

Progression Grid for Charles Darwin Primary School - Geography

Year 1 – Progression in Geography grid

Topic	This Is Me (Autumn 1) & Book Monsters (Autumn 2) (Local Area Study – Why was Verdin Park created and the United Kingdom)	Let's Go On Safari (Spring 1) & Great Explorers (Spring 2) (Visit to Kenya)	Toys (Summer 1) & Down Into The Woods (Summer 2) (Weather & Seasons)																																																													
Prior knowledge	From Reception: <ul style="list-style-type: none"> - To know similarities and differences between places - Created Messy Maps using objects - Draw treasure maps - Name some countries of the world 	From Reception: <ul style="list-style-type: none"> - Know that some countries are hotter than others 	From Reception: Know and name the 4 seasons and associate different types weather with the seasons																																																													
Prior skills	<ul style="list-style-type: none"> - Be able to talk about features of their immediate environment - Know what a map symbolises - Use directional language - forwards, backwards, left and right 	<ul style="list-style-type: none"> - To be able to talk about the characteristics of hot and cold places (e.g. desert - hot, snow and ice - cold) 	Examine and talk about changes in their local environment over time																																																													
Key vocabulary	<table border="0" style="width: 100%;"> <tr> <td>City</td> <td>left</td> <td>symbol</td> </tr> <tr> <td>Town</td> <td>right</td> <td></td> </tr> <tr> <td>Village</td> <td>backwards</td> <td></td> </tr> <tr> <td>Country</td> <td>forwards</td> <td></td> </tr> <tr> <td>House</td> <td>north</td> <td></td> </tr> <tr> <td>Shop</td> <td>south</td> <td></td> </tr> <tr> <td>Road</td> <td>east</td> <td></td> </tr> <tr> <td>Park</td> <td>west</td> <td></td> </tr> <tr> <td>Landmark</td> <td>map</td> <td></td> </tr> </table>	City	left	symbol	Town	right		Village	backwards		Country	forwards		House	north		Shop	south		Road	east		Park	west		Landmark	map		<table border="0" style="width: 100%;"> <tr> <td>Map</td> <td>desert</td> </tr> <tr> <td>Key</td> <td>culture</td> </tr> <tr> <td>Label</td> <td>Savannah</td> </tr> <tr> <td>Capital city</td> <td>country</td> </tr> <tr> <td>Nairobi</td> <td>Swahili</td> </tr> <tr> <td>Africa</td> <td>continent</td> </tr> <tr> <td>Population</td> <td>Kenya</td> </tr> <tr> <td>Equator</td> <td></td> </tr> <tr> <td>Maasai</td> <td></td> </tr> </table>	Map	desert	Key	culture	Label	Savannah	Capital city	country	Nairobi	Swahili	Africa	continent	Population	Kenya	Equator		Maasai		<table border="0" style="width: 100%;"> <tr> <td>Time</td> <td>clothing</td> </tr> <tr> <td>Month</td> <td>snow</td> </tr> <tr> <td>Season</td> <td>rain</td> </tr> <tr> <td>Winter</td> <td>sun</td> </tr> <tr> <td>Spring</td> <td>wind</td> </tr> <tr> <td>Summer</td> <td>fog</td> </tr> <tr> <td>Autumn</td> <td>soil</td> </tr> <tr> <td>Weather</td> <td></td> </tr> </table>	Time	clothing	Month	snow	Season	rain	Winter	sun	Spring	wind	Summer	fog	Autumn	soil	Weather	
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Shop	south																																																															
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Statutory Requirements	<p>Locational Knowledge</p> <ul style="list-style-type: none"> - name, locate and identify characteristics of the four countries and capital cities of the United Kingdom (seas covered in Y2) <p>Human and Physical Geography</p> <ul style="list-style-type: none"> - use basic geographical vocabulary to refer to: key human features, including city, town, village, house, shop 	<p>Place Knowledge</p> <ul style="list-style-type: none"> - Understand geographical similarities and differences through studying the human and physical geography of a contrasting non-European country - Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles 	<p>Human and Physical Geography</p> <ul style="list-style-type: none"> - Identify seasonal and daily weather patterns in the United Kingdom - Use basic geographical vocabulary to refer to key physical features including: soil, season, weather 																																																													
Skills covered	<ul style="list-style-type: none"> - Use world maps, atlases and globes to identify the United Kingdom and its countries - Use directional language such as near and far, up and down, left and right, forwards and backwards - Use simple compass directions (North, South, East, West) - Use simple fieldwork and observational skills to study the geography of the school and its grounds and the key human and physical features of the surrounding area - Ask and respond to basic geographical questions - Draw basic maps, including appropriate symbols and pictures to represent places or features 	<ul style="list-style-type: none"> - Use world maps, atlases and globes to identify countries, continents and oceans studied at this key stage - Draw basic maps, including appropriate symbols and pictures to represent places or features - Ask and respond to basic geographical questions 	<ul style="list-style-type: none"> - Ask and respond to basic geographical questions - Use a pro-forma to collect data about the weather - weather diary - Use basic observational skills 																																																													
Types of Maps	Google Earth, Atlas, Globe, Map of UK	- Google Earth, Atlas, Globe, World Map	-																																																													

