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| **Flintham Primary School Whole School Geography Progression** How we develop an **enquiry** and **investigative** approach to geography learning. |

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| **Geography Key Concepts**  |  | **KS1: Class 2** | **Lower KS2: Class 3** | **Upper KS2: Class 4** |
| Geographical Enquiry-asking questions through a geographical lens | 1. Physical  |  | \*Identify, describe and understand key aspects of:- Seasonal and daily weather patterns (UK and local scales)-Hot and cold areas of the world\* Identify, describe and understand key physical features, including:- beach, cliff, coast, forest, hill, stream, slope, lake, waves, wood, mountain, sea, ocean, island, land, rock, river, soil, valley, vegetation, season, weather\*Identify the basic biomes (water/aquatic, land/terrestrial)  | \*Describe, understand and compare key aspects of physical geography including:- Rivers and the water cycle, coasts, mountains, volcanoes and earthquakes. | Describe, understand and compare key aspects of physical geography including:- Coasts, rivers and the water cycle- including transpiration; climate zones, biomes (*aquatic, desert, forest, tundra, grassland*), vegetation belts and distribution of natural resources.  |
| ***Questions*** |  | *-What season is it now?**-What is your address?* *-What key physical features can you see in the place you live?**-Can you describe a given place?**-Can you describe features associated with an island?**-Can you find the longest/shortest route?**-What makes a locality special?*  | *-How are earthquakes created?**-What are the main features of a village?* *-What are the main features of a city?**-What are the key differences between cities and villages?*  | *-Why do people’s lives vary due to weather?**-Why does a locality have certain physical features?**-How is climate change affecting the polar ice caps?* *-What impact could climate change have on the world?*  |
| 2. Human |  | \* Identify, describe and understand key human features such as: -house, bungalow, flat, detached, semi-detached, terrace, shop, park, village, city, town, capital, building, factory, farm, office, canal, railway, transport, bridge, tunnel, roads, motorway, station, airport, port, harbour. | \* Describe, understand and compare human geography including:-Types of settlements -villages, towns, cities.-Land use and food | \* Describe, understand and compare human geography including:-Trade links-Economic activity-Energy types and usage  |
| ***Questions*** |  | *-What facilities might a town or village need?**-What types of buildings/housing is in this locality?**-What might you wear if you lived in a very hot or cold place?* | *-What types of building/housing is in this locality?**-What is the infrastructure like-e.g. roads, railways, facilities, electricity?**-Why does the locality have certain human features?**-How do people use the key features of the land?**-How are people trying to manage their environment?*  | *-How does a location fit into its wider geographical location with reference to human and economical features?**-What might a place be like in the future, taking account of issues impacting on human features?**-What are the key imports/exports for a locality?*  |
| 3. Change and Sustainability | ***Change and Human Impact*** |  | \*Explain how some people can spoil an area? \* Explain how some people try to make an area better? | \*Suggest ways a location could be changed and/or improved\*Explain how a location has changed over time (physical and human elements)\*Explain how people are trying to manage and sustain or improve their environment | \*Explain what a place might be like in the future taking account of issues impacting on human and/or physical features\* Identify ways in which humans have both improved and damaged the environment and suggest responses\*Explain how some human activity has caused damage to the environment |
| ***Personal Viewpoint*** |  | \*Say what they like about their locality\* Say what they don’t like about their locality\*Say what they like about another locality\*Say what they don’t like about another locality | \*Identify different viewpoints on a geographical issue or feature | \*Explain why people may have different viewpoints on a geographical issue or feature\* Explain why people are attracted to live by specific geographical (physical and human) features\*Explain the negative impact of living by specific geographical (physical and human) features |
| ***Questions*** | ***Change and Human Impact*** |  | *-What has changed?**-What caused a change?**-How are people trying to make something better?* | *-How has the locality changed over time?**-What are the different views about the environmental issue?**-How could the locality be changed and improved?**-What might it be like in the locality in the future?*  | *-How has the locality changed over time?**-How can people manage their environment?**-How do people affect this area positively or negatively?**-How can natural resources be sustained?**-How is this locality linked to other places?**-How has human activity caused an environment to change?*  |
| ***Personal Viewpoint*** |  | *-What do you like like/dislike about a particular locality?*  | *-Why might people choose to live by rivers or coasts?**-Why might people choose to live in cities or villages?*  | *-How could a locality be changed and improved?*  |
| 4. Space and Scale *(Locational)* |  | \*Name and identify/locate:-North and south poles-Equator-4 compass points N, E, S, W-7 continents-5 oceans-4 countries of UK-Capitals of UK-UK surrounding seas-Where they live | \*In addition to KS1 name and identify/locate:-N . & S. hemispheres-Tropics Cancer & Capricorn-Arctic and Antarctic Circle-8 Compass points-4 figure grid references-Key countries studied (Including capitals of these)-Key European countries (Including capitals of these)-Regions of Americas-Key physical features of countries and regions studied (rivers, lakes, seas, mountains, rainforests, deserts etc)-Key human characteristics of countries and places studied (Eiffel Tower, Egyptian Pyramids, Athens Acropolis, Rome Colosseum, Taj Mahal, Tower Bridge, Sydney Harbour Bridge etc)  | \*In addition to KS1 and Yr 3& 4 name and identify/locate:-Latitude and longitude-Prime/ Greenwich Meridian & time zones-8 compass zones-6 figure grid referenceContinue to build on:-Key countries studied (Including capitals of these)-Key European countries (Including capitals of these)-Regions of Europe and other continents studied-Key physical features of countries and regions studied (rivers, lakes, seas, mountains, rainforests, deserts etc)-Key human characteristics of countries and places studied (Eiffel Tower, Egyptian Pyramids, Athens Acropolis, Rome Colosseum, Taj Mahal, Tower Bridge, Sydney Harbour Bridge etc) |
