

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 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>deserts</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>Continent</td> </tr> <tr> <td>Maasai</td> <td></td> </tr> </table>	Map	deserts	Key	culture	Label	Savannah	Capital city	country	Nairobi	Swahili	Africa	continent	Population	Kenya	Equator	Continent	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>Order</td> <td>sun</td> </tr> <tr> <td>Winter</td> <td>wind</td> </tr> <tr> <td>Spring</td> <td>fog</td> </tr> <tr> <td>Summer</td> <td></td> </tr> <tr> <td>Autumn</td> <td></td> </tr> <tr> <td>Weather</td> <td></td> </tr> </table>	Time	clothing	Month	snow	Season	rain	Order	sun	Winter	wind	Spring	fog	Summer		Autumn		Weather	
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Statutory Requirements	Locational Knowledge <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) 	Place Knowledge <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 	Human and Physical Geography <ul style="list-style-type: none"> - identify seasonal and daily weather patterns in the United Kingdom 																																																															
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) - 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 																																																															
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 Kenya life - 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 Sea Ocean Visit 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	use world maps, atlases and globes to identify the United Kingdom and its countries, 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	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 basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	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
Skills covered	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 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 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	•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
Key Performance Indicators	I can name the seas around the UK I can name 4 rivers in the UK from school houses - Dee, Weaver, Dane and Mersey	I know a river has a start and an end I can name places I can get to on the train from Greenbank station I know symbols can be used to represent things on a map I can name 8 compass points	I know Canada is in North America I can compare the weather in Canada and the UK I can name 5 oceans and 7 continents
Lessons to be covered	Name seas around UK Locate GC on a map Name rivers around the area Use geographical language to make a tourist poster Create a tally of places we have visited in the UK	Trip to Delamere on the train Trip to the river/locks Follow course of river on Google Maps Look at how a river changes its course Plot the train line on a map	Find Canada on a map Name oceans and continents Find out about geographical features of Canada Find out about human features of Vancouver Compare to Northwich

Year 3 – Progression in Geography grid

Topic	Where have you been? UK Geographical locations / Local area study	How do humans change the landscape?	Finding your way																																																																															
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	<table border="0"> <tr><td>Continent</td><td>Ireland</td><td>Bridge</td></tr> <tr><td>Country</td><td>Northern Ireland</td><td>Railway</td></tr> <tr><td>River</td><td>Capital</td><td>Road</td></tr> <tr><td>Hill</td><td>Peak</td><td>Path</td></tr> <tr><td>Mountain</td><td>Estuary</td><td>Cyclepath</td></tr> <tr><td>Desert</td><td>London</td><td>Trail</td></tr> <tr><td>British Isles</td><td>Edinburgh</td><td>Wood</td></tr> <tr><td>England</td><td>Cardiff</td><td>Marsh</td></tr> <tr><td>Wales</td><td>Belfast</td><td>Marshall's Arm</td></tr> <tr><td>Scotland</td><td>Dublin</td><td>Lock</td></tr> <tr><td>Canal</td><td>Waterway</td><td></td></tr> </table>	Continent	Ireland	Bridge	Country	Northern Ireland	Railway	River	Capital	Road	Hill	Peak	Path	Mountain	Estuary	Cyclepath	Desert	London	Trail	British Isles	Edinburgh	Wood	England	Cardiff	Marsh	Wales	Belfast	Marshall's Arm	Scotland	Dublin	Lock	Canal	Waterway		<table border="0"> <tr><td>Settlement</td><td>Core</td></tr> <tr><td>Village</td><td>Mantle</td></tr> <tr><td>City</td><td>Tectonic plate</td></tr> <tr><td>Town</td><td>Ring of fire</td></tr> <tr><td>Area</td><td>Water cycle</td></tr> <tr><td>Region</td><td>Precipitation</td></tr> <tr><td>Rock</td><td>Condensation</td></tr> <tr><td>Volcano</td><td>Evaporation</td></tr> <tr><td>Tremor</td><td>Sediment</td></tr> <tr><td>Earthquake</td><td>Erosion</td></tr> <tr><td>Crust</td><td>Agriculture</td></tr> <tr><td>Building</td><td></td></tr> </table>	Settlement	Core	Village	Mantle	City	Tectonic plate	Town	Ring of fire	Area	Water cycle	Region	Precipitation	Rock	Condensation	Volcano	Evaporation	Tremor	Sediment	Earthquake	Erosion	Crust	Agriculture	Building		<table border="0"> <tr><td>Map</td><td>North</td></tr> <tr><td>Compass</td><td>South</td></tr> <tr><td>Grid reference</td><td>East</td></tr> <tr><td>Location</td><td>West</td></tr> <tr><td>Ordnance Survey</td><td>Direction</td></tr> <tr><td>Scale</td><td>Key</td></tr> <tr><td>Contour line</td><td></td></tr> <tr><td>Height</td><td></td></tr> <tr><td>Distance</td><td></td></tr> <tr><td>Feature</td><td></td></tr> <tr><td>Symbol</td><td></td></tr> </table>	Map	North	Compass	South	Grid reference	East	Location	West	Ordnance Survey	Direction	Scale	Key	Contour line		Height		Distance		Feature		Symbol	
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Statutory Requirements	Locate and name the continents on a World Map. Locate the main countries of Europe inc. Russia. Identify capital cities of Europe. Locate and name the countries making up the British Isles, with their capital cities. Identify longest rivers in the world, largest deserts, highest mountains. Compare with UK. 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	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. Describe and understand key aspects of: Physical geography including Rivers and the water cycle, excluding transpiration. Brief introduction to Volcanoes and earthquakes linking to Science: rock types. 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	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																																																																															
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 Name & locate the counties and cities of the UK 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 Use 4 point compasses, and letter/number co-ordinates to identify features on a map 	<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 Use standard symbols, and understand the importance of a key 																																																																															

