

Geography

Colton Primary School

Progression map



Curriculum intent

At Colton, we believe that Geography helps to provoke and answer questions about the physical and human worlds. We know children in Colton have a good understanding of their local area, in Geography we aim to widen their view to see the world and their place in it as a whole. Geography helps to develop a range of investigation and problem-solving skills that are transferable to other curriculum areas. Geography is, by nature an investigative subject, which develops an understanding of concepts, knowledge and skills.

We believe there needs to be a key focus on fieldwork and getting out into the wide open world around us. We seek to inspire in children a curiosity and fascination about the world and its people which will remain with them for the rest of their lives. In a world of ever changing divisions, we aim to show the children their place and how we all fit together into one global community. We aim to develop children's interest and understanding about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

Colton Primary Geography Taught

Year group	Autumn Term	Spring Term	Summer Term
EYFS Understanding the World	Local area of Colton Using simple maps - UK	Contrasting environments – coastal Aerial photographs	Climate and weather, animals and our area.
1	Weather/ seasons	Countries and capitals of the UK	Our school grounds and local area
2	Climate (Penguin focus)	Coastal areas physical and human features	Compare our local area to small area of Non-European country (China)
3	Land use and development of Thorpe Park (local)	Counties and cities	Mountains, Rivers and Coasts
4	Climate zones and longitude latitude effects	We are Europe (Look at our sister city – Lille)	Anglo Saxon Settlements
5	Viking) settlements and land use	Landscape and places of North and South America	Use fieldwork in local area to measure and observe
6	Earth matters – natural disasters Or focus on flash flooding	To pick 3 places - compare region of UK, region of Europe and region of North/ south America	Use grid on map to find locations



Progression of knowledge and skills in Geography



Strand	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Geographical Enquiry	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.	<p>Teacher led enquiries, to ask and respond to simple closed questions.</p> <p>Use information books/pictures as sources of information.</p> <p>Investigate their surroundings.</p> <p>Make observations about where things are e.g. within school or local area.</p>	<p>Children encouraged to ask simple geographical questions; Where is it? What's it like?</p> <p>Use NF books, stories, maps, pictures/photos and internet as sources of information.</p> <p>Investigate their surroundings.</p> <p>Make appropriate observations about why things happen.</p> <p>Make simple comparisons between features of different places.</p>	<p>Begin to ask/initiate geographical questions.</p> <p>Use NF books, stories, atlases, pictures/photos and internet as sources of information.</p> <p>Investigate places and themes at more than one scale.</p> <p>Begin to collect and record evidence.</p> <p>Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations.</p>	<p>Ask and respond to questions and offer their own ideas.</p> <p>Extend to satellite images, aerial photographs</p> <p>Investigate places and themes at more than one scale.</p> <p>Collect and record evidence with some aid.</p> <p>Analyse evidence & draw conclusions e.g. make comparisons between locations photos/pictures/ maps</p>	<p>Begin to suggest questions for investigating</p> <p>Begin to use primary and secondary sources of evidence in their investigations.</p> <p>Investigate places with more emphasis on the larger scale; contrasting and distant places.</p> <p>Collect and record evidence unaided.</p> <p>Analyse evidence & draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations - influence on people/everyday life</p>	<p>Suggest questions for investigating</p> <p>Use primary and secondary sources of evidence in their investigations.</p> <p>Investigate places with more emphasis on the larger scale; contrasting and distant places.</p> <p>Collect and record evidence unaided.</p> <p>Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it</p>

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Fieldwork

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.

Look at school grounds and local area – how do they get to school and what do they pass – locality walk.

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.

Where Colton Primary School is – colton walk, local area – look for key locations; cricket club, windmill, Temple Newsam, Sainsburys, methodist church, school, allotments

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

Local area walk to The Springs – see the use of the land.

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

Local visit to Tropical World – experience the different biomes. Walk down Park Road to old Anglo-Saxon area. Maps skills – plan route

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

Colton – local area old village – compare parkroad/school lane/ meynell road. Compare to a new development – sketch maps and plan routes.

Old photos and find those places.

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

Plan routes from CPS to Temple Newsam House. Walk the route.

Plan a more suitable route for someone who is partially sighted or has a wheelchair.

Walk this route and evaluate.

