogram, world map, country, continent, human, physical.

Y1-1	Y1-2	Y1-3	Y2-1	Y2-2	Y2-3
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Children collect, analyse and communicate a range of data gathered through fieldwork that deepens their understanding of geographical processes. They interpret a range of sources of geographical information including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).

Children can:

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied;

A1	A2	A3	B1	B2	B3
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- use symbols and keys (including the use of Ordnance Survey maps), to build their knowledge of the United Kingdom and the wider world;

A1	A2	A3	B1	B2	B3
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- use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and digital technologies;

A1	A2	A3	B1	B2	B3
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- use key vocabulary to demonstrate knowledge and understanding in this strand: sketch map, map, aerial view, feature, annotation, landmark, distance, key, symbol, land use, urban, rural, population, coordinates.

A1	A2	A3	B1	B2	B3
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Children will become confident in collecting, analysing, and communicating a range of data. Children can explain how the Earth's features at different scales are shaped, interconnected and change over time.

Children can:

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features;

C1	C2	C3	D1	D2	D3	E1	E2	E3
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- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world;

C1	C2	C3	D1	D2	D3	E1	E2	E3
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- use fieldwork to observe, measure, record and present human and physical features using a range of methods, including sketch maps, plans and graphs, and digital technologies;

C1	C2	C3	D1	D2	D3	E1	E2	E3
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- use key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, coordinates, latitude, longitude, key, symbol, Ordnance Survey, legend, borders, fieldwork, measure, observe, record, map, sketch, graph.

C1	C2	C3	D1	D2	D3	E1	E2	E3
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