

# Lower Peover C of E Primary School

## Progression in Geography under the 2014 National Curriculum

### Key Stage 1



Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

#### **Pupils should be taught to:**

##### **Location knowledge**

- name and locate the world's seven continents and five oceans
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

##### **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

##### **Human and physical geography**

- 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
  - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

##### **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
- use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right) to describe the location of features and routes on a map
- 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 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

## Key Stage 2

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical tools and skills to enhance their locational and place knowledge.

### Pupils should be taught to:

#### Location knowledge

- 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
- name and locate counties 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
- 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 Meridian and time zones (including day and night)

#### Place knowledge

- 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

#### Human and physical geography

- 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**

#### Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass, four and six-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
- 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 Stage 1		Lower Key Stage 2		Upper Key Stage 2	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Location and place knowledge</b>	<ul style="list-style-type: none"> <li>• Name, study and describe geography of the school and grounds.</li> <li>• Know the four countries that make up the United Kingdom.</li> <li>• Find where they live on a map of the UK.</li> <li>• Name the sea that surround the UK.</li> <li>• Recognise the United Kingdom in weather forecasts.</li> </ul>	<p>Demonstrate a developing knowledge about their locality</p> <ul style="list-style-type: none"> <li>• Have secure knowledge on features of a village, town and city.</li> <li>• Name the capital cities of England, Scotland, Northern Ireland and Wales.</li> <li>• Name and locate the world's seven continents.</li> <li>• Name the world's oceans and find them on a map and atlas.</li> <li>• Point out where the equator, North and South Pole are on a globe and atlas.</li> <li>• Know that the UK is in Europe and locate it on a map.</li> <li>• Find Asia on a map and the area that they are focusing on</li> </ul>	<ul style="list-style-type: none"> <li>• Develop knowledge about a Cheshire by visiting to conduct a fieldwork enquiry.</li> <li>• Know where the Peover Eye (local river) starts and ends.</li> <li>• Find Northwich and Lower Peover on a map of Cheshire</li> <li>• Locate where Liverpool is on a map</li> <li>• Name and develop knowledge of the geographical regions of the UK, e.g. SE, NW, Highlands, Lake District, West Country.</li> <li>• Name and locate some of the major hills, mountains and rivers on a blank baseline map of the UK</li> <li>• Understand how types of coasts and mountains are linked to rocks in the area (link to Y3 Science unit)</li> </ul>	<ul style="list-style-type: none"> <li>• Able to name and locate a few counties and cities of the UK</li> <li>• Identify geographical regions of the UK and their identifying human and physical characteristics</li> <li>• Know the difference between British Isles, Great Britain and UK.</li> <li>• Locate the tropics of Cancer and Capricorn.</li> <li>• Compare one UK region (Northwest) with one region in Kenya, Africa.</li> <li>• Describe geographical differences between the UK region and regions overseas</li> <li>• Name and locate some of the countries of the chosen continent</li> <li>• Describe a range of environmental regions within Africa</li> </ul>	<ul style="list-style-type: none"> <li>• Can name and locate countries and key cities, main rivers and mountains of the chosen continent using an atlas and can transfer to a blank</li> <li>• Can explain why a place in the chosen continent has changed over time</li> <li>• Can describe all the different environmental regions within the chosen continent</li> <li>• Understand how environmental conditions provided challenges to overcome or potential to thrive for settlements or a past society</li> <li>• Can draw lines in approximately the correct place for the equator and Arctic/Antarctic circles on a flat map of the world or on a balloon globe</li> <li>• Aware of other "imaginary lines" and can label Tropics of Cancer and Capricorn</li> </ul>	<ul style="list-style-type: none"> <li>• Name and locate all the cities &amp; counties of the UK.</li> <li>• Know more about the geographical regions of the UK and their identifying physical and human characteristics (trade and economy), as well as the key topographical features including mountains and rivers</li> <li>• Explain how aspects have changed over time.</li> <li>• Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a region within N. and S. America</li> <li>• Give reasons for differences between the regions</li> <li>• Can name, label and locate some of the countries of the chosen continent</li> <li>• Describe in writing, supported by an annotated map, all the different environmental regions within chosen continent, using Y6 level of geographical and scientific vocabulary</li> <li>• Identify position and significance of latitude, longitude, equator, N/S Hemisphere, Tropics of Cancer/Capricorn,</li> </ul>

