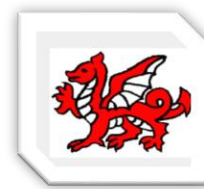


Kingston St Mary C of E Primary School Progression Map Subject: GEOGRAPHY



Curriculum Intent

Our Geography units aim to inspire pupils to become curious and explorative thinkers with a diverse knowledge of the world – to think like geographers. The intention is for pupils to develop the confidence to question and observe places, measure and record necessary data in a variety of ways and analyse and present their findings.



PROGRESSION OF GEOGRAPHICAL SKILLS

	EYFS	YEARS 1 & 2	YEARS 3 & 4	YEARS 5 & 6
QUESTION	<ul style="list-style-type: none"> Ask questions about the world around them 	<ul style="list-style-type: none"> Asking questions about the world around them. Recognising there are different ways to answer a question. 	<ul style="list-style-type: none"> Beginning to choose the best approach to answer an enquiry question. 	<ul style="list-style-type: none"> Developing their own enquiry questions. Choosing the best approach to answering an enquiry question.
OBSERVE	<ul style="list-style-type: none"> Commenting on the features they see in their school and school grounds. 	<ul style="list-style-type: none"> Commenting on and discussing the features they see in the area surrounding their school when on a walk. Asking and answering simple questions about human and physical features of the area surrounding their school grounds. 	<ul style="list-style-type: none"> Mapping land use in a small local area using maps and plans. Making a plan for how they wish to collect data to answer an enquiry-based question, with the support of a teacher. Asking and answering one- step and two-step geographical questions. Observing, recording, and naming geographical features in their local environments. 	<ul style="list-style-type: none"> Making sketch maps of areas studied including labels and keys where necessary. Making an independent or collaborative plan of how they wish to collect data to answer an enquiry based question.
MEASURE	<ul style="list-style-type: none"> Answering simple questions, guided by the teacher. 	<ul style="list-style-type: none"> Asking and answering simple questions about the features of their school and school grounds. Collecting quantitative data through a small survey of the local area/school to answer an enquiry question. 	<ul style="list-style-type: none"> Using simple sampling techniques appropriately. Making digital audio recordings for a specific purpose. Designing a questionnaire / interviews to collect quantitative fieldwork data. 	<ul style="list-style-type: none"> Selecting appropriate methods for data collection. Designing interviews/questionnaires to collect qualitative data. Beginning to use standard field sampling techniques appropriately
RECORD	<ul style="list-style-type: none"> Creating some of the features they notice in their school and school grounds. 	<ul style="list-style-type: none"> Drawing some of the features they notice in their school and school grounds in correct relation to each other on a sketch map. Classifying the features they notice into human and physical with teacher support. Taking digital photographs of geographical features in the locality. Making digital audio recordings when interviewing someone. 	<ul style="list-style-type: none"> Taking digital photos and labelling or captioning them. Making annotated sketches, field drawings and freehand maps to record observations during fieldwork. Beginning to use a simplified Likert Scale to record their judgements of environmental quality. Using a questionnaire/interviews to collect qualitative fieldwork data. 	<ul style="list-style-type: none"> Using GIS (Geographical Information Systems) to plot data sets (e.g prevalence of crime in certain areas) onto base maps which can then be analysed. Using a simplified Likert Scale to record their judgements of environmental quality. Conducting interviews/questionnaires to collect qualitative data. Interpreting and using real-time/live data. To identify and mitigate potential risks during fieldwork.
PRESENT	<ul style="list-style-type: none"> Expressing their likes and dislikes about a specific place and its features, beginning to explain their reasoning. 	<ul style="list-style-type: none"> Using a simple recording technique to express their feelings about a specific place and explaining why they like/dislike some of its features. Presenting data in simple tally charts or pictograms and commenting on what the data shows. Asking and answering simple questions about data. 	<ul style="list-style-type: none"> Presenting data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies when communicating geographical information. Suggesting different ways that a locality could be changed and improved. Finding answers to geographical questions through data collection. Analysing and presenting quantitative data in charts and graphs. 	<ul style="list-style-type: none"> Deciding how to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing at length and digital technologies when communicating geographical information. Drawing conclusions about an enquiry using findings from fieldwork to support your reasonings. Evaluating evidence collected and suggesting ways to improve this. Analysing quantitative data in pie charts, line graphs and graphs with two variables.

