Scotton Lingerfield Primary School Geography Progression

National Curriculum Purpose of study

"A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time."

National Curriculum Aims:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:

    - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
    - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
    - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

EYFS	Year 1 and Year 2	Year 3 and Year 4	Year 5 and Year 6
Knowledge of the immediate area and what maps are Know where the local shops are Know why there is a need for shops, schools, churches, etc. Begin to notice the environment that surrounds them. Begin to use simple positional language, such as far away and next to.	**What do I know about where I live?** • Know where England, Northern Ireland, Scotland and Wales are on a map of the UK. • Know where the four capital cities of UK countries are on a map • Use an aerial photograph of the locality and link to a local street map • Find out about local shops and key places of interest in the locality • Find out more about the immediate locality by going on a field study • Know their address, including postcode.	**What are the unique features o0f the UK?** • Know the location of many of the UK's counties • Know the names of many of the UK's main cities • Understand why so many of the UK's unique places attract tourists • Know the location of many of the UK's unique places, such as the Lake District and Stonehenge • Know what is meant by a rural location • Know what is meant by an urban location	**What are the main features of South America?** • Know the names of and locate some South American countries • Find out about Brazil's key features, including human and physical issues • Know about fruits and natural resources that South American countries have • Know what is meant by the term 'street children' • Know key physical and human characteristics of a chosen location in South America

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<table>
<tr>
<td rowspan="3">Look at photographs and simple maps of their immediate area and begin to recognise what is being represented.
Create a simple representation of what has been set out in front of them or a street close to the school.

Knowledge of countries in the world
Know that they live in a country called England.
Know some similarities and differences between life in this country and life in other countries.
Draw on knowledge from stories, non-fiction texts and – when appropriate – maps to understand that some of their familiar stories are not set in England.

Knowledge of their immediate community
Know some similarities and differences between different religious and cultural communities in this country, drawing on their personal experiences and what has been read in class.
Carry out a discussion about the people who help them:
• at home</td>
<td colspan="2">England
Scotland
Wales
Northern Ireland
North Sea
Irish Sea
English channel</td>
<td colspan="2">county
Lake District
Great Britain
British Isles
urban
rural</td>
<td>government
population
regions
Greater Manchester
Greater London
environments
Norden
Rochdale
civic centre
village store
shopping centre
Stonehenge
Loch Ness
Snowdonia
coastal resort
holiday destination</td>
<td colspan="2">Greenwich Mean Time
Prime Meridian
longitude
latitude</td>
</tr>
<tr>
<td colspan="2">Why do we recycle?
• Understand what we mean by recycling
• Know why we have different coloured bins
• Know what we mean by the term ‘green’ in relation to being environmentally friendly
• Recognise why plastic causes concern
• Become familiar with words and phrases like sustainability, recycle, and environmentally friendly</td>
<td colspan="2">How are mountains formed and what causes an earthquake, tsunami or volcano?
• Know the names of and locate at least eight European countries
• Know where the main mountain regions are in the UK
• Know where the Equator, Tropic of Cancer, Tropic of Capricorn and the Greenwich Meridian are on a world map
• Appreciate that climate and physical features have an important part to play when considering how people live
• Know what causes earthquakes and tsunamis
• Label the different parts of a volcano
• Know the names of some of the world’s highest mountains</td>
<td colspan="2">Why is Climate change such an important topic?
• Know what we mean by climate change
• Recognise the issues associated with industry and climate zone
• Know what we mean by ‘greenhouse gases’
• Know what is meant by ‘ozone layer’
• Know about the campaign of Greta Thunberg and others</td>
</tr>
<tr>
<td>Recycle
environment
biodegradable
garbage</td>
<td>product
surroundings
molecules
wastage</td>
<td>tectonic plates
lava
strata
eruption</td>
<td>Earth’s surface
inner core
outer core
molten</td>
<td>Greta Thunberg
fossil fuels
greenhouse gases
global warming</td>
<td>activist
world leader
climate change
petroleum</td>
</tr>
</table>

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<table>
<tr>
<td rowspan="4">

at school
in the community.