			<ul style="list-style-type: none"> <li>• Name and locate some of the major hills, mountains and rivers on a blank baseline map of the UK</li> <li>• Understand how types of coasts and mountains are linked to rocks in the area (link to Y3 Science unit)</li> <li>• Name main rivers in Europe and find them on a map of Europe for comparison</li> <li>• Locate the Northern and Southern Hemisphere</li> </ul>		<p>in the correct hemisphere</p> <ul style="list-style-type: none"> <li>• Study one region of one of the continents listed – study a region within Italy (Rome) and Antarctica</li> <li>• Compare with a region in the UK and in Europe: Recognise geographical features which are the same in the 3 places</li> </ul>	Arctic/Antarctic Circle and time zones within the context of this continent
Challenge	<ul style="list-style-type: none"> <li>• Can they name some other towns and cities in England?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they name and locate some countries in Asia?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they name and locate some countries in Europe?</li> </ul>	<ul style="list-style-type: none"> <li>• can they name and locate some of the capital cities of the countries of the chosen continent (Africa)?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they draw the approximate position of the Prime Greenwich meridian on a baseline map of the world (without using an atlas) and know its significance for the rest of the world?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they name and locate all countries of North and South America?</li> </ul>

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Human and physical geography</b>	<ul style="list-style-type: none"> <li>• Know their own address</li> <li>• Describe a locality (Lower Peover) using their own words.</li> <li>• Use appropriate terms to identify human features in the local area: city, town, village, factory, farm, house, office, port, harbour and shop.</li> <li>• Name some similarities and differences between a village, town and city - Lower Peover, Knutsford and Manchester.</li> <li>• Describe different weather conditions in the school grounds in different seasons.</li> <li>• Explain why people talk so much about the weather and why we need weather forecasts.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe some human and physical features of own locality.</li> <li>• Explain what facilities a village, town and city might need.</li> <li>• Describe a place outside of Europe using their own words.</li> <li>• Compare Lower Peover to a non-European village, explaining the different human and physical features.</li> <li>• Study simplified temperature data and compare for Arctic, Antarctic and other places lying on the equator.</li> <li>• Describe the key features of a place using words like, beach, coast, forest, hill, mountain, ocean valley.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the human and physical features on photographs of the earliest cities; recognise the importance of rivers for the earliest settlements (both in the UK and across Europe)</li> <li>• Label parts of the river with the appropriate terms, e.g. source, tributary, mouth or delta.</li> <li>• List the advantages of cities being established on the banks of a river (for easiest travel, trade, irrigating crops, fishing, water supply, waste disposal, spiritual reasons)</li> <li>• Understand processes that give rise to key physical and human geographical features (UK examples only at this stage)</li> <li>• Explain how humans changed landscapes over time from prehistoric times</li> <li>• Show how physical and human features seen in fieldwork are interdependent, how they bring about spatial variation/change over time (e.g. settlements, meanders change, floods, oxbow lake)</li> </ul>	<ul style="list-style-type: none"> <li>• Describe and understand a selected key aspect of physical geography in local area and foreign region (vegetation and climate)</li> <li>• Compare the two regions using the key aspects of physical geography, e.g. climate, vegetation, rivers and the water cycle</li> <li>• Describe how the two regions have changed over time using appropriate geographical vocabulary to describe the processes and features</li> <li>• Describe and understand key aspects of physical geography, e.g. climate, vegetation belts, rivers, mountains and the water cycle</li> <li>• Understand the interaction between physical and human processes and the formation and use of landscapes and environments, e.g. UK rivers</li> </ul>	<p>Locate and describe the most significant physical and human features of Europe</p> <ul style="list-style-type: none"> <li>• Describe and understand key aspects of physical geography of chosen continent, including: climate zones, biomes and vegetation belts, rivers, etc focusing on Italy (recapping previous years)</li> <li>• List the main, natural resources of the continent and explain land uses</li> <li>• Can describe and understand how key aspects of physical and human geography influenced the location and growth of cities and other types of settlement in the past</li> <li>• Explain how volcanoes form and locate sites of recent earthquakes on a map of the continent using <a href="http://earthquaketrack.com">http://earthquaketrack.com</a></li> <li>• Describe and understand differences and similarities in physical geography (e.g. climate, vegetation, volcanoes and earthquakes, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Confidently use and apply vocabulary from other subjects such as Maths, English and Science when describing geographical features or processes</li> <li>• Describe and understand continent's key aspects of physical geography using precise geographical vocabulary</li> <li>• Describe and understand continent's key aspects of physical geography using precise geographical vocabulary</li> <li>• Can compare the three regions using the key aspects of human geography, e.g. types of settlement, land use, economic activity, trade, natural resources, etc.</li> <li>• Describe how the regions have changed over time using appropriate geographical vocabulary</li> <li>• Study how land use, economic activity, trade links and the</li> </ul>