KSM GEOGRAPHY TOPICS – Kapow Primary

EYFS	YEARS 1 & 2	YEARS 3 & 4	YEARS 5 & 6
	<p>Would you prefer to live in a hot or a cold place? What is it like to live in Shanghai? Why is our world wonderful? What is it like here? What is the weather like in the UK? What is it like to live by the coast?</p>	<p>Where does our food come from? Why are rainforests important to us? What are rivers and how are they used? Where does our energy come from? Why do people live near volcanoes?</p>	<p>Where does our energy come from? Why does population change? What is life like in the Alps? Would you like to live in the desert?</p>

Unit Outcomes

YEARS 1 & 2		YEARS 3 & 4		YEARS 5 & 6	
YEAR A	YEAR B	YEAR A	YEAR B	YEAR A	YEAR B
<p>Would you prefer to live in a hot or cold place?</p> <ul style="list-style-type: none"> Name and locate the seven continents on a world map. Locate the North and the South Poles on a world map. Locate the Equator on a world map. Describe some similarities and differences between the UK and Kenya. Investigate the weather, writing about it using key vocabulary and explaining whether they live in a hot or cold place. Recognise the features of hot and cold places. Locate some countries with hot or cold climates on a world map. 	<p>What is it like here?</p> <ul style="list-style-type: none"> Locate three features on an aerial photograph of the school and know the name of the country and village, town or city in which they live. Make a map of the classroom with four key features, using objects to represent the distance and direction of features in the classroom. Recognise four features in the school grounds using a map. Explain how they feel about three areas of the playground and find out how others feel by looking at the results of a survey. Draw a design to improve three areas of the playground using the results from the survey. 	<p>Where does our food come from?</p> <ul style="list-style-type: none"> Identify that different foods grow in different biomes and say why. Explain which food has the most significant negative impact on the environment. Consider a change people can make to reduce the negative impact of food production. Describe the intentions around trading responsibly. Explain that food imports can be both helpful and harmful. Describe the journey of a cocoa bean. Locate countries on a blank world map using an atlas. Use a scale bar correctly to measure approximate distances. Collect data through an interview process. Analyse interview responses to answer an enquiry question. Discuss any trends in data collected. 	<p>Are all settlements the same?</p> <ul style="list-style-type: none"> Locate some cities in the UK. Describe the difference between villages, towns and cities. Identify features on an OS map using the legend. Describe the different types of land use. Follow a route on an OS map. Discuss reasons for the location of human and physical features. Locate some geographical regions in the UK. Identify and begin to offer explanations about changes to features in the local area. Describe the location of New Delhi. Identify some human and physical features in New Delhi. State some similarities and differences between land use and features in New Delhi and the local area. 	<p>Where does our energy come from?</p> <ul style="list-style-type: none"> Describe the significance of energy. Give examples of sources of energy and their trading routes. Define renewable and non-renewable energy. Discuss the benefits and drawbacks of different energy sources. Describe the significance of the Prime Meridian. Identify human features on a digital map. Discuss how transport links have changed over time. Locate UK cities on a map. Use six-figure grid references to identify features on an OS map. Consider and justify the location of energy sources. Design and use interview questions. Plot points on a sketch map. 	<p>What is life like in the Alps?</p> <ul style="list-style-type: none"> Locate the Alps on a world map and identify and label the eight countries they spread through. Locate three physical and three human characteristics in the Alps. Research and describe the physical and human features of Innsbruck. Use a variety of data collection methods including completing a questionnaire, mapping their route and recording their findings in sketches or photographs. Compare the human and physical geography of their local area and Innsbruck. Describe at least four of the key aspects of the human and physical geography of the Alps to answer the enquiry question, 'What is life like in the Alps?'
<p>What is it like to live in Shanghai?</p> <ul style="list-style-type: none"> Give examples of human and physical features. Identify features they see on a walk. Explain the location of features using some directional language. Use an aerial photograph to locate physical and human features. Draw simple pictures or symbols on a sketch map. Draw compass points. Name the continent they live in. Use an atlas to locate the UK and China on a world map. Use an atlas to locate Europe and Asia on a world map. Identify China's physical and human geography. Sort physical and human features using photographs. Identify physical and human features in images of Shanghai. Compare Shanghai to their locality. Identify similarities and differences between human and physical features. 	<p>What is the weather like in the UK?