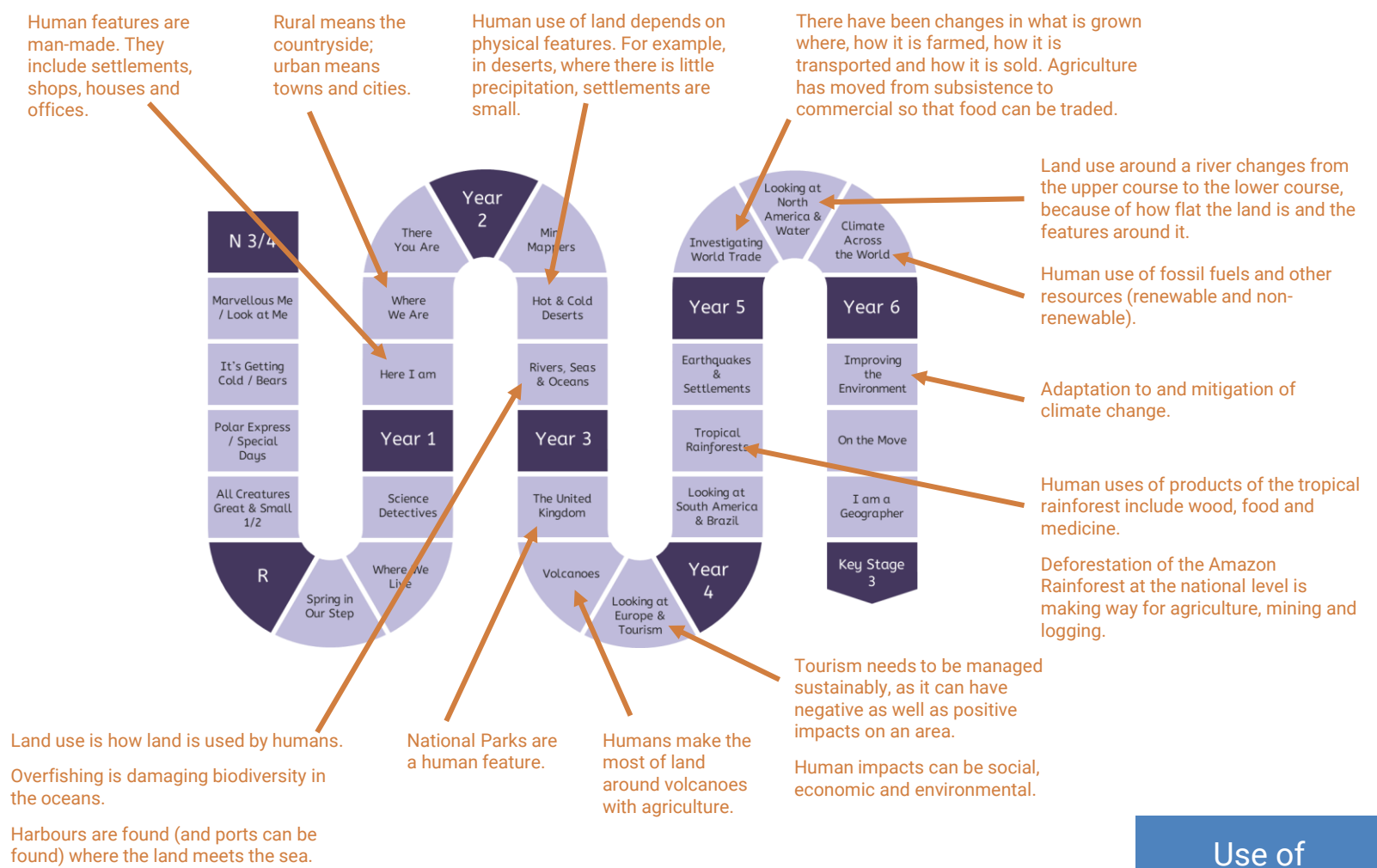


Progression in Geography



- Vertical Concepts
- Human Processes
- Physical Processes
- Space & Place
- Procedural Knowledge
- Disciplinary Knowledge
- Enquiry & Fieldwork
- Comparisons
- Interconnections
- Forming Judgements
- Decision Making



Use of Resources

Progression in Geography



- Vertical Concepts
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Settlements can be villages, towns or cities, depending on their size.

The population of rural areas is smaller than that of urban areas.

Settlements are generally permanent, but some people assume nomadic lifestyles and do not live in a fixed place.

Population density as a result of climate zones.

Geographical features include villages, towns and cities.

Settlements can be hamlets, villages, towns and cities, depending on their size.

Human impacts can be social, economic and environmental.

Indigenous people are the first people who lived in the place and the generations of their people who came after, such as the Kayapo people in the Amazon Rainforest.

Maslow's hierarchy of needs shows what humans need to survive and thrive

Migration is the process of moving from one place to another. It does not have to be between countries, but when it is, it is called immigration (in) or emigration (out).

