



RADDLEBARN PRIMARY SCHOOL PROGRESSION IN GEOGRAPHY



Year Group Area of Study	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Resources
Locational knowledge	<p>Early Learning Goals - Past and Present. People, Culture and Communities. The Natural World.</p> <p>Local environment focus.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p><i>Vocabulary- environment, nature, plant life, wildlife, recycling</i></p>	<p>Where we live, identification of the UK as an island.</p> <p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p><i>Vocabulary- island, United Kingdom, England, Birmingham, Selly Oak, natural</i></p>	<p>The countries which make up the UK.</p> <p>Our surrounding area- city-wise.</p> <p><i>Vocabulary- country, city, capital, countryside,</i></p>	<p>UK as a whole, regions and areas.</p>	<p>Changes in the UK, geographic and environmental regions. As well as land use and it's changes over time. (link to History)</p>	<p>Continents of the world. Locate the world's countries.</p> <p><i>Vocabulary- Northern hemisphere, Southern hemisphere, Arctic and Antarctic.</i></p>	<p>The world from space locate on range of atlases and maps.</p> <p>Comparison between two European countries.</p> <p><i>Vocabulary- Latitude, longitude, time zones, Greenwich Meridian.</i></p>	<p>Looking at the globe as a whole, summarise perspectives.</p> <p><i>Vocabulary- The tropics of Cancer and Capricorn.</i></p>	<p>Atlases for each class (Oxford First atlas for KS1)</p>
Place knowledge	<p>Introduced to flags of the world.</p> <p>Identification of the flag of the UK well as flags from children's homes.</p> <p><i>Vocabulary- world, globe, flags, patterns, colour</i></p>	<p>Look at different terrains and the ones surrounding us.</p> <p>Recognise some environments that are different from the one in which they live.</p>	<p>Physical features of our country.</p> <p>Compare features to those in a country outside the UK.</p> <p><i>Vocabulary- cities, buildings, rivers, waterways, transport, mountains, beaches, hills, forests,</i></p>	<p>Continents and Oceans of the world</p>	<p>Landscapes of Britain. Physical and Human Geography.</p>	<p>Select different areas of the world referring to continents and countries and the weather patterns experienced. Go into more depth and reasoning why</p>	<p>Identifying Europe on the map and zoning into the UK and Finland. Discuss the hemisphere they reside in.</p>	<p>Comparing environments and the reasons for this.</p>	<p>Country artefacts and key objects</p> <p>Flags of the world</p>

		Vocabulary- <i>environment, hot, cold, wet, dry, dark, bright, sandy, snowy,</i>	<i>woodlands, crops, wildlife</i>			these patterns exist.			
Human and Physical Geography	<p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Vocabulary-<i>world, globe, culture,</i></p>	<p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Understand the effect of changing seasons on the natural world around them.</p> <p>Vocabulary- <i>Autumn, Winter, Spring, Summer</i></p>	<p>Climate and seasonal changes linked to Science.</p> <p>Physical-<i>beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</i></p> <p>Human-<i>city, town, village, factory, farm, house, office, port, harbour and shop.</i></p>	<p>Differences in climates across the world</p> <p>Physical-<i>Equator, north and south poles. Ocean, sea, mountain, cliff, valley.</i></p>	<p>Man-made landscapes and the impact on the environment</p> <p>Physical- <i>rivers, mountains etc.</i></p> <p>Human- <i>land use.</i></p>	<p>Extreme weather patterns and the human geography impact</p> <p>Physical- <i>climate zones, volcanoes, earth quakes, natural disasters and water cycle.</i></p> <p>Human- <i>human impact on natural resources.</i></p>	<p>Two local studies of different areas</p> <p>Physical- <i>climate zones, a physical features of the land.</i></p> <p>Human- <i>economic activity including trade links, use of natural resources.</i></p>	<p>Zone into areas to look at how the globe shows use human and physical features of our world.</p> <p>Physical-<i>biomes and vegetation belt.</i></p> <p>Human: <i>Types of settlement and land use, Distribution of natural resources.</i></p>	<p>Aerial photos of different areas</p> <p>Now and Then photos</p>
Geographical skills (map and atlas focus) and enquiry	<p>Show the children a globe and refer to it as such as well as explaining that this is planet earth, this is where we live.</p> <p>Study- focusing on the local environment</p> <p>Vocabulary- <i>globe, world, humans, life, planet earth</i></p>	<p>Looking at our world on an atlas.</p> <p>Discuss the landmass and water on the planet.</p> <p>Vocabulary- <i>landmass, ocean, sea, atlas, map, globe, world, planet earth</i></p>	<p>Create a map of the school and using a basic key. Follow a route on a map (local area.)</p> <p>Use directional language such as left, right, forwards, backwards etc.</p> <p>Use of aerial photos to identify local areas.</p> <p>Use of an atlas to identify the countries that make up the UK.</p> <p>Use basic observational skills.</p>	<p>Use world maps and atlases to identify the UK and it's countries, as well as the countries, continents and oceans of the world.</p> <p>Use maps to locate the capital cities of the UK.</p> <p>Use a globe to identify the hot and cold areas of the world- equator, north and south poles.</p>	<p>Maps and surveys of the UK. Focusing on different cities and areas of the country. Looking at our country from different perspectives.</p> <p>Use of aerial photos and range of maps OS and digital.</p> <p>Create a map for a short route taken with features in current order. Standard symbols used on a map.</p>	<p>Locate places on a map in a variety of scales. Begin to use an 8 figure and 4 figure grid references.</p> <p>Ask Geographical questions. Use a simple database to present findings from fieldwork. Record findings from studies.</p>	<p>Compare maps with aerial photos. Begin to use maps for other purposes such as temperature.</p> <p>Use 8 figure compasses and 6 figure grid references.</p> <p>Follow a short route on an OS map. Describe the features of an OS map.</p>	<p>Use atlases to find out data about other places. Use 8 figure compasses and 6 figure grid references. Use lines of longitude and latitude on a map.</p> <p>Draw a variety of thematic maps based on own data. Draw a sketch map using symbols and a key. Use and recognize OS map symbols regularly.</p>	<p>Compasses</p> <p>Maps of the local area</p> <p>Ancient and Modern maps</p>

			<p>Ask and respond to basic Geographical questions. Use a pro-forma to collect data.</p>	<p>Simple compass directions taught (north, south, east, west.) Use basic observational skills. Ask and respond to basic Geographical questions. Use a pro-forma to collect data.</p>	<p>Draw an annotated sketch on an area including labels. Locate a position of a photo on a map.</p> <p>Ask Geographical questions. Use a simple database to present findings from fieldwork. Record findings from studies.</p>				
--	--	--	--	---	--	--	--	--	--