



Sacred Heart RC Primary School
 'Where Every Heart is Sacred'

Whole-School Curriculum Progression Map: Geography

| Geography | Early Years | Key Stage 1 | Lower Key Stage 2 | Upper Key Stage 2 |
|--|--|---|--|--|
| Geographical Skills and Fieldwork | <ul style="list-style-type: none"> - Show you where different parts of my school are located. - Use a simple map to identify parts of school - Identify school on a large scale, simple map | <ul style="list-style-type: none"> - Use world maps, atlases and globes to identify the United Kingdom, its countries and capital cities - Use world maps to identify the other countries, continents and oceans studied at this Key Stage - Use simple compass directions (North, South, East and West) - Use directional language to describe the location of features and routes on a map - Use simple fieldwork and observational skills to study the geography of the school and its grounds, and the key human and physical features of its surrounding environment - Create a simple map and construct basic symbols in a key - Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features | <ul style="list-style-type: none"> - Make more detailed fieldwork sketches/diagrams - Use world maps, atlases and globes to locate the following; countries, counties and cities in the United Kingdom, the Equator, Northern and Southern Hemispheres. - Make plans and maps using symbols and keys - Use four figure grid references - Use the eight points of a compass - Use digital mapping to explore land use within a settlement | <ul style="list-style-type: none"> - Read and interpret geological maps (such as OS maps) using the key - Use fieldwork to observe, measure, record and present human and physical features - Use fieldwork to explore how physical and human features change over time. - Use fieldwork to explore how physical and human features are interdependent. - Record urban and rural land use on a map - Use six figure grid references - Analyse digital maps and use GIS to gather and present information |
| Human and Physical Geography | <ul style="list-style-type: none"> - Talk about the weather - Know that some places are hot and some places are cold. | <ul style="list-style-type: none"> - Identify seasonal and daily weather patterns in the United Kingdom - Identify hot and cold areas in the world in relation to the Equator and the North and South Poles - Know some human and physical features of common urban and rural areas. | <ul style="list-style-type: none"> - Describe and understand the key aspects of physical geography, including: rivers, mountains, volcanoes and the water cycle - Describe and understand the key aspects of human geography, including: types of settlement and land use and economic activity - Describe and understand key aspects of physical geography and explain how some of them are interlinked (e.g. rivers, mountains, water cycle). - Explain how settlement, land use and economic activity are inter-linked. - Understand geographical similarities and differences in human and physical geography between settlements | <ul style="list-style-type: none"> - Describe and understand the key aspects of physical geography, including: earthquakes, fracking, climate zones, biomes and vegetation belts (North and South America) - Describe and understand key aspects of human geography including: trade links, distribution of natural resources, including energy, food (deforestation/cattle), minerals and water. - Evaluate the impact of human geography upon the Earth and make informed decisions about potential solutions. - Understand geographical similarities and differences in human and physical geography between the UK and South America |
| Locational Knowledge | <ul style="list-style-type: none"> - Talk about where they live - Understand position through words alone - Describe a familiar route. - Discuss routes and locations, using prepositions. - Use senses to explore natural materials and environment. - Begin to understand the need to respect and care for the natural environment and all living things. - Understand information from a simple map. | <ul style="list-style-type: none"> - Name and locate the four countries of the United Kingdom and their capital cities - Name and locate the world's seven continents. - Name and locate the five oceans, and the seas that surround the United Kingdom | <ul style="list-style-type: none"> - Name and locate some European countries, including Russia - Locate and name the Equator, Northern and Southern Hemispheres - Identify the position and significance of latitude and longitude - Name and locate some of the UK's counties and name key topographical features, including hills, mountains, coasts and rivers | <ul style="list-style-type: none"> - Name and locate some of the world's countries - Locate environmental regions in Europe, North and South America - Identify land-use patterns - Identify the position and significance of the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones - Identify the key physical and human characteristics, countries and major cities of Europe, North and South America. |
| Geographical Relationships | <ul style="list-style-type: none"> - Identify that there are different countries in the world / talk about the differences. - Recognise some similarities and differences between life in this country and other countries - Recognise some environments and countries that are different to the one in which they live. | <ul style="list-style-type: none"> - Name, describe and compare familiar places - Link their homes with other places in their local community - Know about some present changes that are happening in the local environment/community - Understand geographical similarities and differences in human and physical geography between two different locations. | <ul style="list-style-type: none"> - Recognise that there are similarities and differences between places and understand some reasons why - Develop an awareness of how places relate to each other - Recognise that people have differing quality of life living in different locations and environments - Know how a locality is set within a wider geographical context | <ul style="list-style-type: none"> - Understand how human geography changes over time and explain some reasons why - Understand how key topographical features have changed over time - Explain how physical features studied relate to human geography. - Recognise that people hold different views about issues and begin to understand some reasons why. |
| Communicating and Presenting | <ul style="list-style-type: none"> - Ask simple questions about the natural world - Talk about other places they have visited and name the town they live in. | <ul style="list-style-type: none"> - Use a range of vocabulary to refer to the key physical and human features of areas studied - Discuss places they have learned about with their teacher and peers | <ul style="list-style-type: none"> - Ask and respond to geographical questions - Understand and use a widening range of geographical vocabulary - Communicate findings in ways appropriate to the task or for the audience | <ul style="list-style-type: none"> - Talk confidently about their learning and present their findings to the class - Record and present information using a variety of methods (e.g. maps, graphs, plans, writing at length) |



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