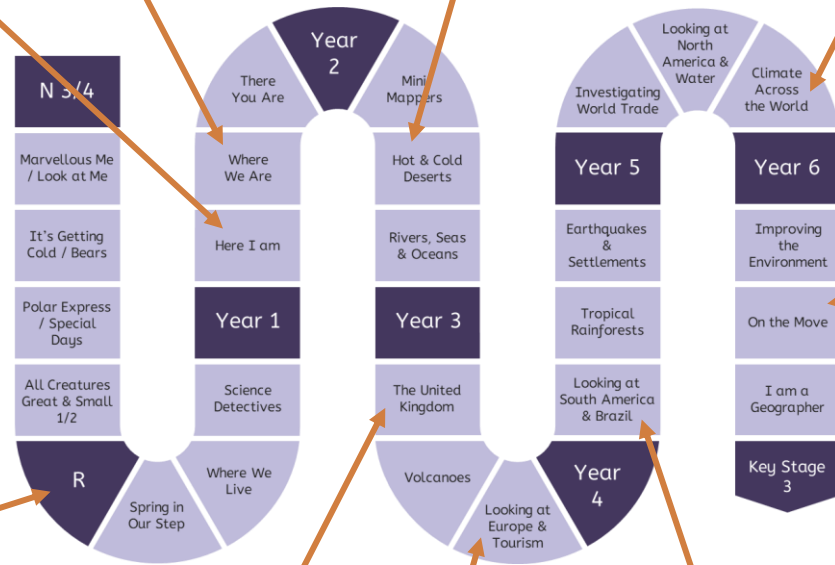
People migrate because of push and pull factors.

Voluntary migration usually happens because of economic or social factors.

Forced migration happens as a result of life-threatening events, such as conflict or physical disasters.

Asylum seekers are people who are forced to leave their country. They apply for asylum and, if it is accepted, they are granted refugee status. Refugees are given international protections and support in settling in a different country.

Human settlements change or develop based on external factors (both human and physical).



Population & Communities

Progression in Geography



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Rural areas include farmland. This can be for either pastoral or arable farming.

There are poorer and wealthier areas in every city.

Countries in the world can be classified as low-, medium- or high-income countries (LIC, MIC, HICs). They appear on all continents.

People can be employed in different industries and sectors including primary, secondary, tertiary and quaternary.

HICs, MICs and LICs tend to have primary, secondary, tertiary and quaternary industries at different levels.

Trade is the process of buying and selling goods. Imports are goods that are brought into the country. Exports are goods that are traded out of the country.

Fairtrade is a way of making sure that farmers are paid a fair price for the food they grow.

Economic aspects of climate change mitigation and adaptation.

Agriculture is the word used to describe the practice of farming.

Land use can be for economic uses, including agriculture, factories and leisure.

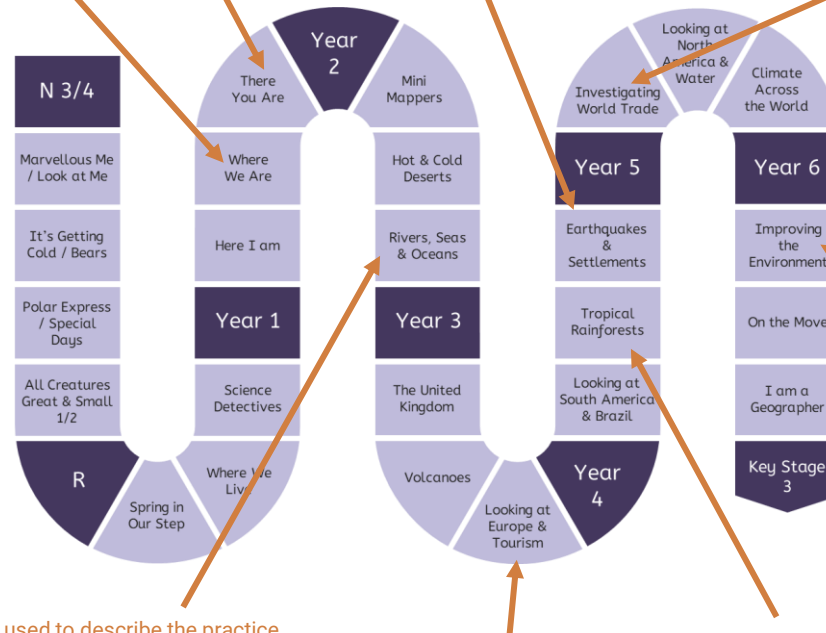
Ports are places where goods to be traded are unloaded and loaded.

Humans use seas and oceans for economic and leisure uses. The main economic use is trade.

Tourism is the business of supporting and encouraging people to visit a place for fun.

Human impacts can be social, economic and environmental.

Rio de Janeiro is one of the largest cities in Brazil. Some of its population live in favelas (makeshift settlements), but there are also wealthy areas that are popular with tourists.



Economy & Development

Progression in Geography



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We live on the **Earth**. **Physical features** occur in nature and include rivers, forests, **soil** and hills.

Coastal areas are areas of land that are near the sea. Features in coastal areas include beaches, **cliffs** and the sea or the **ocean**.

Features of **hot deserts** include rocks, **sand dunes** and **oases**. Features of **cold deserts** include **mountains** and **ice sheets**.

Examples of natural resources include wood, food, water and **fossil fuels**. Fossil fuels are materials made from fossils over millions of years, like coal and oil. Humans use these to run cars and electrical items. Natural resources are unevenly distributed across the world and can be **renewable** or **non-renewable** (finite).

Describing the natural things in our local area.

Geographical features include **beaches, hills, forests, rivers** and **seas**.