Key Performance Indicators	<ul style="list-style-type: none"> - I can draw a map identifying key features we have passed on our journey - I can name the 4 compass points - I can name the 4 countries of the UK and their capital cities. 	<ul style="list-style-type: none"> - I can identify some similarities and differences between Kenya and the UK - I can explain 3 things that I have found out about life in Kenya - I can name some animals that live in Kenya 	<ul style="list-style-type: none"> - I can name the months of the year - I can name and order the seasons - I can identify the differences between the types of weather experienced in the different seasons
Lessons to be covered	<ul style="list-style-type: none"> - Create a mind map of where I live - Identify the street where I live using Google maps and write my home address - Trip to local park - Verdin Park - Create a map of my journey from school to Verdin Park - Program a Beebot to follow the route to the park from school - Use maps and atlases to name the 4 countries of the UK and their capital cities 	<ul style="list-style-type: none"> - Understand where Kenya is in the world and locate it on a world map - Draw a simple map of Kenya - Understand what a national park is - Understand some of the main animals that live in Kenya - Understand what Maasai culture is like - Compare my life to the life of a child from Kenya 	<ul style="list-style-type: none"> - Order the months of the year and recognise seasons. - Spot the differences between the seasons. - Find clues to decide which season we are in. - Identify the types of clothing worn in different weather. - Identify the types of weather we have in the United Kingdom and record the daily weather in our area. - Record a weather diary

Year 2 – Progression in Geography grid

Topic	The British Isles The Giant's Causeway	Local Area Study Rivers and railways	Canada
Prior knowledge	From Year 1 Name 4 countries of the UK and their capital cities	From Year 1 I can draw a map to a place I have visited - trip to Verdin Park	From Year 1 I know some hot and cold countries I know the hotter countries are around the equator
Prior skills	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.	Use world maps, atlases and globes to identify the United Kingdom and its countries. Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment..	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
Key vocabulary	Coast Cliff Rocks Volcano Weather Beach Sea Ocean	Visit Physical Human River (bank) Canal Lock Trainline Transport	Arctic Canada Vancouver Cold environment Similar Different Ocean (Pacific, Atlantic, Indian, Southern, Arctic) Continent (North America, South America, Europe, Asia, Africa, Antarctica, Australia) Mountain Island vegetation
Statutory Requirements	Human and physical geography Use basic geographical vocabulary to refer to: □ key physical features, including: beach, cliff, coast, sea, ocean, weather	Human and physical geography Use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop Use basic geographical vocabulary to refer to: key physical features, including: forest, river	Locational knowledge Locate and name on a world map and globe the seven continents and five oceans. Place knowledge Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country Human and physical geography Use basic geographical vocabulary to refer to: key physical features, including: mountain, hill, valley, vegetation
Skills covered	Use world maps, atlases and globes to identify the United Kingdom and its countries, Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct OS symbols in a key. Use 8 compass directions and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. Use a pro-forma to collect data e.g. tally survey Ask and respond to basic geographical questions	Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key Use 4 compass directions and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. • Use basic observational skills • Carry out a small survey of the local area/school • Draw simple features • Ask a familiar person prepared questions • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features	<ul style="list-style-type: none"> • Use world maps, atlases and globes to identify Canada and its capital Vancouver •Locate on a globe and world map the hot and cold areas of the world including the Equator and the North and South Poles