Know about the people who help them in the community.
Experience a visit to a local place of interest or have a visit from someone who is prominent in the community
</td>
<td>rubbish
landfill
dumping</td>
<td>environmentally friendly
caretaker or site manager</td>
<td>summit
tsunami</td>
<td>earthquake
relief map
anticline
syncline
contour lines
fault line
magnitude
Richter scale
aftershock
lava flow
ash deposit
strata
shield
dome
extinct
dormant
Ring of Fire</td>
<td>ozone layer
methane</td>
<td>oil
coal
natural gas
atmosphere
greenhouse effect
landfill site
industry
over-farming
UV radiation
water vapour
carbon dioxide
nitrous oxide
chlorofluorocarbon (CFCs)
ice core
mitigation
adaptation</td>
</tr>
<tr>
<td colspan="2">Why do we like to be beside the seaside?
Know some of the characteristics associated with a coastal place in comparison to where they live
Know about the key physical and human features of a coastal place
Identify the following physical features: mountain, island, river, cliff, harbour, port and beach</td>
<td colspan="2">How do we energise our homes and country?
Know about some of the human features related to the UK, e.g. industry and environment
Know about the importance of power in our lives
Know why it is important to find more environmentally friendly sources of energy
Know what we mean by fossil fuel
Know what we mean by renewable energy</td>
<td colspan="2">What is ‘Fairtrade” and why is it so important?
Know how different countries trade with each other
Know which countries are exploited and locate them on a world map
Understand what people mean by ‘Fairtrade’
Know why it is important to work to a culture of Fairtrade
Know what is meant by sustainability, global citizenship and ethical codes</td>
</tr>
<tr>
<td>Cliff
tide
resort
beach
ocean
rockpool</td>
<td>steep rock face
shore
salt water
seaside
hotel
cafe
souvenir
lighthouse</td>
<td>solar energy
conservation
fossil fuel
renewable energy
nuclear
wind turbine</td>
<td>Resource
geological
organisms
nuclear reactor
turbines
hydropower
generator
geothermal</td>
<td>sustainability
global citizenship
ethical codes
developing countries
cooperatives
Fairtrade premium</td>
<td>future generations
community
principles
conduct
agricultural
economy
social
trade</td>
</tr>
</table>

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		RNLI survey coastline harbour arcade waves promenade funfair Punch and Judy lifeboat fleet		engineering industry lternative central heating mining kinetic energy heat energy chemical energy swampland net zero substation		investment goods organisation exploitation export import raw product globalisation certification ingredient third world country mortality rate cost-effective
	How would my life be different if I lived in Kenya? • Know the names of and locate the seven continents of the world • Know the names of and locate the five oceans of the world • Know the main differences between the climate and features of a place in England and that of a small place in a non-European country • Know how human and physical features often depend on the climate of a place		**What are biomes and how are they created?** • Know what is meant by the term 'biome' • Recognise the physical conditions necessary for the creation of different biomes: grasslands, tundra, deserts, savannahs, rainforests • Know what is meant by biomes and the features of a specific biome • Label layers of a rainforest and know what deforestation is		**South America Contrast** • Find out about Brazil's key features, including human and physical issues • Know about fruits and natural resources that South American countries have • Know what is meant by the term 'street children' • Know key physical and human characteristics of a chosen location in South America	
	African **drought** **mud huts** **ebony** **climate** **European** **Europe** **North America** **South America** **Asia** **Africa** **Australia**	continent tropical weather physical features lakes rivers diet wildlife drought government palm tree	**biome** **tundra** **desert** **landscape** **marine biome** **grasslands**	Frozen growing season extreme rainforest regions woodlands savannahs rainforests humid species organisms dry season	**Pampas** **Incas** **street children** **anaconda snake** **Andes** **I am somebody**	fertile South American lowlands indigenous Peru semiaquatic mountain range campaign time zones currency Brasilia undernourished