Science: Some plants grow in **soil**.

Rivers, **lakes**, seas and oceans are all bodies of water.

Rivers travel from **highland** areas (the **source**) to **lowland** areas (the **mouth**).

Physical features around rivers include **valleys, mountains, hills** and **vegetation**.

Science: Much of the solid surface of the Earth is covered in **soil**, which is a mixture of pieces of rock of various sizes and the remains of organisms. Some soil also contains air, water and nutrients. There are three main kinds of rocks, **igneous, sedimentary** and **metamorphic**, with different compositions and properties.

There are several **mountain ranges** in the UK.

Physical regions of South America.

The **upper course** of a river is in high, mountainous ground and the river is narrow and fast-flowing; the **lower course** of a river is in low, flat ground and the river is wide and slow-flowing; the **middle course** is between the two.

Rivers **erode, transport** and **deposit** to form **waterfalls, meanders** and **floodplains**.

Use of fossil fuels to create plastics, and the effects this can have on the Earth.

Physical regions are identified by the climate, land height and other physical features.

The Earth has four layers. Its upper layer of **tectonic plates** moves.

Shield and **composite volcanoes** can form at plate boundaries, which produce lava, pyroclastic flows, ash clouds and lahars.

Soil is rich with nutrients around volcanoes.

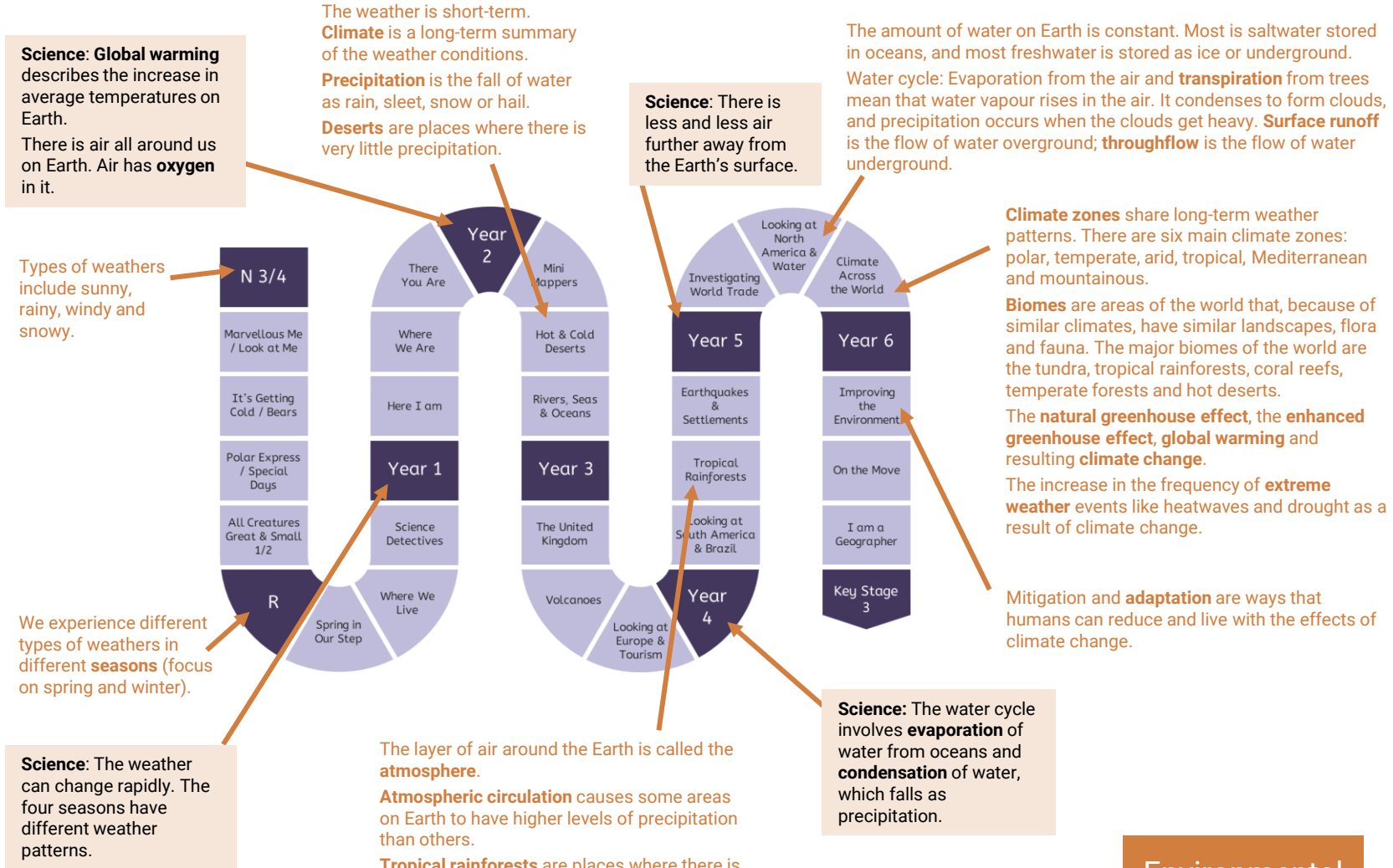


Geology & Earth Science