Types of Maps	World map, atlases, globes	World map, atlases, globes	World map, globe
Key Performance Indicators	<p>I can name the seas around the UK</p> <p>I can name 4 compass points</p>	<p>I know a river has a start and an end</p> <p>I can name 4 rivers in the UK from school houses - Dee, Weaver, Dane and Mersey</p> <p>I can name places I can get to on the train from Greenbank station</p> <p>I know symbols can be used to represent things on a map</p>	<p>I know Canada is in North America and I can locate it on a map</p> <p>I can compare the weather in Canada and the UK</p> <p>I can name 5 oceans and 7 continents</p>
Lessons to be covered	<p>Name seas around UK</p> <p>Locate GC on a map</p> <p>Name rivers around the area</p> <p>Use geographical language to make a tourist poster</p> <p>Create a tally of places we have visited in the UK</p>	<p>Trip to Delamere on the train</p> <p>Trip to the river/locks</p> <p>Follow course of river on Google Maps</p> <p>Look at how a river changes its course</p> <p>Plot the train line on a map</p>	<p>Find Canada on a map</p> <p>Name oceans and continents</p> <p>Find out about geographical features of Canada</p> <p>Find out about human features of Vancouver</p> <p>Compare to Northwich</p>

Year 3 – Progression in Geography grid

Topic	Wonders of the UK (Autumn term)	How do humans change the landscape? (links to Stoneage to the Iron Age) (Spring Term)	Egypt (Summer Term)
Prior knowledge	Know the four countries of the UK Recognise that the British Isles are part of the continent of Europe.	Recognise that humans have changed the environment over a long period	Know symbols can be used to represent things on a map name 8 compass points Draw basic maps, including appropriate symbols and pictures to represent places or features
Prior skills	•Locate and name on a world map and globe the seven continents and five oceans. •Locate on a globe and world map the hot and cold areas of the world including the Equator and the North and South Poles	Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features Examine and talk about changes in their local environment over time	Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; Devise a simple map; and use and construct OS symbols in a key. Use 8 compass directions and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.
Key vocabulary	Recap vocab from KS1 – key/symbol/label/desert/British Isles/England/Ireland/Scotland/Wales/Edinburgh/Cardiff/Belfast/London/river/canal/road/railway/bridge/country/capital/river River Peak Desert Mountain Trail Marsh Waterway Estuary Dublin Cycle path Lock	(Linked with science) Volcano Earthquake Fault Fissure Eruption Extinct Active Dormant Molten rock Ash Plates Gas Lava	Grid reference Location Scale Contour line Height Distance Feature
Statutory Requirements	Locational Knowledge Locate and name the continents on a World Map. Locate the main countries of Europe inc. Russia. Locate and name the countries making up the UK, with their counties and capital cities and identify land use patterns Identify longest rivers in the UK, largest deserts, highest mountains. Human and Physical Geography Describe and understand key aspects of human geography including types of settlement and land use. Geographical Skills and Fieldwork Use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies	Locational knowledge Compare a region of the UK with a region in Europe, eg. local hilly area with a flat one or under sea level. Link with Science, rocks. Human and Physical Geography Describe and understand key aspects of: Volcanoes and earthquakes linking to Science: rock types (recorded in Science books) Describe and understand key aspects of human geography including types of settlement and the changes in land use and use. Human geography including trade links in the Pre-roman and Roman era. Global geographic regions – locational knowledge – oceans, hemispheres, North Pole and South Pole, Arctic and Antarctic – Linked with the Big Blue Whale	Geographical Skills Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. Learn the eight points of a compass, 2 figure grid reference (maths co-ordinates), some basic symbols and key (including the use of a simplified Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world Locational Knowledge Identify Egypt on a world map and on Google Earth Human and physical geography Describe and identify the pyramids of Egypt (linked with History)
Skills covered	<ul style="list-style-type: none"> Locate places using a range of maps including OS & digital Locate the UK on a variety of different scale maps Try to make a map of a short route experiences, with features in current order Create a simple scale drawing Use standard symbols, and understand the importance of a key 	<ul style="list-style-type: none"> Types of settlements in Early Britain linked to History. Why did early people choose to settle there? Draw an annotated sketch from observation including descriptive / explanatory labels and indicating direction 	<ul style="list-style-type: none"> Use fieldwork to observe and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. Follow a route on a map with some accuracy Begin to match boundaries (e.g. find same boundary of a country on different scale maps) Try to make a map of a short route experiences, with features in current order Create a simple scale drawing

