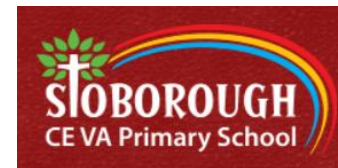




# Geography Progression Map



\*Must have knowledge is identified in bold

EYFS	Unit	Locational Knowledge	Place Knowledge	Human and Physical Knowledge	Geographical skills and field work
	<b>Autumn 1</b> <b>Marvellous Me!</b> <b>Autumn 2</b> <b>Hibernating Hedgehogs</b>  <b>Spring 1</b> <b>Happy Me, Healthy Me!</b> <b>Spring 2</b> <b>Animal Stories</b>  <b>Summer 1</b> <b>Let's Get Growing</b> <b>Summer 2</b> <b>Our Wonderful World</b>	-To know I am part of the school community -To know that I live in the local area <b>-To know that we live in England.</b> <b>-To know that our school is in Stoborough near a town called Wareham.</b> -To know that London is a city.	-To know I am part of the school community -To know that I live in the local area. <b>-To know the features of our local park.</b> <b>-To know that Stoborough is a village.</b> <b>-To know that Wareham is a town.</b>	<b>-To identify some changes from summer to autumn.</b> -To know that people built our play park equipment. -To know that some things in our local park grow. -To know that some environments are different to the one that we live in. -To know that some lives are same to the ones that we live. To know that some lives are different to the ones that we live. -To know about the lives of some of the people around them. <b>-To use vocabulary to describe the world around them.</b>	<b>-To make a map of an autumn walk identifying different locations on our school grounds.</b> <b>-To identify different locations with our school grounds.</b> <b>-To use goggle maps to find our school</b> <b>-Identify different locations from an aerial view.</b> <b>-Identify different locations from a simple map.</b> <b>-To draw a map from a story.</b>

Year 1	Unit	Locational Knowledge	Place Knowledge	Human and Physical Knowledge	Geographical skills and field work
	<b>Autumn</b> <b>How does the weather affect our lives?</b>  <b>Spring</b> <b>Why does it matter where my food comes from?</b>  <b>Summer</b> <b>Why don't penguins need to fly?</b>	<b>-To know where the equator is.</b> -To know where Antarctica is.  -To know that Devon is a county close to where we are in the county of Dorset. <b>-To know that four countries (England, Wales, Scotland and Northern Ireland) make up for United Kingdom.</b> -To know where South America is.  <b>To know that the Arctic is at the North Pole and Antarctica is at the South Pole.</b>	-To know that Antarctica is a desert.  -To know why the weather in Devon makes it a good place for dairy farming. -To know why the UK imports so many fruits.  -To know that the continent Antarctica is land with mountains and valleys covered in ice.  -To know there is land under the snow and ice of Antarctica and ocean under the snow and ice of the Arctic.	<b>-To know that the temperature of places decreases with distance from the Equator towards the North and South Poles.</b> -To know that weather conditions change during the four seasons.  <b>-To know what a farm is</b> <b>To identify and describe the main geographical features of the physical landscape of Devon.</b> -To compare and contrast the physical landscape of Devon with the human features of its towns and cities.  -To identify, recognise and describe the key geographical features of the Antarctic environment.	-To compare and contrast Antarctica with Sahara Desert. -Identify, recognise, and describe the basic atmospheric elements of the weather. <b>-Observe and offer reasons for the distribution of hot and cold places in the world.</b> <b>-Observe, measure and record the elements of daily weather.</b> <b>-To use world maps to locate Antarctica and the Sahara Desert.</b>  -To begin to explain why the weather in Devon makes it a good place for dairy farming. -Compare and contrast the average annual weather conditions in Devon with those of the United Kingdom as a whole. <b>-Use world maps/atlasses to locate the United Kingdom.</b>