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	Antarctica **Atlantic Ocean** **Pacific Ocean** **Arctic Ocean** **Indian Ocean** **Southern Ocean**	mango Kenya Masai Mara elected tea coffee developing poverty		mosses ferns lichen dwarf shrubs precipitation Alpine permafrost vegetation adaptations coniferous		medical care characteristics
	Why are some places in the world always hot and others always cold? • Know where the Equator is on a world map and globe. • Know where the North and South Poles are on a world map and globe • Know that some people live in areas of extreme heat or cold • Know that in some polar regions it can be light or dark all day • Know some key physical and human features of very hot or cold places • Know N, E, S and W, on a compass		**How are rivers formed?** • Know the names and locations of many famous rivers in the UK and the world • Know how a river is formed • Know the difference between the upper, middle and lower courses of a river • Know how waterfalls and oxbow lakes are formed • Know what erosion and deposition are in relation to rivers • Know why many cities are situated next to a river • Know why rivers cause flooding • Know the geographical vocabulary associated with rivers, including source, mouth, estuary, meander, tributary		**How and why have settlements changed?** • Know what we mean by the term settlement in geography • Know how settlements have evolved over the years • Know what brings people to live in a particular place in the first instance • Know what the main human and physical reasons are for settlement change • Use old and new maps to check on changes to settlements Focus on a given area and understand why changes have happened	
	North Pole **South Pole** **Equator** **camouflage** **desert** **glacier**	northern southern rainfall climate polar region natural resource adapt compass North South East West	**estuary** **source** **meander** **tributary** **erosion** **deposition**	freshwater stream merge current river bank sediment deposited river basin river courses waterfall mouth delta channels	**employment** **conurbation** **community** **hamlet** **neighbourhoods** **suburbs**	population density sparsely populated rural industrialisation commerce employment Primary sector Secondary sector Tertiary sector Amenity

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		Brazil Kenya Indonesia meerkats penguins		sediment evaporation condensation precipitation oxbow lake upland field sketch		
	What goes on at an airport and train station? • Know the protocols linked to air travel • Know what a passport is. • Know why security is very important for both modes of travel • Know how important timetables are when travelling by train or air • Know the names of the UK's main airports • Know the location of the world's busiest airports		**Why do so many British people choose to go to the Mediterranean for their holiday?** • Know the names of and locate at least eight European countries and capitals on a map • Know at least five differences between living in the UK and a Mediterranean country • Know the key physical and human characteristics of the Mediterranean • Know the main differences between the climate in the UK and that of the Mediterranean		**Why has Britain been an attractive place to live for many who were not born there?** • Explain why people moved to Britain to live • Know how the places people came from have changed over the years • Know about the impact of the British Empire and Brexit on immigration • Know which jobs attracted people to the UK	
	location **security** **transit** **passenger** **terminal** **platform**	journey airport pilot procedures arrival departure check-in passport legal document identity luggage conveyor belt aeroplane aircraft train station maintenance	**paella** **all-inclusive** **vacation** **olives** **Feta cheese** **Greek islands**	prawns groves Mediterranean coast border language lifestyle Brexit European Union listed building Italy Greece Spain Malta Turkey France	**Commonwealth** **immigration** **Empire Windrush** **Indian subcontinent** **Afro-Caribbean** **Brexit**	British Empire dependencies European Union economy politics culture travellers refugees enslaved mass migration diversity persecution asylum employment ethnic minority groups visas deportation

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		signal box catering air steward				

Disciplinary Knowledge				
	EYFS	Year 1 and Year 2	Year 3 and Year 4	Year 5 and Year 6
Mapwork	• Use a street map to create 3D models of the local area	• Use a street map to describe features in the locality • Link local street maps to addresses and postcodes • Use world maps and a compass to determine the continents to the north, south, east, and west of the UK, etc.	• Describe and follow a journey on a map between two places or features using 8 points of a compass. e.g. 'Move three steps north-east then 3 steps west' • Use 8 points of a compass to describe the locations of two places in relation to each other. e.g. 'The school is north-west of the shops.' • Find the same boundary of a country/county on different scale maps. • Compare two landscapes using maps and aerial photographs • Find and recognise places on maps of different scales • Describe and follow a journey between two places or features using coordinates as the start and finish	• Identify the locations of features using coordinates • Locate places and features on a range of small-scale maps of the world • Use four-figure grid references to identify features on a map, including the use of a key • Use lines of latitude and longitude on a map of the world to locate a place (e.g. a country) • Use digital maps to follow and create routes across the world and to talk about changes in settlements over time • Understand how time zones work and be able to relate the time at places compared with Greenwich meantime • Use six-figure grid references to identify features on a map, including the use of a key