			<ul style="list-style-type: none"> <li>• Describe how rivers can change over time</li> <li>• Uses precise geographical words when describing geographical places, features and processes, e.g. erosion, deposition, cliff, bay, industry, region raw material</li> </ul>	<ul style="list-style-type: none"> <li>• Describe key aspects of the UK's human geography (e.g. distribution of natural resources including energy, food, minerals and water)</li> <li>• Identify and describe the most significant physical and human features of the chosen continent</li> <li>• Can describe and understand key aspects of physical geography of the continent, including: climate zones, vegetation belts, rivers, mountains, etc.</li> <li>• Can list the main natural resources of the continent, e.g. energy, food, minerals and water</li> </ul>		<p>distribution of natural resources influenced the growth of cities over time</p> <ul style="list-style-type: none"> <li>• Can describe and understand key aspects of human geography, including types of settlement, economic activity and trade links</li> </ul>
<b>Challenge</b>	<ul style="list-style-type: none"> <li>• Can they name key features associated with a town or village, e.g., factory, detached house, semi-detached house, terrace house?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they name some famous human and physical features of UK capital cities?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they explain why a locality has certain physical features?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they explain how a locality has changed over time with reference to physical features?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they explain what a place (open to environmental and physical change) might be like in the future, taking account of physical features?</li> </ul>	<p>Do they understand the term sustainable development? Can they use it in different contexts? Can they explain how human activity has caused an environment to change?</p>
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
	<ul style="list-style-type: none"> <li>• Talk about a map of the school grounds</li> <li>• Draw a simple picture map of the school grounds</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and record physical and human features during</li> </ul>	<ul style="list-style-type: none"> <li>• Use Ordnance Survey maps to study an area</li> <li>• Develop knowledge about a Cheshire by</li> </ul>	<ul style="list-style-type: none"> <li>• Interpret a range of sources of geographical information (maps,</li> </ul>	<ul style="list-style-type: none"> <li>• Collect, analyse and communicate with a range of data for the chosen continent</li> </ul>	<ul style="list-style-type: none"> <li>• Use atlases to find out more about the UK (including counties and cities)</li> </ul>

<p><b>Geographical skills and field work</b></p>	<ul style="list-style-type: none"> <li>• Understand and use simple compass directions (N, S, E, W)</li> <li>• Use directional language (e.g. near and far, left and right)</li> <li>• Use world maps, atlases and globes to identify and recognise the UK.</li> <li>• Start to recognise that not all places are the same as the area in which they live</li> <li>• Can explain a few similarities and differences between places in different parts of the world</li> <li>• Use simple fieldwork/observational skills to study local area to compare to images of the contrasting place</li> </ul>	<p>fieldwork using sketches</p> <ul style="list-style-type: none"> <li>• Use world maps, atlases and globes to identify the UK and its countries, continents and oceans.</li> <li>• Locate UK countries on a plain base map.</li> <li>• Place UK capital city names in the correct place on a plain base map</li> <li>• Use 4 compass points to describe location of the cities, e.g. Cardiff is west of London, Edinburgh is north, etc</li> <li>• Use a variety of maps, atlases &amp; globes to identify the continents and oceans.</li> <li>• Understand the purpose of maps.</li> <li>• Locate the equator, North and South Pole on the globe.</li> <li>• Use secondary sources to investigate the world: Websites, photographs, stories, film.</li> </ul>	<p>visiting to conduct a fieldwork enquiry</p> <ul style="list-style-type: none"> <li>• Interpret OS symbols for mountains, coasts, rivers, contour lines and identify on maps</li> <li>• Apply understanding of maps when using Mapzone GIS Missions on flood damage or wind farms as follow up to fieldwork visit – Anderton Boat Lift</li> <li>• Observe / record and describe the location of features in relation to each other in terms of the 8 compass points</li> <li>• Use four figure grid references to locate specific features of rivers, coasts and mountains</li> <li>• Use atlases to locate postcards/pictures of landscape features on a UK map</li> <li>• Annotate blank maps of the UK, drawing and naming major regions, mountains, hills, rivers and some coastal types</li> <li>• Recognise landmarks and physical and human features on aerial photographs and corresponding OS maps, e.g. Identify Iron Age hill forts and</li> </ul>	<p>diagrams, globes, aerial photographs) to investigate two chosen regions</p> <ul style="list-style-type: none"> <li>• Compare the two regions using maps and drawing their own research</li> <li>• Combine information from different sources to build up explanations</li> <li>• Interpret, understand and use OS symbols to identify key physical and human features on UK maps</li> <li>• Use and understand simple grids with letters and numbers and 4 figure grid references to locate specific features in games</li> <li>• Uses an atlas efficiently to support recognition of all the countries and major rivers of the continent – Africa</li> <li>• Uses atlases, digital mapping and aerial views to describe key physical and human characteristics of the chosen continent</li> </ul>	<ul style="list-style-type: none"> <li>• Present fieldwork findings in a variety of ways using and applying English and Maths skills</li> <li>• Interpret time zones and use in calculations</li> <li>• Use a range of sources of geographical information maps, atlases, digital/computer mapping to describe what places were like then and now</li> <li>• Use maps and photographs to identify the different environmental regions of the continent, its volcanoes and earthquakes and refer to the lines of latitude</li> <li>• Know directions in neighbourhood using 8 compass points to certain features from a given point</li> </ul>	<ul style="list-style-type: none"> <li>• Interpret a range of geographical sources, e.g. maps and aerial photographs, to find information about the UK</li> <li>• Can follow route on 1:50.000 OS map on a visit and align map with route during a visit or local walk</li> <li>• Use and understand different types of maps, e.g. projections, relief, thematic maps, and realise how the purpose of a map, scale, symbols and style are related</li> <li>• Confidently use OS symbols and 6 figure grid references on maps to describe what a place is like before it is visited in person</li> <li>• Can use 1:10 000 and 1:5000 Ordnance Survey maps, understand their uses and use scale bar on maps</li> <li>• Can draw a detailed sketch map using symbols and a key</li> <li>• Use an atlas efficiently to support</li> </ul>
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		<ul style="list-style-type: none"> <li>• Draw a symbol map of school grounds and construct basic symbols in a key.</li> <li>• Use simple compass directions and locational and directional language to describe the location of features and routes on a map.</li> <li>• Annotate physical and human features on aerial photographs using correct geographical vocabulary</li> <li>• Find information from maps or aerial photographs</li> <li>• Label a diagram or photograph using some geographical words</li> </ul>	<p>explain why they would choose this location</p> <ul style="list-style-type: none"> <li>• Use symbols within four figure grid references to identify physical and human features on OS maps 1:50000 and 1:25000</li> </ul>			<p>recognition of the countries, cities and major rivers of the continent and can transfer to an outline base map</p>
<p>Challenge</p>	<ul style="list-style-type: none"> <li>• Can use a simple map to get from one place to another</li> </ul>	<ul style="list-style-type: none"> <li>• Can they plan the shortest route to get to the village?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they explain why settlements are close to rivers?</li> </ul>	<ul style="list-style-type: none"> <li>• Can apply map skills to one of the GIS missions on Mapzone website?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they use 6 figure grid references to locate some volcanoes on a map?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they interpret and use geographical resources to describe key human and physical characteristics (eg all the different environmental regions and major cities)</li> </ul>