</p> <ul style="list-style-type: none"> Name and locate the four countries on a map of the UK. Identify the country they live in. Identify the four seasons and the current season and describe some seasonal changes. Identify the four compass directions. Identify that the arrow on a compass always shows north. Use the compass directions to describe the location of features. Observe and describe daily weather patterns. Suggest appropriate clothing and activities for each season. 	<p>Why are rainforests important to us?</p> <ul style="list-style-type: none"> Describe a biome and give an example. State the location and some key features of the Amazon rainforest. Name and describe the four layers of tropical rainforests. Understand that trees and plants adapt to living in the rainforest and give an example. Define the word indigenous and give an example of how indigenous peoples use the Amazon's resources. Name one way in which the Amazon is changing. Articulate why the Amazon rainforest is important. Give an example of how humans are having a negative impact on the Amazon and an action that can be taken to help. Use a variety of data collection methods with support. Summarise how the local woodland is used and suggest changes to improve the area. 	<p>Why do people live near volcanoes?</p> <ul style="list-style-type: none"> Name all four layers of the Earth in the correct order, stating one fact about each layer. Explain one or more ways a mountain can be formed. Give a correct example of a mountain range and its continent. Describe a tectonic plate and know that mountains occur along plate boundaries. Correctly label the features of shield and composite volcanoes and explain how they form. Name three ways in which volcanoes can be classified. Describe how volcanoes form at tectonic plate boundaries. Explain a mix of negative and positive consequences of living near a volcano. State whether they would or would not want to live near a volcano. State that an earthquake is caused when two plate boundaries move and shake the ground. Explain that earthquakes happen along plate boundaries. List some negative effects that an earthquake can have on a community. Observe, digitally record and map different rocks using a symbol on a map. Identify rock types and their origins based on collected data. 	<p>Why does population change?</p> <ul style="list-style-type: none"> Identify the most densely and sparsely populated areas. Describe the increase in global population over time. Begin to describe what might influence the environments people live in. Define birth and death rates, suggesting what may influence them. Define migration, discussing push and pull factors. Explain why some people have no choice but to leave their homes. Describe the causes of climate change, explaining its impact on the global population. Suggest an action they can take to fight climate change. Calculate the length of a route to scale. Follow a selected route on an OS map. Use a variety of data collection methods, including using a Likert scale. Collect information from a member of the public. Create a digital map to plot and compare data collected from two locations. Suggest an idea to improve the environment. 	<p>Would you like to love in the desert?</p> <ul style="list-style-type: none"> Identify the lines of latitude where hot desert biomes are located. Describe the characteristics of a hot desert biome. Locate the largest deserts in each continent. Describe ways the Mojave Desert is used. Name and describe the physical features found in a desert. Identify how humans use the desert. Explain how human activity may contribute to the changing climate and landscape of a desert. Recognise that the Mojave Desert has a different time zone to the UK. Describe some of the threats to deserts. Give the benefits and drawbacks of living in a desert environment. Identify characteristics of two contrasting biomes and compare land use. Discussing if a desert environment is hospitable and why.
<p>Why is our world wonderful?</p> <ul style="list-style-type: none"> Identify and locate characteristics of the UK on a map. Identify human and physical features. Locate human and physical features on a world map. Explain the difference between oceans and seas. Name and locate the five oceans on a world map. Use an aerial photograph to draw a simple sketch map. Collect data by sketching findings on a map and completing a tally chart. Present their findings in a bar chart. 	<p>What is it like to live by the coast?</p> <ul style="list-style-type: none"> Name and locate the seas and oceans surrounding the UK in an atlas. Label these on a map of the UK. Describe the location of the seas and oceans surrounding the UK using compass points. Define what the coast is. Locate coasts in the UK. Name some of the physical features of coasts. Explain the location of UK coasts using the four compass directions. Name features of coasts and label these on a photograph. Identify human features in a coastal town. Describe how people use the coast. Follow a prepared route on a map. Identify human features on the local coast. Record data using a tally chart. Represent data in a pictogram. Describe how the local coast has been used. 	<p>What are rivers and how are they used?</p> <ul style="list-style-type: none"> Identify water stores and processes in the water cycle. Describe the three courses of a river. Name the physical features of a river. Name some major rivers and their location. Describe different ways a river is used. List some of the problems around rivers. Describe human and physical features around a river. Identify the location of a river on an OS map. Make a judgement on the environmental quality in river environment. Make suggestions on how a river environment could be improved. 			