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Fieldwork & Sketching	• Place key features within a place in the school accurately on a map	• Draw a basic map including appropriate use of pictures to represent key features. • Create a not-to-scale sketch map of a place studied • Use their own basic symbols to create a key • Create a sketch map of a location studied using labels	• Draw a map of a local location and include human and physical features • From their sketches, use positional and directional language to locate key features • Draw a map, linked to fieldwork, with features shown accurately • Draw an annotated sketch that includes positional and directional language	• • Draw a map of a journey taken (to the Church etc.) that includes human and physical features (not to scale) • Use sketches as evidence in an investigation • Draw a map of a real location that emphasises human and physical features to scale. (e.g. Eyam) (Link to Ratio) • Evaluate their own annotated sketches (against criteria)
Collecting data	• Answer simple questions by counting the number of objects	• Answer simple questions by counting the number of objects and then order them from smallest to largest • Begin to understand the importance of data and what we learn from it • Present geographical data using a tally chart, pictogram, block diagrams and simple tables • Know how important data collected is according to who collected it and when it was collected	• Solve one and two-step problems by looking at charts, pictograms and tables • Link data to conclusions, understanding that some sources are more reliable than others • Recognise how data may change over time according to the time of day and the time of year • Recognise that initial ideas may change as a result of observations	• Solve comparison, difference and sum questions using information presented in a line graph or other statistical tables • Select evidence from the range that is most reliable considering validity and bias • Construct line graphs and pie charts arising from your own line of enquiry • As a result of their findings, know what the next set of questions are to ask

Disciplinary vocabulary				
	EYFS	Year 1/2	Year 3/4	Year 5/6

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Locational Knowledge	world country North Pole South Pole Equator Europe Africa London England seaside	United Kingdom England Scotland Wales Northern Ireland London Cardiff Edinburgh Belfast North Sea Irish Sea English Channel North Pole South Pole polar region Equator Europe/European North America South America Asia Africa/African Antarctica Australia Pacific Ocean Atlantic Ocean Indian Ocean Southern Ocean Arctic Ocean Kenya Masai Mara Blackpool Brazil Indonesia	United Kingdom - counties and cities Europe (including Russia) Northern Hemisphere Southern Hemisphere Equator Tropics of Cancer and Capricorn Prime/Greenwich Meridian time zones Mediterranean Greek islands Greece Italy Spain Malta Turkey France European Union Ring of Fire (Continuous review - continents and oceans of the world) ake Windermere Kendal Ambleside Keswick Penrith Scafell Pike Houses of Parliament Buckingham Palace River Thames	United Kingdom- counties, cities and regions, latitude longitude Equator Tropics of Cancer and Capricorn Arctic and Antarctic Circle Northern Hemisphere Southern Hemisphere Prime/Greenwich Meridian Time Zones North America USA Mexico New York City Liberty Island Chichén Itzá Guyana the Amazon Brasilia (Continuous review - continents and oceans of the world)

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Human features	building house village town city path road street	country city (capital) town/village factory farm house office port harbour shop airport train station resort hotel café lighthouse arcade promenade mud huts	urban rural economy trade border distribution of natural resources solar panels wind turbines substation reservoir dam underground railway motorway	types of settlement land use agriculture economy trade links distribution of natural resources energy deforestation landfill site industry over-farming
Physical features	forest wood mountain lake river beach sea weather seasons	beach cliff coast/coastline forest hill mountain sea ocean river soil valley vegetation season weather palm tree rockpool	climate zones biomes (tundra, desert, marine, grassland, woodland, savannah, rainforest) vegetation belts rivers mountains fossil fuel erosion deposition water cycle tectonic plates earthquakes volcanoes tsunami fault line	climate zones biomes (marine, aquatic, semi-aquatic, taiga, temperate) vegetation belts rivers earthquakes mountain range ozone layer natural gas

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		shore		
Geographical skills and fieldwork	map local place globe environment locations observation similarity difference	map globe direction environment locations observation similarity difference North South East West near/ far left/ right	observe measure record population conservation renewable energy environmental types of settlement land use topography relief map contour lines Richter scale compare/contrast North East North West South East South West 4 figure grid references Ordnance Survey (OS) map	sustainability global citizenship ethical codes Fairtrade investment organisation exploitation globalisation cost-effective biodiversity preservation endangered global warming data/statistics survey field sketch 6 figure grid references Eastings/Northings Ordnance Survey (OS) map