<b>Geographical Enquiry</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
	<ul style="list-style-type: none"> <li>• Use their senses to observe places in and around the school</li> <li>• Observe and discuss different houses and buildings around the school</li> <li>• Use smiley/sad faces to express opinions on maps</li> <li>• Think of good questions to ask about their locality and explain what they like and don't like.</li> <li>• Start to answer some questions, using different resources, such as books and atlases.</li> </ul>	<ul style="list-style-type: none"> <li>• Use first-hand observational skills and simple field work skills to study key features about their locality.</li> <li>• Ask and respond to questions on a visit to an area (different to that covered in Y1)</li> <li>• Ask questions to find out about a locality.</li> <li>• Say what they like and don't like about their locality and another locality.</li> </ul>	<ul style="list-style-type: none"> <li>• Ask geographical questions (eg: How are features of a river formed?)</li> <li>• Express their own views about people, places and environments</li> <li>• Use geographical vocabulary related to rivers</li> <li>• Use secondary sources of information (internet, pictures, textbooks, information texts, videos)</li> </ul>	<ul style="list-style-type: none"> <li>• Ask geographical questions (eg. What vegetation belts are there in Lower Peover and Kenya)</li> <li>• Express their own views about people, places and environments</li> <li>• Use geographical vocabulary related to vegetation belts and climate zones</li> <li>• Use secondary sources of information (internet, pictures, textbooks, information texts, videos)</li> </ul>	<ul style="list-style-type: none"> <li>• Ask geographical questions (eg: How have volcanoes changed an environment)</li> <li>• Express their own views about people, places and environments</li> <li>• Use geographical vocabulary related to volcanoes and earthquakes</li> <li>• Use secondary sources of information (internet, pictures, textbooks, information texts, videos)</li> </ul>	<ul style="list-style-type: none"> <li>• Ask geographical questions (eg: how does the environment affect the trade?)</li> <li>• Collect and record evidence (eg carry out fieldwork of how trade works)</li> <li>• Identify and explain different views that people, including themselves hold about topical issues</li> <li>• Express their own views about people, places and environments</li> <li>• Use geographical vocabulary related to trade</li> <li>• Use secondary sources of information, including aerial photographs (stories, internet, pictures, textbooks, information texts, videos)</li> </ul>