Progression in Geography



- Vertical Concepts
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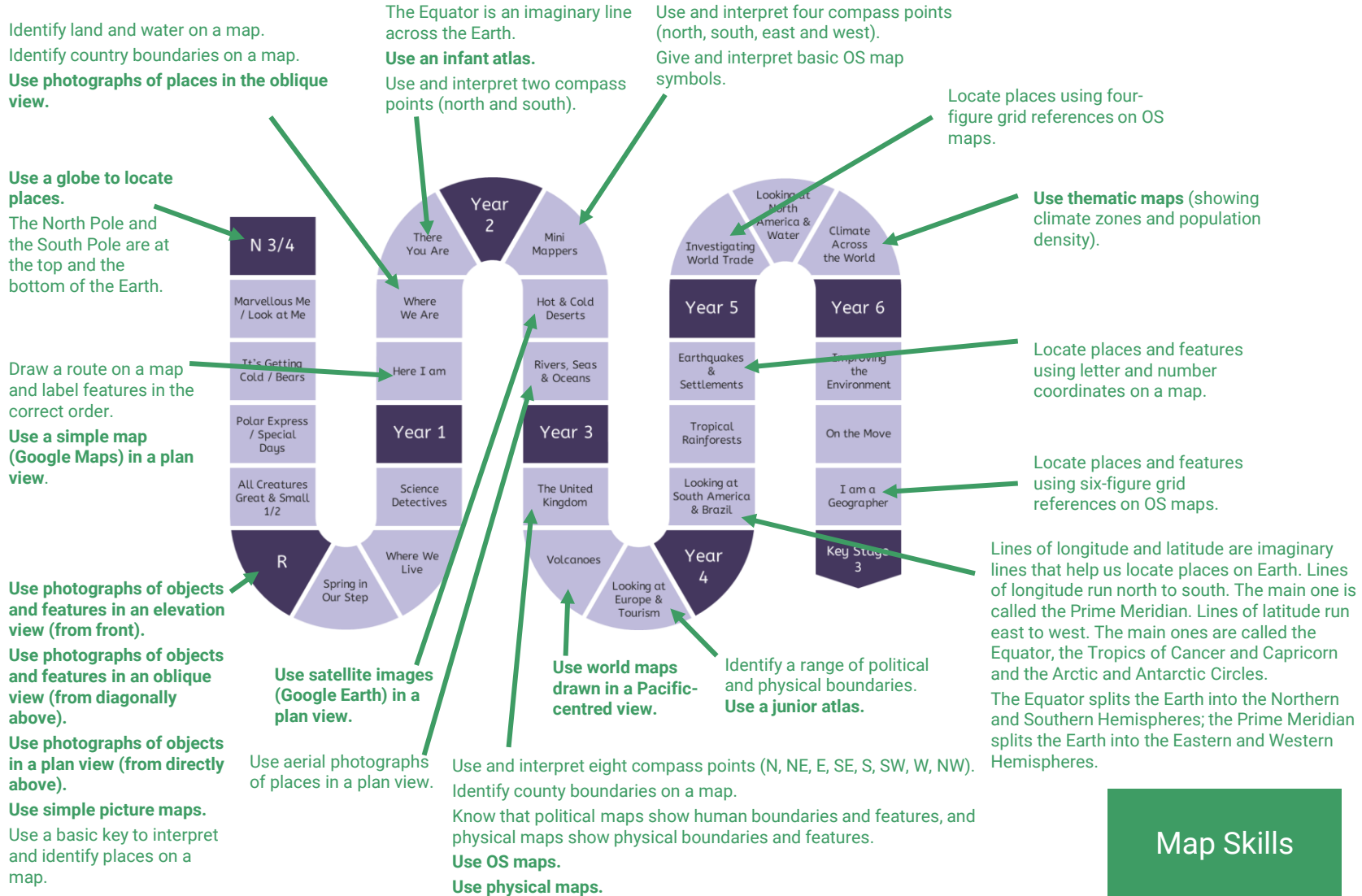


Environmental Science

Progression in Geography



- Vertical Concepts
- Human Processes
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Map Skills

Progression in Geography



- Vertical Concepts
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Recognise that our home, our school and our community are at the local scale.
Interpret and give locations and directions using the language of left, right, near and far.

Recognise that our home, our school and our community are at the local scale, while the UK and other countries are at the national scale.

Recognise that our home, our school and our community are at the local scale; the UK and other countries are at the national scale; and continents are at the global scale.

Draw routes between locations on the playground on squared paper using a scale of 1 square : 1 pace (or 1 metre, if pupils have learned this in mathematics by this stage in Y2).

Draw a sketch map of a route with an approximate scale and features in the correct order.

Know that a scale is used to show size proportionally.

Calculate distances on a map using a scale (1 unit : 1, 2, 4, 5 or 10 units).

Draw an object (trees in the tropical rainforest) to scale.

Draw a basic map to scale (1 unit : 1, 2, 4, 5 or 10 units).

Say whether a map is at the local, national or global scale.
Spatially match locations on maps of different scales.