		<ul style="list-style-type: none"> Use 4 point compasses, and letter/number co-ordinates to identify features on a map 	<ul style="list-style-type: none"> Use standard symbols, and understand the importance of a key
Types of Maps	OS Maps Digital Maps Atlases	World map Atlases Globe	Maps Atlases Globe Digital/computer mapping (Google Earth)
Key Performance Indicators	<p>I can identify the largest river and mountain for each country in the UK.</p> <p>I can create a simple scale drawing of my local area using symbols and a key.</p> <p>I can recognise and locate 4 Wonders of the UK on a map.</p> <p>I can recognise some symbols from an Ordnance Survey map,</p> <p>I can name and identify land use using features on a map.</p>	<p>I can draw an annotated sketch from observation.</p> <p>I can use letter/number co-ordinates to identify features on a map.</p> <p>I can use my geographical knowledge to suggest reasons why somewhere may be a good place for a settlement.</p> <p>I know the main parts of the water cycle and can explain what happens at each point.</p>	<p>I can locate Egypt on different maps and on Google Earth.</p> <p>I can use a 2 figure grid reference (maths co-ordinates) to find a location on a map.</p> <p>I can use a map to identify the pyramids of Egypt.</p>
Lessons to be covered	<p>Locate our school on a map and plan a route to Marshall's Arm</p> <p>Use landmarks to map a route</p> <p>Write a set of directions</p> <p>Identify human and physical features of the UK - Mountain ranges</p> <p>Annotate a map of Europe showing the main countries.</p>	<p>Investigate Stone Age settlements and their location.</p> <p>Focus on Skara Brae - mapping settlements</p> <p>Look at changes to the landscape over time.</p>	<p>Grid references - What they are used for and how to give them.</p> <p>Using a range of maps to find the same location</p> <p>Introduction to Ordnance Survey maps - Key symbols, Scales</p> <p>Orienteering - apply map skills</p>

<p>Skills covered</p>	<p>ROMANS</p> <p>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.</p> <p>Use maps, atlases, globes and digital/computer mapping (<i>Google Earth</i>) to locate countries and describe features studied</p> <p>Map knowledge</p> <ul style="list-style-type: none"> • Locate Europe on a large scale map or globe, • Name and locate countries in Europe (including Russia) and their capitals cities 	<p>LOCAL STUDY</p> <p>Learn and use the eight points of a compass, four-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</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies</p> <p>Gather information</p> <ul style="list-style-type: none"> • Ask geographical questions, use a simple database to present findings from fieldwork • Record findings from fieldtrips • Use a database to present findings • Use appropriate terminology <p>Sketching</p> <ul style="list-style-type: none"> • Draw an annotated sketch from observation including descriptive / explanatory labels and indicating direction <p>Audio/Visual</p> <ul style="list-style-type: none"> • Select views to photograph, add titles and labels giving date and location information • Consider how photos provide useful evidence, use a camera independently • Locate position of a photo on a map <p>Using maps</p> <ul style="list-style-type: none"> • Follow a route on a large scale map • Locate places on a range of maps (variety of scales) <p>Identify features on an aerial photograph, digital or computer map</p> <ul style="list-style-type: none"> • Begin to use 8 figure compass and four figure grid references to identify features on a map <p>Making maps</p> <ul style="list-style-type: none"> • Recognise and use OS map symbols, including completion of a key and understanding why it is important • Draw a sketch map from a high viewpoint 	<p>On a world map, locate areas of similar environmental regions, either desert, rainforest or temperate regions.</p> <p>Use maps, atlases, globes and digital/computer mapping (<i>Google Earth</i>) to locate countries and describe features studied</p>
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Types of Maps	OS Maps Atlases Globe Digital/computer mapping (Google Earth)	OS Maps Digital/computer mapping (Google Earth)	OS Maps Atlases Globe Digital/computer mapping (Google Earth)
Key Performance Indicators	<p>I can compare Northwich to Rome, describing the physical and human differences and similarities between the two regions</p> <p>I can locate Europe, the United Kingdom and Italy on a world map and globe</p> <p>I can locate London, Cheshire, Northwich on a map of the United Kingdom</p> <p>I can locate Rome on a map of Italy</p> <p>I can name and locate France, Germany, Spain, Portugal, Italy and Russia (and their capital cities) on a map of Europe</p>	<p>LOCAL STUDY</p> <p>I can locate and name the counties of Lancashire, Shropshire, Staffordshire, Derbyshire and Flintshire on a map</p> <p>I can recognise what each of the four digits on a 4 digit figure grid reference mean</p> <p>I can use the eight compass points correctly to describe the position of places on a map</p> <p>I can draw an annotated sketch map of the local area, recording a range of human and physical features</p> <p>I can recognise and use some symbols on an Ordnance Survey map</p>	<p>I can locate South America and some of its countries on different maps</p> <p>I can identify the key physical and human characteristics of differing regions of Brazil</p> <p>I can label the Equator and Tropics of Cancer and Capricorn on a world map</p> <p>I can explain what a biome is and list some different types including a rainforest</p>
Lessons to be covered	<p>Human and physical differences and similarities of Northwich and Rome.</p> <p>Locate Europe, UK, Italy on world map.</p> <p>Locate London, Cheshire, Northwich on map of UK</p> <p>Locate Italy and Rome on a map of Italy</p> <p>Name and Locate France, Germany, Spain, Portugal, Italy and Russia (and their capital cities) on a map of Europe</p>	<p>Local study</p> <p>Trip to Marshall's Arm</p> <p>Read and record positions on a map using 4-figure grid references</p> <p>Use compass points correctly</p> <p>Drawing annotated sketch map</p> <p>Using database to record findings</p> <p>Locate different photos on a map</p> <p>Recognise and identify symbols on OS map</p> <p>Aerial photographs</p>	<p>Locate South America and some of its countries on a range on maps</p> <p>Key physical and human characteristics of regions of Brazil</p> <p>Contrast and compare regions of Brazil</p> <p>Label Equator and Tropics of Cancer and Capricorn on a world map</p> <p>Explain why rainforests are located where they are</p> <p>Biomes</p>