GEOGRAPHY PROGRESSION OF SUBSTANTIVE KNOWLEDGE AND SKILLS (Kapow Primary)

PLACE KNOWLEDGE			
YEAR 1	YEAR 2	YEARS 3 & 4	YEARS 5 & 6
KNOWLEDGE PROGRESSION			
<ul style="list-style-type: none"> • Know that life elsewhere in the world is often different to ours. • Know that life elsewhere in the world often has similarities to ours. 	<ul style="list-style-type: none"> • Know some similarities and differences between their local area and a contrasting non-European country. 	<ul style="list-style-type: none"> • Know the negative effects of living near a volcano. • Know the positive effects of living near a volcano. • Know the negative effects an earthquake can have on a community. • Know ways in which communities respond to earthquakes. 	<ul style="list-style-type: none"> • Know some similarities and differences between the UK and a European mountain region. • Know why tourists visit mountain regions.
SKILLS PROGRESSION			
<ul style="list-style-type: none"> • Name some key similarities between their local area and a small area of a contrasting non-European country. • Name some key differences between their local area and a small area of a contrasting non-European country. 	<ul style="list-style-type: none"> • Describe and beginning to explain some key similarities between their local area and a small area of a contrasting non-European country. • Describe and begin to explain some key differences between their local area and a small area of a contrasting non-European country. • Describe what physical features may occur in a hot place in comparison to a cold place. 	<ul style="list-style-type: none"> • Describe and begin to explain similarities between two regions studied. • Describe and begin to explain differences between two regions studied. • Describe how and why humans have responded in different ways to their local environments. • Discuss how climates have an impact on trade, land use and settlement. • Explain what measures humans have taken in order to adapt to survive in cold places. • Describe and explaining how people who live in a contrasting physical area may have different lives to people in the UK. 	<ul style="list-style-type: none"> • Describe and explain similarities between two environmental regions studied. • Describing and explaining differences between two environmental regions studied. • Explain how and why humans have responded in different ways to their local environments in two contrasting regions. • Understand how climates impact on trade, land use and settlement. • Explain how humans have used desert environments. • Use maps to explore wider global trading routes.