Location Knowledge

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<p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p>	<p>Name and locate the world's seven continents and five oceans;</p> <p>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas;</p> <p>use key vocabulary to demonstrate knowledge and understanding in this strand.</p>	<p>Name and locate the world's seven continents and five oceans;</p> <p>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas;</p> <p>use key vocabulary to demonstrate knowledge and understanding in this strand.</p>	<p>Locate the world's countries, using maps, concentrating on environmental regions and key physical and human characteristics;</p> <p>name and locate countries and cities of the United Kingdom, identifying human and physical characteristics including hills, mountains, rivers and seas, and how a place has changed;</p> <p>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich</p>	<p>Locate the world's countries, using maps, concentrating on environmental regions and key physical and human characteristics;</p> <p>name and locate countries and cities of the United Kingdom, identifying human and physical characteristics including hills, mountains, rivers and seas, and how a place has changed;</p> <p>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich</p>	<p>Use maps to locate the world's countries with a focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities;</p> <p>name and locate countries and cities of the United Kingdom, identifying their physical features, including mountains, and rivers, and land-use patterns; showing change over time;</p> <p>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere and use longitude and latitude to find locations on a map;</p>	<p>Use maps to locate the world's countries with a focus on Eastern Europe and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities;</p> <p>name and locate countries and cities of the United Kingdom, identifying their physical features, including mountains, and rivers, and land-use patterns; showing change over time;</p> <p>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere and use longitude and latitude to find locations on a map;</p>
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				Meridian and time zones; use key vocabulary to demonstrate knowledge and understanding in this strand.	Meridian and time zones; use key vocabulary to demonstrate knowledge and understanding in this strand.	use key vocabulary to demonstrate knowledge and understanding in this strand.	use key vocabulary to demonstrate knowledge and understanding in this strand.
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Place Knowledge

Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.

Compare a local city/town in the UK with a contrasting city/town in the UK;

use key vocabulary to demonstrate knowledge and understanding in this strand.

Compare the UK with a contrasting country in the world;

compare a local city/town in the UK with a contrasting city/town in a different country;

use key vocabulary to demonstrate knowledge and understanding in this strand.

Understand geographical similarities and differences through the study of human geography of a region of the United Kingdom;

explore similarities and differences, comparing human geography of a region of the UK;

understand geographical similarities and differences through the study of physical geography of a region of the UK;

explore similarities and differences comparing the physical geography of a region of the UK;

use key vocabulary to demonstrate knowledge and understanding in this strand.

Understand geographical similarities and differences through the study of human geography of a region of the UK;

explore similarities and differences, comparing human geography of a region of the UK and a region in a European country;

understand geographical similarities and differences through the study of physical geography of a region of the UK;

explore similarities and differences comparing the physical geography of a region of the UK & a region in a European country;

use key vocabulary to demonstrate knowledge and understanding in this strand.

Understand geographical similarities and differences through the study of human geography of a region of the United Kingdom, a region of North and South America;

understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom, a region of Eastern Europe and South America;

use key vocabulary to demonstrate knowledge and understanding in this strand.

Understand geographical similarities and differences through the study of human geography of a region of the United Kingdom, a region of Eastern Europe and South America;

understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom, a region of Eastern Europe and South America;

use key vocabulary to demonstrate knowledge and understanding in this strand.

Human and Physical Geography

Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.

Understand some important processes and changes in the natural world around them, including the seasons.

Identify seasonal and daily weather patterns in the United Kingdom.

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 basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.

Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles;

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 basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.

Physical geography, including: climate zones, biomes and vegetation belts, mountains and the water cycle;

human geography, including: types of settlement and land use;

use key vocabulary to demonstrate knowledge and understanding in this strand.

Physical geography, including: climate zones, biomes and vegetation belts, mountains and the water cycle;

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use key vocabulary to demonstrate knowledge and understanding in this strand.

Physical geography, including: climate zones, biomes, volcanoes, tornadoes, tsunamis, 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 key vocabulary to demonstrate knowledge and understanding in this strand.

Physical geography, including: climate zones, biomes, volcanoes, tornadoes, tsunamis, 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 key vocabulary to demonstrate knowledge and understanding in this strand.