| ***Questions*** |  | ***Continent*** *–Which continent is it in?****Oceans and seas*** *–which oceans and seas are nearby?****Weather****-What is the weather like there? Is it hot or cold? Is it near the equator?****Who and What*** *–Who (people) and what (animals and plants) live there?****See*** *–What would we see there? What is natural? What has been made by humans?**-What is your address?**-What country do you live in? What is the capital?**-Can you describe a given place (non-European?)* | ***Hemisphere****-which hemisphere is it in?****Other places*** *–where is it in relation to other places we have studied or know about, including countries and continents (using 8 points of a compass)****Time zone*** *–which time zone is it in?****Climate*** *–Which climate zone is it in? (Tropical/Dry/ Temperate/Continental/Polar)****Us*** *–Where is it in relation to our village/town/city/ county/country?****Bodies of water*** *–which bodies of water are nearby?**-How is it similar/different to other places?**-How am I liked with people and environments in other places?* | ***As year 3&4 but also including:******-****Where are things located in this place? (Thinking about order and pattern)****-****What biomes is this place located in?****Hemisphere****-which hemisphere is it in?****Other places*** *–where is it in relation to other places we have studied or know about, including countries and continents (using 8 points of a compass)****Time zone*** *–which time zone is it in?****Climate*** *–Which climate zone is it in? (Tropical/Dry/ Temperate/Continental/Polar)****Us*** *–Where is it in relation to our village/town/city/ county/country?****Bodies of water*** *–which bodies of water are nearby?**-How is it similar/different to other places?* |
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| Investigation | 5.Map Skills |  | \*Use world atlases and globes to identify the UK, its countries and surrounding seas, locate 7 continents and 5 oceans\* Use simple compass directions (N, S, E, W) and locational & directional language (ie, near, far, left and right) to describe location of features and routes on a map\* Devise a simple map\* Use and construct symbols in a key | \*Use world maps, atlases and globes to identify hemisphere, the equator, tropics of Cancer and Capricorn and Arctic and Antarctic regions\* Name and locate the capital cities of neighbouring European countries-know about and use the eight points of a compass (N, NW, W, SW, S, SE, E, NE)-Begin to use 4 figure grid references-Use basic OS map symbols-Begin to use the scale bar to estimate distances-Make a map of a short route with features in the correct order-Begin to use computer mapping  | \*Use world maps, atlases and globes to identify main countries in continents of the world\*Identify the tropics of cancer and Capricorn\* Begin to understand longitude and latitude on a globe or atlas\*Begin to use 6 figure grid references\*Name and locate many of the world’s most famous mountain regions on a map\*Use symbols and keys including those on OS maps\*Use maps with a range of scales\*Follow a route on 1:50 000 OS map\*Use digital mapping  |
| ***Questions*** |  | *-Where is the UK?**-What countries are in the UK?**-Which seas surround the UK?**-What are the 7 continents of the world?**-What are the 5 oceans of the world?**-How can we use certain information to make a map?* | *-Which countries are located in the Northern/southern Hemisphere?**-What is the capital of France/Germany/Spain/Italy?**-What is the distance between two capital cities?**-What direction would you travel to get from London to Paris*? | *-What counties/ capital cities can be found in certain continents?**- Which countries are located around the tropic of cancer/Capricorn?**-Where in the world are the most famous mountain regions?* |
| 6.Fieldwork Skills  |  | \* Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features\* Begin to use fieldwork (e.g. sketching, photographing) and observational skills to study the geography of school and its grounds, and the key human and physical features of its surrounding environment.  | \*Use fieldwork skills of surveying, interviewing, photography and observations to understand how the locality has changed over time\* Create sketch maps\* Begin to measure record and present the human and physical features in the local area using a range of methods, plans and graphs, and digital technologies  | \*Make detailed sketches and plans\* Devise geographical questions to guide research\*Use data from text, images and maps to make meaning and draw reasonable conclusions\* Understand land height is shown on OS maps using contour lines\* Describe and interpret relief features |
| ***Questions*** |  | *-How do the aerial photographs show our local area?**-What physical features can you see from the aerial photographs?**-What human features can you see from the aerial photographs?**-Where is our school located on the aerial photographs?**-What features can you see around school?* | *-How to the photographs and observations show change over time?**-How have the human and physical features changed over time?* *-Do the graphs and records show any trends/patterns that have developed over time?*  | *-How does the research collected show change over time?**-What conclusions can we draw from our research and data?**-Do the images, graphs and records show any trends/patterns that have developed over time?* |
| Knowledge and Understanding |  ***Substantive Geographical Knowledge*** | Topic specific –covering who, what, when and how of the geography studied. *See knowledge organisers and whole school mapping for topic specific substantive knowledge.*  |
|  ***Topic Specific Vocabulary*** | Geographical vocabulary –Topic specific*See knowledge organisers for topic specific geographical vocabulary.* |