LOCATIONAL KNOWLEDGE			
YEAR 1	YEAR 2	YEARS 3 & 4	YEAR 5 & 6
KNOWLEDGE PROGRESSION			
<ul style="list-style-type: none"> • Know the name of two continents (Europe and Asia). • Know that a continent is a group of countries. • Know that they live in the continent of Europe. • Know that an ocean is a large body of water. • Know the name of two of the world's oceans (Atlantic Ocean and Pacific Ocean). • Locate the four countries of the United Kingdom (UK) on a map of this area. • Show on a map which country they live in and locate its capital city. • Know that the UK is short for 'United Kingdom'. • Know that a country is a land or nation with its own government. • Know that the United Kingdom is made up of four countries and their names. • Know the name of the country they live in. 	<ul style="list-style-type: none"> • Know that a sea is a body of water that is smaller than an ocean. • Know that there are four bodies of water surrounding the UK and to be able to name them. • Name some characteristics of the four capital cities of the UK. • Know the four capital cities of the UK. • Know that a capital city is the city where a country's government is located. 	<ul style="list-style-type: none"> • Know where North and South America are on a world map. • Know the names of some countries and major cities in Europe and North and South America. • Know the names of some of the world's most significant mountain ranges. • Know the names of some of the world's most significant rivers. • Know that mountains, volcanoes and earthquakes largely occur at plate boundaries. • Know that climate zones are areas of the world with similar climates. • Know the world's different climate zones (equatorial, tropical, hot desert, temperate and polar). • Know that biomes are areas of world with similar climates, vegetation and animals. • Know the world's biomes. • Know vegetation belts are areas of the world which are home to similar plant species. • Know that a county is an area of the UK which has its own local government. • Know the name of some counties in the UK (local to your school). • Know the name of some cities in the UK (local to your school). • Know the name of the county that they live in and their closest city. • Begin to name the twelve geographical regions of the UK. • Know the main types of land use. • Know some types of settlement. 	<ul style="list-style-type: none"> • Know the name of many countries and major cities in Europe and North and South America. • Know the location of key physical features in countries studied. • Name and describe some of the world's vegetation belts (ice cape, tundra, coniferous forest, deciduous forest, evergreen forest, mixed forest, temperate grassland, tropical grassland, mediterranean, desert scrub, desert, highland). • Know the name of many cities in the UK. • Name the twelve geographical regions of the UK. • Know that London and the South East regions have the largest population in the UK. • Identify the location of the Prime/Greenwich Meridian and time zones (including day and night) and explaining its significance. • Use longitude and latitude when referencing location in an atlas or on a globe. • Know the Prime/Greenwich Meridian is a line of longitude which goes through 0° and determines the start of the world's time zones.
SKILLS PROGRESSION			