Key Performance Indicators	<p>I can name the continents and point them out on a map</p> <p>I can locate the main countries of Europe inc. Russia.</p> <p>I can identify some of the main capital cities of Europe.</p> <p>I can locate and name the countries making up the British Isles, with their capital cities.</p> <p>I can use a map to identify rivers, deserts and mountains.</p> <p>I can identify rivers and mountains 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 draw an annotated sketch from observation.</p> <p>I can use 4 figure compasses, and 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 can find the same country 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 draw a map of a short route I have taken.</p> <p>I can recognise some symbols from an Ordnance Survey map and find examples of them.</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>

Year 4 – Progression in Geography grid

Topic	Romans	Rainforests		
Prior knowledge	Settlements in Early Britain - why did people choose these places to live.	<ul style="list-style-type: none"> - Know that some countries are hotter than others - Know the hotter countries are around the equator - Describe and understand key aspects of: - Physical geography including Rivers and the water cycle, excluding transpiration. 		
Prior skills	<ul style="list-style-type: none"> • Draw an annotated sketch from observation including descriptive / explanatory labels and indicating direction • Use 4 point compasses, and letter/number co-ordinates to identify features on a map 	<ul style="list-style-type: none"> • Locate on a globe and world map the hot and cold areas of the world including the Equator and the North and South Poles 		
Key vocabulary	Country Capital City Europe United Kingdom (UK) London Italy. Rome Counties Settlements Village, town, city Cheshire, Northwich, Winsford... Similarities & differences Physical / human features Map Atlas Digital / computer mapping Compass points	4-figure grid references Ordnance Survey (OS) map Fieldwork Observe, measure, record, survey Sketch maps, plans, aerial photograph Graphs Database Scale Symbols Key Viewpoint Position Direction Orientation	Environmental regions Rainforest Emergent layer Canopy Understory Forest floor Equator Tropic of Cancer / Capricorn Tropical region Climate zone Rainfall Temperature South America River Amazon Brazil Biome (tundra, taiga, temperate forest, desert, grassland, tropical rainforest, savannah, ice...) Vegetation belts	Deforestation Palm oil Sustainability Impact Similarities Differences Physical / human features Map Atlas Digital / computer mapping

<p>Statutory Requirements</p>	<p>ROME</p> <p>Locate the world's countries, using maps to focus on Europe, concentrating on countries and major cities</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country</p> <p>Describe and understand key aspects of human geography including types of settlements</p> <p>Use maps, atlases, globes and digital / computer mapping to locate countries and describe features studied</p>	<p>LOCAL STUDY</p> <p>Name and locate counties and cities of the United Kingdom</p> <p>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>Locate the world's countries, using maps to focus on South America, concentrating on their environmental regions, key physical and human characteristics</p> <p>Identify the position and significance of the Equator, Tropics of Cancer and Capricorn</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within South America</p> <p>Describe and understand key aspects of physical geography including climate zones, biomes and vegetation belts</p> <p>Use maps, atlases, globes and digital / computer mapping to locate countries and describe features studied</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 (Google Earth) 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>Locate and name the main counties and cities in/around Cheshire.</p> <p>Types of settlements in modern Britain: villages, towns, cities.</p> <p>Learn the eight points of a compass, four-figure grid references.</p> <p>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.</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>On a world map, locate areas of similar environmental regions, either desert, rainforest or temperate regions.</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within South America.</p> <p>Describe and understand key aspects of:</p> <p>Physical geography, including: climate zones, biomes and vegetation belts (link to work on Rainforest)</p> <p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied</p>