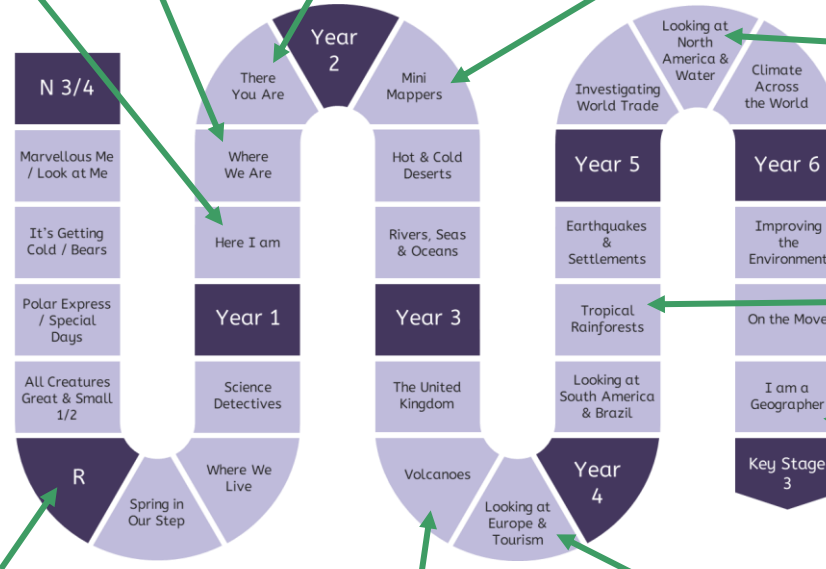
Use prepositions (e.g. bigger/smaller; nearer/further) to describe and interpret locations.

Use directional language (not left and right) to describe and interpret directions.

Recognise that drawings are not the same size as features in real life.

Draw round objects to make a plan view of them, and identify objects from a plan photograph/drawing of them.

Recognise that world maps can be drawn from different perspectives, and that different perspectives are useful for different tasks.