<ul style="list-style-type: none"> • Locate two of the world's seven continents on a world map. • Locate two of the world's oceans (Atlantic Ocean and Pacific Ocean) on a world map. • Show on a map which continent they live in. 	<ul style="list-style-type: none"> • Locate all the world's seven continents on a world map. • Locate the world's five oceans on a world map. • Show on a map the oceans nearest the continent they live in. • Name the seven continents of the world. • Name the five oceans of the world. • Locate the surrounding seas and oceans of the UK on a map of this area • Locate the capital cities of the four countries of the UK on a map of this area. • Identify characteristics (both human and physical) of the four capital cities of the UK. • Show on a map the city, town or village where they live in relation to their capital city. 	<ul style="list-style-type: none"> • Locate some countries in Europe and North and South America using maps. • Locate some major cities of the countries studied. • Locate some key physical features in countries studied on a map including significant environmental regions. • Locate some key human features in countries studied. • Locate the world's most significant mountain ranges on a world map and identify any patterns. • Locate where the world's volcanoes are on a map and identifying the 'Ring of Fire'. • Locate some of the world's most significant rivers and identifying any patterns. • Locate some counties in the UK (local to your school). • Locate some cities in the UK (local to your school). • Identify key physical and human characteristics of counties, cities and/or geographical regions in the UK. • Begin to locate the twelve geographical regions of the UK. • Identify how topographical features studied have changed over time using examples. • Describe how a locality has changed over time, giving examples of both physical and human features. 	<ul style="list-style-type: none"> • Locate more countries in Europe and North and South America using maps. • Locate major cities of the countries studied. • Locate key physical features in countries studied on a map. • Locate key human features in countries studied. • Identify significant environmental regions on a map. • Use maps to show the distribution of the world's climate zones, biomes and vegetation belts. • Locate counties in the UK. • Locate many cities in the UK. • Locate the twelve geographical regions of the UK. • Identify key physical and human characteristics of the geographical regions in the UK. • Understand how land-use has changed over time using examples. • Explain why a locality has changed over time, giving examples of both physical and human features. • Recognise the name of many counties in the UK.
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HUMAN & PHYSICAL GEOGRAPHY			
YEAR 1	YEAR 2	YEARS 3 & 4	YEAR 5 & 6
KNOWLEDGE PROGRESSION			
<ul style="list-style-type: none"> • Know the four seasons of the UK. • Know that 'weather' refers to the conditions outside at a particular time. • Know that different parts of the UK often experience different weather. • Know that a weather forecast is when someone tries to predict what then weather will be like in the near future. • Know that weather conditions can be measured and recorded. • Know that physical features mean any feature of an area that is on the Earth naturally. • Know that human features mean any feature of an area that was made or built by humans. 	<ul style="list-style-type: none"> • Know that the Equator is an imaginary line around the middle of the Earth. • Know that, because it is the widest part of the Earth, the Equator is much closer to the sun than the North and South poles. • Know that the North Pole is the northernmost point of the Earth and the South Pole is the southernmost point of the Earth. • Know that different parts of the world experience different weather conditions and that these are often caused by the location of the place. • Know that coasts (and other physical features) change over time. • Know some key physical features of the UK. • Know that a sea is a body of water that is smaller than an ocean. • Know that human features change over time. • Know some key human features of the UK. 	<ul style="list-style-type: none"> • Know the main types of land use • Know the different types of settlement. • Know water is used by humans in a variety of ways. • Know an urban place is somewhere near a town or city. • Know a rural place is somewhere near the countryside. • Know that a natural resource is something that people can use which comes from the natural environment. • Know the threats to the rainforest both on a local and global scale. • Know that fair trading is the process of ensuring workers are paid a fair price, have safe working conditions and are treated with respect and equality. • Know the UK grows food locally and imports food from other countries. 	<ul style="list-style-type: none"> • Know the global population has grown significantly since the 1950s. • Know which factors are considered before people build settlements. • Know migration is the movement of people from one country to another. • Know that natural resources can be used to make energy. • Know some positive impacts of humans on the environment. • Know some negative impacts of humans on the environment.
SKILLS PROGRESSION			
<ul style="list-style-type: none"> • Describe how the weather changes with each season in the UK. • Describe the daily weather patterns in their locality. • Confidently use the vocabulary 'season' and 'weather'. • Recognise some physical and human features in their locality. 	<ul style="list-style-type: none"> • Locate some hot and cold areas of the world on a world map. • Locate the Equator and North and South Poles on a world map. • Locate hot and cold areas of the world in relation to the Equator and the North and South poles. • Describe the key physical features of a coast using subject specific vocabulary. • Describe and understanding the differences between a city, town and village. • Describe the key human features of a coastal town using subject specific vocabulary. 	<ul style="list-style-type: none"> • Describe and understand types of settlement and land use. • Explain why a settlement and community has grown in a particular location. • Explain why different locations have different human features. • Explain why people might prefer to live in an urban or rural place. • Describe how humans can impact the environment both positively and negatively, using examples. 	<ul style="list-style-type: none"> • Describe and understand economic activity including trade links. • Suggest reasons why the global population has grown significantly in the last 70 years. • Describe the 'push' and 'pull' factors that people may consider when migrating. • Understand the distribution of natural resources both globally and within a specific region or country studied. • Recognise geographical issues affecting people in different places and environments. • Describe and explain how humans can impact the environment both positively and negatively, using examples.