Year 5 – Progression in Geography grid

Topic	Anglo Saxons and Vikings (combined with History)	WW2 (combined with History)	Our World
Prior knowledge	Know that the Early Settlers / Roman invasion had a significant impact on settlements in Britain as well as the landscape. (From Year 3 and Year 4)	Know the main countries and Cities of Europe. Know that land was used for agriculture since Prehistoric times.	Know the names of the continents and oceans (Year 2)
Prior skills	Recognise symbols on an OS map. Locate places on a range of maps (variety of scales) Identify features on an aerial photograph, digital or computer map	Find the same country on different maps and google Earth. Locate the UK on a variety of different scale maps Name & locate the counties and cities of the UK	Locate the continents and oceans on different maps (Year 2)
Key vocabulary	Coast Abrasion Attrition Coastline Corrosion Deposition Headland Erosion	Density Sparsely Populated Densely Populated	Fairtrade Time zone Import Hemispheres Export Arctic Trade Antarctic Biome Climate Latitude Longitude
Statutory Requirements	<p align="center">Human and Physical Geography</p> <ul style="list-style-type: none"> Identifying topographical features of coasts understand how some of these aspects have changed over time. Identify types of settlements in Viking, Saxon Britain linked to History and describe and understand the key aspects of land use 	<p align="center">Locational Knowledge</p> <ul style="list-style-type: none"> Locate the main countries in Europe including Russia Locate and name the main counties and cities in the UK. <p>Human and Physical Geography</p> <ul style="list-style-type: none"> Compare 2 different regions in UK rural/urban. Linking with History, compare land use maps of UK from past with the present, focusing on land use. 	<p>Locational Knowledge</p> <ul style="list-style-type: none"> Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time zones, night and day and hemispheres Locate the main countries in Europe <p>Human and Physical Geography</p> <p>Describe and understand key aspects of :</p> <ul style="list-style-type: none"> Human geography including trade between UK and Europe and ROW and different types of settlements Fair/unfair distribution of natural resources, energy, food, minerals and water (including Fairtrade).
Skills covered	Build knowledge of UK in the past examining OS maps Use digital mapping to observe how features of the coast have changed over time Use fieldwork to observe, measure, record and present the human and physical features of the coasts and make sketch maps to show how aspects have changed overtime	Use maps, atlases, globes & digital/computer mapping to locate countries and describe features studied. Use OS maps to locate and name the main counties and cities of the UK	Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied Skills covered in fieldwork (Delamere) Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom in the past and present. Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including