				<p>-To identify, recognise and describe the key geographical features of the Sahara Desert.</p> <p><b>-Compare and contrast the weather and climate of Antarctica (the home of Polo) and Zambia (the home of Marco);</b></p>	<p><b>-Use world maps/atlases to locate Costa Rica in South America.</b></p> <p><b>-Explain why Antarctica is a desert despite being the coldest place on Earth.</b></p>
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<b>Year 2</b>	<b>Unit</b>	<b>Locational Knowledge</b>	<b>Place Knowledge</b>	<b>Human and Physical Knowledge</b>	<b>Geographical skills and field work</b>
	<p><b>Autumn</b> <b>Why do we love being beside the seaside so much?</b></p> <p><b>Spring</b> <b>What is the geography of where I live?</b></p> <p><b>Summer</b> <b>How does the geography of Kampong Ayer compare with the geography of where I live?</b></p>	<p>-To know the names and locations of the 7 continents, 5 oceans and 4 countries of the UK.</p> <p>To identify and locate where they live in the United Kingdom in relation to the four nations of the country.</p> <p><b>-To know the capital city of each of the four countries of the United Kingdom.</b></p> <p>-To locate where we live (Stoborough, Dorset) in Europe.</p> <p><b>-To locate where we live (Stoborough, Dorset) are, in relation to the equator and the North and South poles.</b></p> <p><b>-To know the location of Kampong Ayer, Brunei Asia.</b></p>	<p>-Observe how, generally, temperature decreases towards the north and south poles and increases towards the Equator and suggest reasons for this pattern.</p> <p>-Identify and describe the structure of typical tropical rainforest in Brunei.</p>	<p>-To be able to know the difference between physical and human geographical features.</p> <p><b>-To know and use the terms human geography and physical geography.</b></p> <p>-To know that geography is the study of how people are connected with these environments</p> <p><b>-To know that the many different uses of land observed in the local area can be grouped into a small number of categories;</b></p> <p><b>-Identify, describe and observe the types of traditional homes found in Kampong Ayer.</b></p> <p><b>-Identify, describe and observe the types of homes found in own locality.</b></p> <p><b>-To know that generally, temperature decreases towards the north and south poles and increases towards the Equator and suggest reasons for this pattern.</b></p> <p>-To know the structure of typical tropical rainforest in Brunei.</p> <p>-To know how living things in tropical rainforests are adapted to cope in extreme heat and rain.</p> <p>-To know the structure of a tropical rainforest with a wood in the local area.</p>	<p>-To use images and aerial photographs to identify human and physical features.</p> <p><b>-Use a number of GIS layers of Google Earth to identify and observe familiar physical and human geographical features of the immediate vicinity of their school.</b></p> <p><b>-Using a range of layers in Google Earth GIS imagery, identify, describe and offer reasons for changes in land use they can observe and record in the local area of the school.</b></p> <p><b>-Through fieldwork observe and record in a variety of ways, significant examples of physical and human geographical features of the local area.</b></p> <p>-Using maps at various scales identify time scales, estimate distances between the UK and Brunei.</p> <p><b>-Record and categorise the types of home in own locality.</b></p> <p>-Describe the weather conditions experienced on one day in Bandar Seri Begawan using online BBC weather forecast webpages.</p> <p><b>-Use Google Earth to identify, locate and begin to explain the distribution of the human and physical geographical features of Kampong Ayer and compare these with the local area.</b></p>

Year 3	Unit	Locational Knowledge	Place Knowledge	Human and Physical Knowledge	Geographical skills and field work
	<p><b>Autumn</b> Why do some earthquakes cause more damage than others?</p> <p><b>Spring</b> How can we live more sustainably?</p> <p><b>Summer</b> Beyond the Magic Kingdom: What is the sunshine state really like?</p>	<p>-To know that Christchurch is in New Zealand which is in the continent of Australia/Oceania</p> <p>-To identify the Northern and Southern Hemisphere</p> <p>-To locate the Pacific Ring of Fire.</p> <p>-To know that Florida is a state in North America.</p> <p>-To locate Florida in North America.</p> <p>-To know which oceans surround North America.</p> <p>-To identify different time zones within the USA.</p> <p>-To know about the climate in Florida.</p>	<p>-To know why New Zealand experiences earthquakes when they don't occur at all in many other areas of the world.</p>	<p>-To know, identify and explain the cause of earthquakes.</p> <p>-To know why the most powerful earthquakes in the world do not necessarily cause the most deaths and destruction.</p> <p>-To know, identify and explain the cause of volcanoes.</p> <p>-To know why volcanoes often occur at the same location as earthquakes in places such as New Zealand.</p> <p>-To know why so many earthquakes and volcanoes occur around the Pacific Ring of Fire.</p> <p>-To know what living sustainably means.</p> <p>-To know what renewable and non-renewable resources are.</p> <p>-To know how sources of energy used to make electricity in the United Kingdom are changing.</p> <p>-To understand why creating new habitats for birds are good examples of sustainable development.</p> <p>-To know and describe the key geographical features of a peninsula and compare and contrast the Floridian peninsula with a number of peninsulas at different locations around the world.</p> <p>-To know how hurricanes form and why they present such a threat to the people of Florida.</p> <p>-To understand the range of ways in which residents take measures to protect themselves and property from potential damage.</p> <p>-To recognise the key human and physical features of the Kennedy Space Centre in Florida and to identify the geographical reasons for its location.</p>	<p>-Observe and record the distribution of earthquakes in New Zealand over the past two hundred years.</p> <p>-Undertake an environmental review of different categories of sustainability at their school.</p> <p>-To draw up an Action Plan to identify and explain priorities to help the school become more sustainable.</p> <p>-To use map/globe/atlas to locate Florida in North America.</p> <p>-To observe, describe, explain and begin to draw conclusions about the geographical pattern of the origin of visitors to the Magic Kingdom from countries around the world.</p> <p>-To compare and contrast the climate of the UK and Florida.</p> <p>-To reach a conclusion about the best time climatically for British tourists to holiday in Florida.</p>