Direction / Location		Follow directions (Up, down, left/right, forwards/backwards)	Follow directions (as yr 1 and inc'. NSEW)	Use 4 compass points to follow/give directions: Use letter/no. co-ordinates to locate features on a map.	Use 4 compass points well: Begin to use 8 compass points; Use letter/no. co-ordinates to locate features on a map confidently.	Use 8 compass points; Begin to use 4 figure coordinates to locate features on a map.	Use 8 compass points confidently and accurately; Use 4 figure co-ordinates confidently to locate features on a map. Begin to use 6 figure grid refs; use latitude and longitude on atlas maps.
Drawing Maps		Draw picture map of imaginary places and from stories.	Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph)	Try to make a map of a short route experienced, with features in correct order; Try to make a simple scale drawing.	Make a map of a short route experienced, with features in correct order; Make a simple scale drawing.	Begin to draw a variety of thematic maps based on their own data.	Draw a variety of thematic maps based on their own data. Begin to draw plans of increasing complexity.
Representation		Use own symbols on imaginary map.	Begin to understand the need for a key. Use class agreed symbols to make a simple key.	Know why a key is needed. Use standard symbols.	Know why a key is needed. Begin to recognise symbols on an OS map.	Draw a sketch map using symbols and a key; Use/recognise OS map symbols.	Use/recognise OS map symbols; Use atlas symbols.

Using Maps		Use a simple picture map to move around the school; Recognise that it is about a place.	Follow a route on a map. Use a plan view. Use an infant atlas to locate places.	Locate places on larger scale maps e.g. map of Europe. Follow a route on a map with some accuracy. (e.g. whilst orienteering)	Locate places on large scale maps, (e.g. Find UK or India on globe) Follow a route on a large scale map.	Compare maps with aerial photographs. Select a map for a specific purpose. (E.g. Pick atlas to find Taiwan, OS map to find local village). Begin to use atlases to find out about other features of places. (e.g. find wettest part of the world)	Follow a short route on an OS map. Describe features shown on OS map. Locate places on a world map. Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns)
Scale and Distance		Use relative vocabulary (e.g. bigger/smaller, like/dislike)	Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map)	Begin to match boundaries (E.g. find same boundary of a country on different scale maps.)	Begin to match boundaries (E.g. find same boundary of a county on different scale maps.)	Measure straight line distance on a plan. Find/recognise places on maps of different scales. (E.g. river Nile.)	Use a scale to measure distances. Draw/use maps and plans at a range of scales.
Perspective		Draw around objects to make a plan.	Look down on objects to make a plan view map.	Begin to draw a sketch map from a high view point.	Draw a sketch map from a high view point.	Draw a plan view map with some accuracy.	Draw a plan view map accurately.
Map Knowledge		Learn names of some places within /around the UK. E.g. Home town, cities, countries e.g. Wales, France.	Locate and name on UK map major features e.g. London, River Thames, home location, seas.	Begin to identify points on maps A,B and C	Begin to identify significant places and environments	Identify significant places and environments	Confidently identify significant places and environments

Style of Map		Picture maps and globes	Find land/sea on globe. Use teacher drawn base maps. Use large scale OS maps. ☑ Use an infant atlas	Use large scale OS maps. Begin to use map sites on internet. Begin to use junior atlases. Begin to identify features on aerial/oblique photographs.	Use large and medium scale OS maps. Use junior atlases. Use map sites on internet. Identify features on aerial/oblique photographs.	Use index and contents page within atlases. Use medium scale land ranger OS maps.	Use OS maps. Confidently use an atlas. Recognise world map as a flattened globe.
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Key vocabulary (non-negotiable)

Key Word	Location in NC	Definition
Aerial Photography	Aims	Photograph from aircraft or satellite
Arctic Circle	KS2	The imaginary circle around the earth, parallel to the equator, at latitude 66° 33' north.
Atlas	KS1 and KS2	A collection of maps, usually in book form
Beach	KS1	An area of sand or shingle sloping down to a sea or lake.
Biome	KS2	A biome is a large area on the Earth's surface that is defined by the types of animals and plants living there
Characteristics	KS2	A distinguishing quality.
City	KS1 and KS2	Any populous place. In Britain a city is recognised as a town that has received the title from the crown
Climate	KS2	The long term prevalent weather conditions of an area, determined by latitude, altitude etc.
Coast	KS1	The line or zone where the land meets the sea.
Compass	KS1	Magnetic instrument for finding directions
Continent	KS1	One of Earth's large land masses
Country	KS1 and KS2	Any political unit or state on a national scale, regardless of whether it is dependent or independent