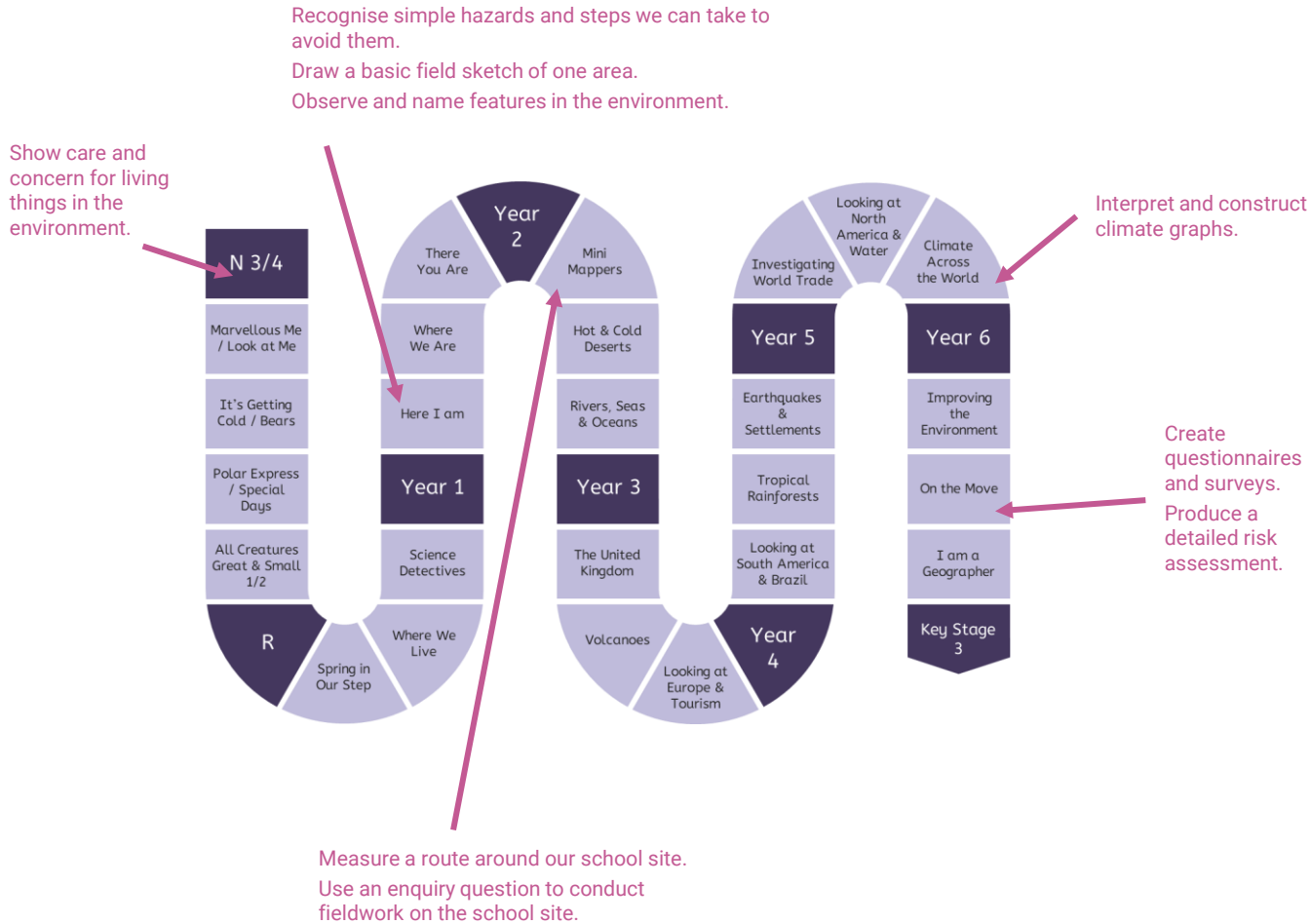


Scale & Perspective

Progression in Geography



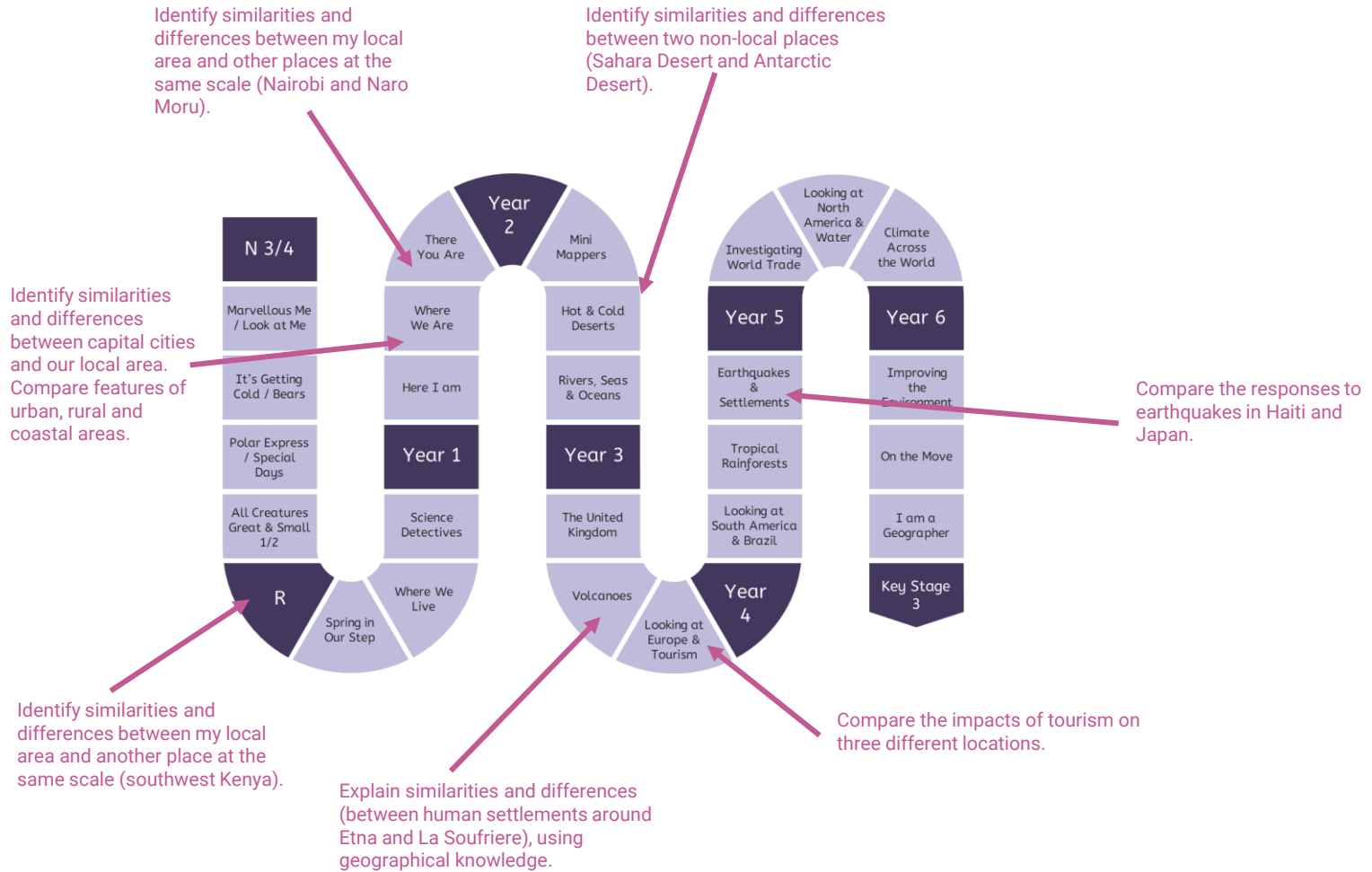
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Progression in Geography