Year 4	Unit	Locational Knowledge	Place Knowledge	Human and Physical Knowledge	Geographical skills and field work
	<p><b>Autumn</b> Why do so many people live in megacities?</p> <p><b>Spring</b> How can we live more sustainably?</p> <p><b>Summer</b> Why are jungles so wet and deserts so dry?</p>	<p>-To locate megacities across the continents of the world.</p> <p>-To locate the top 10 cities in the United Kingdom with the largest populations.</p> <p>-To locate the largest cities in South America</p> <p><b>-To know the pattern of climate in the United Kingdom.</b></p>	<p><b>-To explain the distribution of megacities across the continents of the world.</b></p> <p><b>-To know why Milton Keynes in particular is the fastest-growing city in the United Kingdom.</b></p> <p>-To identify, describe and explain some of the main geographical features of one of the top 40 megacities in the world.</p>	<p>-To know the key features of cities.</p> <p><b>-To know why people live in cities of such high density.</b></p> <p>-To know the features of the city of Brasilia, capital of Brazil.</p> <p>-To explain and conclude why the Brazilian government built a new capital city in 1960.</p> <p><b>-To know what living sustainably means.</b></p> <p><b>-To know the what renewable and non-renewable resources are.</b></p> <p><b>-To know how sources of energy used to make electricity in the United Kingdom are changing.</b></p> <p>-To understand why creating new habitats for birds are good examples of sustainable development.</p> <p>-To know the pattern of climate in the United Kingdom.</p> <p><b>-To identify the distribution of different types of climate around the world.</b></p> <p><b>-To understand how climate affects both the landscape of different biomes and the plants and animals that can live there.</b></p> <p>-To know why areas of tropical rainforest such as the Amazon Basin have so much convectional rainfall.</p> <p>- To describe the natural environment of the Atacama Desert and explain why the city of Arica is the driest inhabited place in the world.</p>	<p><b>-To Compare and contrast the benefits and disadvantages of city life and reach a judgement as to which is most significant.</b></p> <p><b>-Undertake an environmental review of different categories of sustainability at their school.</b></p> <p><b>-To draw up an Action Plan to identify and explain priorities to help the school become more sustainable.</b></p> <p><b>-To compare and contrast the temperature and rainfall data in different climate graphs to reach conclusions about the climate in different locations in the world.</b></p> <p>-To construct a climate graph from temperature and rainfall data for their home location and compare and contrast this with climate graphs of other locations to reach conclusions and make judgements.</p>