		<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) Identify features on an aerial photograph, digital or computer map 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 	
Key Performance Indicators	<p>I can compare Northwich to Rome and describe 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 Italy and 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, Denbighshire and Flintshire on a map and know that they border the county of Cheshire</p> <p>I can read and record positions on a map using a 4-figure grid reference</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 use a database to present findings from fieldwork</p> <p>I can locate the position of a photo on a simple map</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 a range of maps including atlases, world maps, globes and computer mapping</p> <p>I can identify the key physical and human characteristics of differing regions of Brazil (city and village) and compare and contrast localities to their own</p> <p>I can label the Equator and Tropics of Cancer and Capricorn on a world map and explain why the world's rainforests are located where they are</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 se 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	WW2	Where on Earth?
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
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.
Key vocabulary	Coast Abrasion Attrition Coastline Corrosion Deposition Headland Erosion	Density Sparsely Populated Densely Populated Europe Continent Rural Urban Global	Fairtrade Trade Biome Latitude Longitude Equator Tropic of Cancer Tropic of Capricorn
Statutory Requirements	<ul style="list-style-type: none"> Identifying topographical features of coasts understand how some of these aspects have changed over time. Types of settlements in Viking, Saxon Britain linked to History.	<ul style="list-style-type: none"> Compare 2 different regions in UK rural/urban. Locate the main countries in Europe Locate and name the main counties and cities in England. <ul style="list-style-type: none"> Linking with History, compare land use maps of UK from past with the present, focusing on land use. 	<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 Locate the main countries in Europe Describe and understand key aspects of : Physical geography including coasts, rivers and the water cycle including transpiration; climate zones, biomes and vegetation belts. <ul style="list-style-type: none"> On a world map locate the main countries in Africa, Asia and Australasia/Oceania. Identify their main environmental regions, key physical and human characteristics, and major cities. Human geography including trade between UK and Europe and ROW Fair/unfair distribution of resources (Fairtrade).
Skills covered	Build knowledge of UK in the past examining maps	Use maps, atlases, globes & digital/computer mapping to locate countries and describe features studied.	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
Key Performance Indicators	I can describe how the coastline can change over time I can give reasons for the Anglo Saxons and Vikings settling in Britain	I can identify some allied and axis countries I can identify areas of the UK which were sparsely/densely populated 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 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	Love My River Week Project	North America	Local History Study
Prior knowledge	Name rivers around the local area (Y1) 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.	Know the names of local rivers and locate them on a map
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.	Select a map for a purpose Recognise types of settlements in modern Britain Locate and name the main counties on cities in Cheshire.
Key vocabulary	Meander Embankment Tributary Confluence Source Mouth Erosion Valley Basin	Human and physical geography Average Precipitation Climate Peninsula Bay Flora and fauna	Anderton Boat lift Salt Brine Waterways Industry Clough Navigation Economy
Statutory Requirements	Identify human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 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 Use maps and atlases to locate countries and describe features studied 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.	Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Identify the significance of time zones 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 describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	Use maps and atlases to locate countries and describe features studied 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.
Skills covered	<u>Location Knowledge-</u> Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time. <u>Human and Physical-</u> Distribution of natural resources (linked to Salt mining) <u>Fieldwork</u> Sketching- Annotate sketches to describe and explain geographical processes and patterns <u>Audio/Visual-</u> make a judgement about the best angle or viewpoint when taking an image <u>Making maps-</u> Draw a map of the river for the information leaflet	<u>Location knowledge-</u> Locate the main countries of North or South America. Locate and name principal cities. Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time. <u>Place Knowledge</u> Compare a region in UK with a region in N. or S. America with significant differences and similarities. Understand some of the reasons for similarities and differences <u>Human and Physical</u> Describe and understand key aspects of physical geography including earthquakes and the ring of fire. <u>Geographical skills and fieldwork</u> Use maps, atlases, globes and digital/computer mapping mapping (Google Earth) to locate countries and describe features studied. Extend to 6 figure grid references with teaching of latitude and longitude in depth. Expand map skills to include non-UK countries.	<u>Location Knowledge-</u> Linking with local History, map how land use has changed in local area over time. 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.

Key Performance Indicators	<p>I can name the key features of a river I can recognise the key features of a river on maps, pictures and in real life I can create and annotate a field sketch</p>	<p>I know that different parts of America have different climates and can discuss some of these I can identify the key similarities and differences between the UK and a region in North America</p>	<p>I can describe a place I can look at environmental issues in a locality I can recognise how human and physical processes can cause change to places I can apply map skills to investigate an area.</p>
Lessons to be covered	<p>Identify the features of a river Locate the features of a river on the River Weaver and the River Dane Create field sketches of the River Weaver on the River Trip Test water samples on the River Weaver (to be sent to a central library and to be repeated on two more occasions this year) Annotate field sketches Create a map (to be used on River Weaver leaflet) 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 Investigate and compare climates of North America Explore the geographical features of North America Explore the capital cities of North America To explore the various time zones of North America and how these compare to other time zones around the world. To compare a region in the UK with a region in North America. the human and physical geography of a particular North American country. To research the human and physical geography of a particular North American country.</p>	