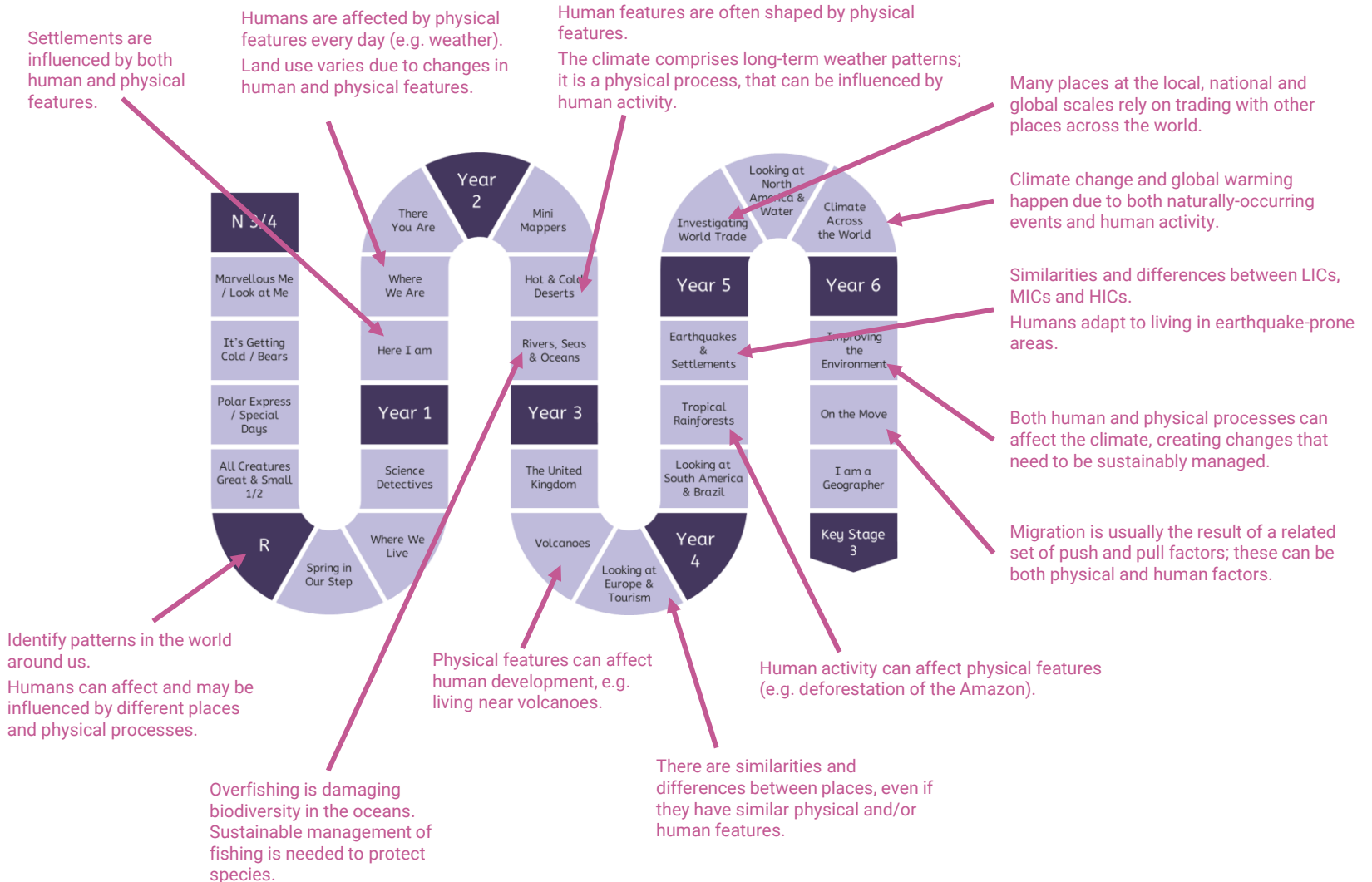
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Progression in Geography



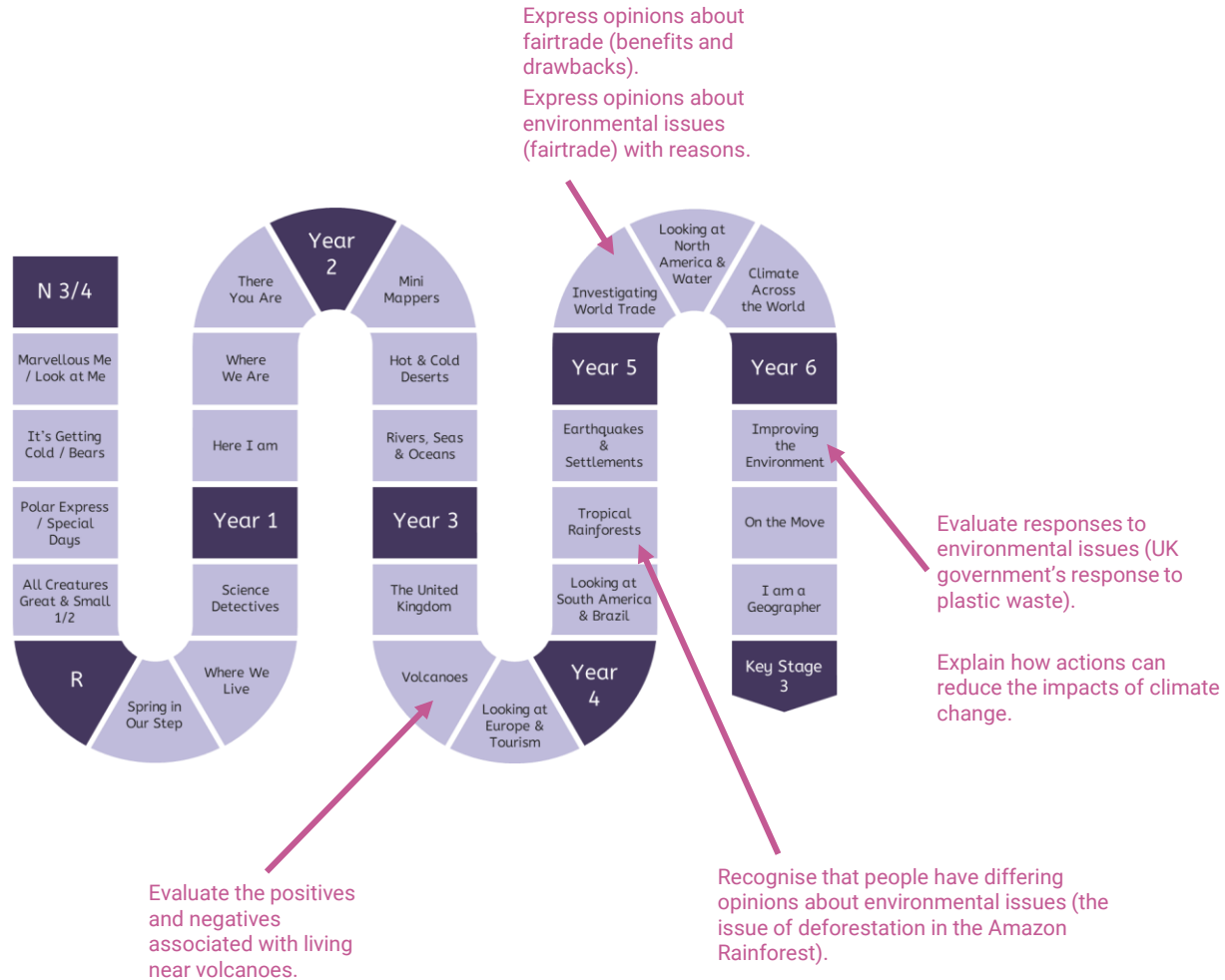
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Progression in Geography