			sketch maps, plans and graphs, and digital technologies
Types of Maps	Use of OS maps to locate settlements Use of Digimap to research and identify how settlements have changed over time	Use of world map and atlases to locate European countries including Russia Use of OS map to locate countries and counties of the UK	OS Maps Atlases Globe Digital/computer mapping (Google Earth)
Key Performance Indicators	I can describe how the coastline can change over time I can describe why Norsemen might leave Scandinavia and give reasons why they might settle in Britain.	I can identify some allied and axis countries I can identify areas of the UK which were sparsely/densely populated during WWII I can describe the differences in land use in cities compared to rural areas	I can recognise that time differences occur across the globe I can differentiate between Europe as a physical continent and as a political region I can recognise that climate is different in different regions and why this affects trade I can describe a biome I can give examples of trade between the UK and Europe and the UK and the rest of the world.
Lessons to be covered	Different types of coastline Examine UK maps from Anglo Saxons Compare Viking / Anglo Saxon settlements with those of today	Who were our allies in WW2? What was evacuation? What and where were the D-Day Landings?	Locate countries on maps and identify resources and climates.

Year 6 – Progression in Geography grid

Topic	River Guardians Week Project	North America	Spain and Catalonia
Prior knowledge	Name rivers around the local area (Y2) Know rivers have a start and end point (Y2) Identify some rivers in the UK (Y3) Water cycle (Y4) Knowledge of Rivers and pollution from Yellow Fish Project in Y3	Locate and name the continents. Understand key aspects of Physical geography including climate zones and biomes.	Locate and name the continents. Understand key aspects of Physical geography including climate zones and biomes
Prior skills	Follow the course of a river using google maps/google earth Use aerial photographs and plan perspectives Draw annotated sketches from observation	Recognise human and physical features. Locate places using a range of maps.	Recognise human and physical features. Locate places using a range of maps.
Key vocabulary	Meander Oxbow Lake Tributary Confluence Source Mouth Erosion Levee Estuary	Average Precipitation Peninsula Bay Flora and Fauna Arctic Circle Climate	Tourism Independence Rural Coastal Mountainous Autonomous Community British Overseas Territory Culture Government Referendum
Statutory Requirements	<p>Locational knowledge Identify key topographical features (rivers), and land-use patterns; and understand how some of these aspects have changed over time. Study of the Rivers Weaver and Dane and how they have changed over time recognising links to the local salt industry.</p> <p>Human and physical geography Describe and understand key aspects of physical geography, including rivers and the water cycle. Identify features of the River Weaver (natural and man-made) and describe how they have formed or changed over time. Link to Year 4 understanding of the water cycle,</p> <p>Describe and understand key aspects of 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. Link the evolution of the River Weaver (including, the Navigation and Anderton Boat Lift) to the local salt industry and links to Wales and Liverpool for coal and salt trade routes. Compare to the use of the river today for leisure and wildlife reserves.</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>Locational knowledge Locate the world's countries, using maps to focus on North America, concentrating on the environmental regions, key physical and human characteristics, countries, and major cities. Comparison of populations of different regions/cities across North America. Identifying major climate regions of North America. Describing the key physical characteristics of states of North America.</p> <p>Place knowledge Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in within North America. Identify the similarities and differences in crops grown, climate and time zone in the UK and in North America and the reasons for these.</p> <p>Human and physical geography Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes. Link descriptions of the region to average temperatures, rainfall and daylight hours across the year. Ring of Fire and earthquakes.</p>	<p>Locational Knowledge Locate the world's countries, using maps to focus on Europe, concentrating on the environmental regions, key physical and human characteristics, countries, and major cities. Locate Spain, Spanish regions and cities on a world map/map of Spain. Identify rural areas, coastlines and mountainous areas. Identify Spanish customs, food, festivals, music, dance and buildings.</p> <p>Place knowledge Understand geographical similarities and differences through the study of human and physical geography of a region in a European country. Identify rural areas, coastlines and mountainous areas. Identify Spanish customs, food, festivals, music, dance and buildings.</p> <p>Human and physical geography Describe and understand key aspects of physical geography by studying the physical geography of the country, including its coastlines, rivers and mountainous regions - researching and creating a booklet about the Pyrenees or write an account about a hiking trip through the mountains.</p> <p>Describe and understand key aspects of human geography including types of settlement and land use, distribution of natural resources including food by researching and preparing a short presentation for the rest of the class on different aspects of Spanish culture; food, festivals, music and dance, famous buildings and Madrid.</p>
Skills covered	Six figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom. Use six figure grid references on local OS maps to describe the location of features of the rivers studied.	Use globes and digital/computer mapping to locate countries and describe features studied. Use Google Earth to locate North America and compare its position and size on the globe to other countries studied previously and the UK.	Use globes and digital/computer mapping to locate countries and describe features studied. Use Google Earth to locate Catalonia and compare its position and size on the globe to countries studied previously and the UK. Use maps to locate countries and describe features studied. Use maps of Spain and Catalonia to locate major cities and areas of interest .