Desert	KS2	A region that is devoid or almost devoid of vegetation because of low rainfall.
Distribution	KS2	Arrangement or location of something
Earthquake	KS2	A series of vibrations at the earth's surface caused by movement along a fault place, volcanic activity, etc
Environment	Purpose of study	External conditions and surroundings
Equator	KS1	Latitudinal imaginary line that's equidistant from both poles.
Factory	KS1	A building or group of buildings containing a plant assembly for the manufacture of goods.
Farm	KS1	A tract of land, usually with house and buildings, cultivated as a unit or used to rear livestock.
Fieldwork	Aims, KS1, KS2	An investigation or search for material or data, made in the field opposed to the classroom.
Forest	KS1	A large wooded area having a thick growth of trees and plants.
Global	KS1	Covering or relating to the whole world
Hemisphere	KS2	Half of the terrestrial globe, dividing into northern and southern hemispheres by the equator and eastern and western hemispheres by some meridians, usually 0° and 180°
Hill	KS1	Natural elevation less high than a mountain
House	KS1	A building used as a home or dwelling
Human processes	Purpose of study	A process in which human beings are involved
Interaction	Purpose of study	A process in which human beings are involved
Interdependent	Aims	When two or more things are dependent
Landmark	KS1	A prominent or well known object in or feature of a particular landscape.
Land use	KS2	Function of the land
Latitude	KS2	An angular distance measured in degrees north and south of the equator
Locality	KS1	A neighbourhood or area. The site or scene of an event. The fact or consideration of having a location or position in space.
Location	KS1 and KS2	A site or position

Longitude	KS2	Distance in degrees east or west of the Prime Meridian at 0° measured by the angle between the plane of the prime meridian and that of the meridian through the point in question, or by time difference
Map	Aims	A diagrammatic representation of the earth's surface or part of it, showing the geographical distribution of features.
Minerals	KS2	Any of a class of naturally occurring solid inorganic substances with a characteristic crystalline form and a homogenous chemical composition.
Mountains	KS2	A natural upward projection of the earth's surface, higher and steeper than a hill
Observational skills	KS1	
Ocean	KS1	A very large stretch of sea, one of five oceans of the world – Pacific, Atlantic, Indian, Arctic and Southern.
Office	KS1	A room or rooms in which business, professional duties, clerical work, etc. are carried out.
Pattern	KS1	An arrangement of repeated or corresponding parts
Plan perspective	KS1	An outline or sketch
Region	KS2	An area
Resource	Purpose of study	A source of economic wealth, especially of a country or business enterprise. A supply or source of aid or support;
River	KS1 KS2	A large natural stream of fresh water flowing a long a definite course, usually into the sea.
Scale	Purpose of study	The ratio between the size of something real and that of a representation of it.
Seasonal	KS1	Of, relating to, or occurring at a certain season or seasons of the year.
Shop	KS1	A place for the retail sale of goods and services.
Significance	KS2	The consequence or importance of something
Spatial Variance	Aims	A difference of, or relating to, space.
Soil	KS1	The top layer of the land surface of the earth that is composed of disintegrated rock particles, humus, water and air.

Symbol	KS1	Something that represents or stands for something else.
Time Zone	KS2	A region throughout which the same standard time is used. There are 24 time zones in the world, demarcated approximately by meridians at 15° intervals, an hour apart.
Topographical	KS2	Detailed description of the surface features of a region.
Trade	KS2	The act or instance of buying and selling goods and services.
Tropic of Capricorn	KS2	Line of latitude at 23.5°S of the equator
Tropic of Cancer	KS2	Line of latitude at 23.5°N of the equator
Vegetation belt	KS2	Plant life as a whole within a certain area.
Valley	KS1	A long depression in the land surface , usually containing a river, formed by erosion or movements in the earth's crust.
Village	KS1	A small group of houses in a country area, larger than a hamlet.
Volcano	KS2	An opening in the earth's crust from which molten lava, rock fragments, ashes, dust and gases are ejected from below the earth's surface.
Water cycle	KS2	The circulation of the earth's water, in which water evaporates from the sea into the atmosphere where it condenses and falls as rain or snow.
Weather	KS1	The day to day meteorological conditions, especially temperature, cloudiness and rainfall, affecting a specific place.

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