- Vertical Concepts
- Human Processes
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Alignment with the National Curriculum (KS1)



The below table outlines where the statutory content from the National Curriculum is first taught across KS1. The curriculum has been sequenced so that much of the content is reviewed in subsequent units.

Locational knowledge

Name and locate the world's seven continents and five oceans

Y1 Sum: There you are

Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Y1 Spr: Where we are

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

Y1 Sum: There you are

Human and physical geography

Identify seasonal and daily weather patterns in the United Kingdom

Y1 Aut2 Science: Seasonal changes

Identify the locations of hot and cold areas of the world in relation to the Equator and the North and South Poles

Y2 Spr: Hot and cold deserts

Use basic geographical vocabulary to refer to:

- Key physical features, including: beaches, cliffs, coasts, forests, hills, mountains, seas, oceans, rivers, soil, valleys, vegetation, seasons and weather
- Key human features, including: cities, towns, villages, factories, farms, houses, offices, harbours and ports

Y1 Aut: Here I am

Y1 Spr: Where we are

Y2 Sum: Rivers, seas and oceans

Geographical skills and fieldwork

Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage

Y1 Sum: There you are

Y2 Sum: Rivers, seas and oceans

Use simple compass directions (north, south, east and west)

Y2 Aut: Mini mappers

Use locational and directional language (for example, near and far; left and right), to describe the locations of features and routes on a map

Y1 Aut: Here I am

Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features

Y2 Sum: Rivers, seas and oceans

Devise a simple map; use and construct basic symbols in a key

Y2 Aut: Mini mappers

Use simple fieldwork and observational skills to study the geography of the school and its grounds and the key human and physical features of its surrounding environment

Y1 Aut: Here I am

Y2 Aut: Mini mappers



Alignment with the National Curriculum (KS2)



Locational knowledge

Locate the world's countries, using maps to concentrate on their environmental regions, key physical and human characteristics, countries and major cities:

- Europe
- North America
- South America

Y3 Sum: Looking at Europe and tourism
Y5 Aut: Investigating world trade
Y4 Aut: Looking at South America and Brazil

Name and locate countries and cities of the United Kingdom, geographical regions and their identifying 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

Y3 Aut: UK
Y5 Spr: Looking at North America and water

Identify the position and significance of latitude, longitude, the Equator, the Northern Hemisphere, the Southern Hemisphere, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles and the Prime Meridian

Y4 Aut: Looking at South America and Brazil

Place knowledge

Understand geographical similarities and differences through the study of the 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

Y5 Spr: Looking at North America and water

Human and physical geography

Describe and understand key aspects of physical geography, including:

- Climate zones, biomes and vegetation belts
- Rivers
- Volcanoes
- Mountains
- Earthquakes
- The water cycle

Y5 Sum: Climate across the world
Y5 Spr: Looking at North America and water
Y3 Spr: Volcanoes
Y3 Aut: UK
Y4 Sum: Earthquakes & settlements
Y5 Spr: Looking at North America and water

Describe and understand key aspects of human geography, including:

- Types of settlements and land uses
- Economic activity including trade links
- Distribution of natural resources including energy, food, minerals and water

Y3 Aut: UK
Y5 Aut: Investigating world trade
Y5 Sum: Climate across the world
Y5 Spr: Looking at North America and water

Geographical skills and fieldwork

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

[See the last column in Disciplinary Knowledge to see when each map type is introduced]

Use the eight compass points

Y3 Aut: UK

Four-figure grid references

Y5 Aut: Investigating world trade

Six-figure grid references

Y6 Sum: I am a geographer

Symbols and key (including OS maps)

Y3 Aut: 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, graphs and digital technologies

Y2 Aut: Mini mappers
Y6 Sum: I am a geographer