Year 5	Unit	Locational Knowledge	Place Knowledge	Human and Physical Knowledge	Geographical skills and field work
	<p><b>Autumn</b> How do volcanoes affect the lives of people on Hiemaey?</p> <p><b>Spring</b> What is a river?</p> <p><b>Summer</b> Why are mountains so important?</p>	<p>-To locate Iceland in Europe.</p> <p>-To locate the Yangtze River, China, Asia</p> <p><b>-To locate the largest ranges of mountains in the world and the countries that they cover.</b></p> <p>-To locate the Cambrian Moutains.</p>	<p><b>-To understand the differences between the Cambrian mountains of Wales and the Himalaya mountains.</b></p> <p><b>-To explain the mountains of the north and west of the UK are generally wetter and cooler than places in the south and east.</b></p> <p>-To know why reservoirs were constructed in the mountains of central Wales 100 years ago.</p>	<p><b>-To recognise, describe and explain the key geographical features of the Westman Islands region of Iceland and the island of Hiemaey.</b></p> <p><b>-To know why there are so few trees on Hiemaey.</b></p> <p>-To know the global pattern of volcanoes correctly and suggest plausible geographical reasons for this distribution.</p> <p><b>-To know how the environment of Hiemaey has changed over time.</b></p> <p><b>-To know how physical features of rivers change from source to mouth.</b></p> <p><b>-To explain why the course of a river changes as it flows from higher to lower ground.</b></p> <p>-To identify and describe the features of river estuaries and explain why they are such important ecosystems for wildlife.</p> <p><b>-To be able to describe the water cycle and explain the important role that rivers play.</b></p> <p>-To know why the Isle of Dogs developed to become part of the busiest river port in the world and evaluate the evidence and make a judgement about the causes of its sudden decline and closure.</p> <p>-To know why China built the Three Gorges Dam along the Chang Jiang (Yangtze River) and describe and evaluate some of its geographical impacts.</p> <p>-To understand climatically what the Little Ice Age refers to and how occasional severe winters impacted upon the River Thames and the people of London.</p> <p><b>-To know how the movement of plates of the Earth's crust can form ranges of fold mountains.</b></p>	<p><b>-Make judgements about the positive and negative impact the changes of the environment of Hiemaey have had on the life of its people.</b></p> <p>-To make a reasoned judgement using evidence as to whether earthquakes are more dangerous than volcanoes.</p> <p><b>-To use OS maps, aerial photographs and GIS to recognise, describe, compare and contrast and explain how physical features change along the course of a river.</b></p> <p><b>-To use a range of fieldwork techniques to measure, record and present and explain changes along a section of a local river and to reach a conclusion as to whether it constitutes a healthy habitat for living things.</b></p> <p><b>-To interpret a range of geographical evidence to reach a conclusion as to why Bangladesh is at such a risk of serious annual river flooding.</b></p> <p><b>-To use OS maps to locate, describe and explain the tourist attractions of the Cambrian Mountains.</b></p>

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Year 6	Unit	Locational Knowledge	Place Knowledge	Human and Physical Knowledge	Geographical skills and field work
	<p><b>Autumn</b> How is climate change affecting the world?</p> <p><b>Spring</b> Why is Fairtrade fair?</p> <p><b>Summer</b> Who are Britain's national parks for?</p>	<p>-To locate The Gambia in Africa -To locate Victoria in Australia. -To locate Greenland</p> <p><b>-To identify some of the present day countries that the silk road travels through.</b></p> <p><b>-Identify, locate, describe and explain the distribution of the 15 National Parks in the UK</b> -Locate a national park in the USA</p>	<p><b>-Identify the key physical and human geographical features of Southwest England and compare and contrast the proportion of protected land here with other regions of the UK.</b></p> <p>-To compare and contrast the Everglades National Park with Dartmoor and Exmoor National Park and understand through explanation the main similarities and differences between National Parks in the UK and those in the USA.</p>	<p>-To know how communities in The Gambia are being affected by changes in weather patterns associated with climate change.</p> <p><b>-Evaluate the impact of climate change on people.</b></p> <p><b>-To know the impact on people of changing weather patterns in Victoria in Southeast Australia.</b></p> <p><b>-To understand why some coastal communities are having to make flood resilience plans in order to cope better with changes that are occurring in weather patterns and to sea levels and make judgements about what should be included in them.</b></p> <p>-To know that the coast is changing over time.</p> <p>-To reach a personal judgement about the implications of changing weather patterns on the people of Greenland</p> <p><b>-To know how global warming is affecting weather patterns around the world and evaluate its impact in different places.</b></p> <p>-Understand how and why countries around the world have acted to reduce global warming and reach a judgement about how effective this might be.</p> <p><b>-To know why countries trade with each other.</b></p>	<p><b>-To make a judgement regarding which renewable energy source would be most suitable for the poorest countries in the world.</b></p> <p>-To know how as individuals, members of families and communities such as schools can make a contribution to reducing greenhouse gas emissions</p> <p><b>-Evaluate and judge the extent to which their school currently engages with Fairtrade, understand any constraints that exist; reflect and make recommendations for the future linked, perhaps, to ultimately achieving Fairtrade School status</b></p> <p><b>-To understand what the ethical production and purchasing of clothes entails, evaluate and reach a judgement regarding the practice of popular clothing companies</b></p>

				<ul style="list-style-type: none"><li>-To describe, explain and reflect on why the terms of international trade are not always fair for some producers of goods in other countries around the world.</li> <li>-To know the common key natural features of the National Parks of the UK.</li><li>-To recognise those other special qualities of National Parks which are referred to as 'cultural heritage'.</li><li>-Recognise, describe and explain how National Parks actively encourage visitors to enjoy and learn about what makes them special.</li><li>-To know the features of a hill or upland farm.</li><li>-To understand who looks after National Parks in the UK and reflect upon and evaluate the importance of the jobs that people do.</li><li>-Locate and describe the geographical features of an additional National Park in the USA and explain why it received designation.</li></ul>	
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