**ST DAY AND CARHARRACK COMMUNITY SCHOOL - Geography – PROGRESSION MAP**

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|  | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** | **End of Key Stage 2 Expectation** |
| **Term 1** | **What are the key human and physical features in the village of St Day? (local study)** | **What are the key features of human and physical geography?**  **Use maps. Symbols, keys and aerial maps**  **Design a map and use** | **Mountains, Volcanoes and Earthquakes**  **(largest mountain in Britain/UK?** | **British Isles, Great Britain and UK**  **Countries within the UK –include cities and counties**  **Study of Cornwall** | **Northern/Southern Hemisphere, Equator, Tropic of Capricorn/Cancer, Longitude/Latitude.**  **A study of the human and physical geography of a region within North or South America. Food miles** | **Time zones, Topographical Features** |
| **Term 2** | **Identify seasonal and daily weather patterns in the UK** | **Capital cities of the countries in the UK**  **Continents**  **World’s oceans**  **Name and locate the continents on a map, globe and atlas**? | **The world and beyond** | **Northern and Southern Hemisphere**  **The Equator**  **Settlements and Ports**  **Comparison of UK and a European Country** | **Long-time study of the physical geography of St Day**  **What is a 4 grid reference?** | **Climate, Biomes, Vegetation belts, Economy and Economic Activity** |
| **Term 3** | **Let’s Explore the United Kingdom** | **Study of a contrasting non-European Country. Overall Outcome: To be able to compare two locations using data.** | **What are the similarities and geographical differences between London and St Day?** | **8 Points of a Compass, Use of OS Maps, Symbols, record and analyse physical geography data, explores sources of energy.** | **What is a river?**  **What is the water cycle?** | **Is Trade Fair? Enquiry based investigation + economic links bananas, coffee, tea, cocoa, sugar. (South America study)** |
| **Vocabulary** | **beach, sea, cliff, coast, ocean, town, village, farm, house, shop, factory, office, season, weather, mountains (Snowden & Ben Nevis), North, South, East, West, Equator, United Kingdom, Country, Capital City, England, ocean, map, continent,**  **Human/Physical features, north, south, Cornwall, United Kingdom, land, river, town, shops, area, atlas, location, right, left, forwards, backwards, near, far** | **North, South, East, West, land, river, town, shops, area, atlas, location, right, left, forwards, backwards, near, far, equator, pole, world, ocean, earth, north, south, east, west, continent, Capital cities, Seasons, weather, beaches, rivers, village, farms, vegetation, port, mountains, climate, sustainability**  **Continent, Oceans, Atlantic, Pacific, Indian, Arctic, Europe, Africa, Asia, North America, South America ,Europe, Antarctica, Australia, compass, north, south, east, west, compass, point capital city, weather, natural disaster, mountain, factory, mine** | **Peak, slope, valley, mountain, volcano, dormant, erupt, disasters, continent. Country, Continent, Oceans, Atlantic, Pacific, Indian, Arctic, Europe, Africa, Asia, North America, South America, Europe, Antarctica, Australia, compass, north, south, east, west, compass, points, capital city, rivers, green spaces, weather. man-made landmarks, transport, plains, terrains, region, vegetation, climate, semi-desert, tributaries, basin ,marsh, land, delta, estuary, main channel ,source, river mouth, downstream, upstream, transportation, stream, channel, bank** | **Birmingham, Bristol, Edinburgh, Glasgow, Leeds, Manchester, British Isles, Great Britain, UK, hills, coast, topographical features, mountains, Landscapes, plains, terrains, region, vegetation, climate, semi-desert, tributaries, basin ,marsh, land, delta, estuary, main channel ,source, river mouth, downstream, upstream, transportation, stream, channel, bank, port, settlement, harbour, compass, north, south, east, west, compass points, locally produced, globalised, producer, agriculture, crops, husbandry, food miles, farm, mixed farm, environmental impact** | **Sustainability, mountains, biomes, vegetation belts desert biome, tundra, forest, jungle, settlements, villages, cities, towns, land use, deforestation, measure, observe and record, physical geographical characteristics, rainfall, temperature, river, 4 grid references, local area, key features, OS symbols keys, plot, route maps, four figure grid references** | **Topographical Maps, hills, mountains, coasts, rivers, land-use patterns, Tropic of Cancer, Capricorn, Northern & Southern Hemisphere, Prime/Greenwich Meridian, Biomes: - Woodlands, Tundra, Desert, Savannah, Grassland, Rainforest ,Time Zones, Longitude and Latitude, Climate Zones, Vegetation belts, economy and economic Activity, Industries - Agriculture, Fishing, Service Industries, Tourism, historical – Mining, sand, bricks, stones, gravel, concrete, Energy, food, minerals, water, Trade, famine, natural disasters, water shortages, poverty, urbanization, population, growth, suburb, sustainability.** |
| **Threshold Concepts** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |  |
| **Local Knowledge** | **LK1** Name and locate the world’s seven continents and five oceans  **LK2** Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas | **LK1** Name and locate the world’s seven continents and five oceans  **LK2** Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas | **LK1** 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.  **LK2** 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  **LK3** 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) | **LK1** 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.  **LK2** 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  **LK3** 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) | **LK1** 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.  **LK2** 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  **LK3** 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) | **LK1** 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.  **LK2** 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  **LK3** 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) | LK1 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.  LK2 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  LK3 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**  **(Sense of Place)** | **PK1** 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 | **PK1** 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 | **PK1** 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. | **PK1** 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. | **PK1** 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. | **PK1** 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. | PK1 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** | **HPG1** 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.  **HPG2** 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 | **HPG1** 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.**  **HPG2** 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 | **HPG1** Physical geography, including: climate zones, biomes and vegetation belts, rivers, **mountains, volcanoes** and earthquakes, and the water cycle.  **HPG2** 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 | **HPG1** Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.  **HPG2** 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 | **HPG1** Physical geography, including: climate zones, biomes and vegetation belts, **rivers,** mountains, volcanoes and earthquakes, and the water cycle.  **HPG2** 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 | **HPG1** Physical geography, including: **climate zones, biomes and vegetation belt**s, rivers, mountains, volcanoes and earthquakes, and the water cycle.  **HPG2** 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 | **HPG1** Physical geography, including: climate zones, **biomes and vegetation** belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.  **HPG2** 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** | **GSF1** 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.  **GSF2** Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.  **GSF3** 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.  **GSF4** 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. | **GSF1** 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.  **GSF2** Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.  **GSF3** 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.  **GSF4** 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. | **GSF1** Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.  **GSF2** 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.  **GSF3** 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. | **GSF1** Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.  **GSF2** 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.  **GSF3** 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. | **GSF1** Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.  **GSF2** 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.  **GSF3** 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. | **GSF1** Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.  **GSF2** 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.  **GSF3** 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. | **GSF1** Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.  **GSF2** 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.  **GSF3** 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. |