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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 reference  Continue 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.* | | | |