	<p>Use fieldwork to observe, measure, record and present the human and physical features of the local area using a range of methods including sketch maps, graphs and digital technologies.</p> <p>Pollution levels of the local rivers measured and recorded to assess human impact on the water quality.</p> <p>Sketching - Annotate sketches to describe and explain geographical processes and patterns</p> <p>Graphs - used to compare chemical samples of water across the year</p> <p>Digital technology - used to record the GPS location of each water sample</p> <p>Audio/Visual- make a judgement about the best angle or viewpoint when taking an image</p> <p>Making maps- Draw a map of the river for the information leaflet</p>	<p>Use maps to locate countries and describe features studied. Use maps of North America to locate climate zones, states, major cities and areas of interest eg the Grand Canyon.</p> <p>Use six-figure grid references to build knowledge of the wider world. Use of 6 figure longitude and latitude references to describe the location of North American cities.</p>	<p>Use six-figure grid references to build knowledge of the wider world. Use of 6 figure longitude and latitude references to describe the location of places of interest in Spain.</p>
Types of Maps	<p>Local area OS map used to map the River Weaver and River Dane</p> <p>Google Earth to explore local rivers from source to mouth</p> <p>GPS used to identify and record points on the rivers where water samples are taken</p>	<p>Google Earth and a globe to find North America and compare position to UK.</p> <p>Atlas to locate cities and states in North America</p>	<p>Google Earth and a globe to find Spain and compare position to UK.</p> <p>Map of Spain to locate cities and regions with a focus on Catalonia.</p>
Key Performance Indicators	<p>I can name the key features of a river</p> <p>I can recognise the key features of a river on maps, pictures and in real life</p> <p>I can create and annotate a field sketch</p> <p>I can use a six figure grid reference to describe the location of a feature of a river</p>	<p>I know that different parts of America have different climates and can discuss some of these</p> <p>I can identify the key similarities and differences between the UK and a region in North America</p>	<p>I can identify key geographical similarities and differences between Catalonia and the UK</p> <p>I can describe geographical features of Catalonia</p>
Lessons to be covered	<p>Recap the water cycle and its relationship to a river</p> <p>Identify the features of a river</p> <p>Locate the features of a river on the River Weaver and the River Dane and describe these using six figure grid references</p> <p>Create field sketches of the River Weaver on the River Trip</p> <p>Test water samples on the River Weaver (to be sent to a central library and to be repeated on two more occasions this year)</p> <p>Annotate field sketches</p> <p>Create a map (to be used on River Weaver leaflet)</p> <p>To create a paragraph detailing the history of the River Weaver including the straightening of the path for the salt mining industry.</p>	<p>Identify the countries of North America</p> <p>Investigate and compare climates of North America</p> <p>Explore the geographical features of North America</p> <p>Explore the capital cities of North America</p> <p>To explore the various time zones of North America and how these compare to other time zones around the world.</p> <p>To compare a region in the UK with a region in North America.</p> <p>To research the human and physical geography of a particular North American country.</p>	<p>Identify and compare the locations of Spain and the UK</p> <p>Europe and the EU - What is it and how does it affect us?</p> <p>Identify similarities and differences between Spain and the UK</p> <p>Locate Spain's regions, cities, oceans, seas and islands on a map of Spain comparing regions to UK counties</p> <p>Describe the physical geography of Spain</p> <p>Investigate the human geography of Spain</p> <p>Describe the climate in Spain</p> <p>Investigate the idea of Catalonian independence and compare this with the Scottish Referendum</p> <p>Investigate the importance of tourism in Spain</p>