



Hoyland Springwood Primary - Progression in Geography



A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
 - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
 - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length

Geography Enquiry Process	Questions to consider (when planning)	Geographical Questions
Asking questions – what do I know/what do I want to know Collaborating and selecting – which are the best questions, tools, techniques? Doing – fieldwork, research Reflecting – what have we found out? What does it mean? How reliable is it? Communicating - what can we do with this knowledge	Is the chosen area or content interesting and relevant? What aspect of geographical knowledge, skills and understanding will be the focus of the unit? Why? How will we hook the children at the start of the enquiry? How will we sequence the learning, to maintain motivation? What will the varied activities be? How can we use learning objectives and outcomes effectively? Are we using rich resources? How can we help children to choose and use information? How will the children communicate their understanding through an engaging end product? How can we set challenging expectations for children of varying abilities? How can I link it to other parts of the curriculum?	What will I see in this place? Who will I see in this place? What do people do in this place? What sources of information can I use to find information? How does where we live influence how we live? Why do people move? Why do maps and globes change? Which are the best questions, tools and techniques? How reliable is the evidence?

	Foundation Stage	Year 1/2	Year 3/4	Year 5/6
Geographical Vocabulary	I live Journey (to school) My home / house My school Hoyland, Barnsley Village, Town, Street, Road I like / I don't like	General Address, Near ,Far, Journey, Features ,Weather, Holiday , Travel, Passport, Visit, Transport ,Environment Changes, Sustainability , Survey, Land, Similarities Differences, Effects Places Island, Sea, Ocean, Seaside, Village, Town, City, Country Features Physical, Human, Beach, Mountain, Farm, Field, Shop Buildings Maps Globe, Map, Atlas, Co-ordinates, Symbol, Route, Plan	Features Spring, River, Stream, Hill, Slope, Mountain, Waterfall, Valley, Channel Lake, Reservoir, House , Shop, Roads, Garden, Woodland Patterns Land use Processes Water cycle, Erosion, Pollution, Evaporation, Condensation Scale Local, Regional, National, International, Global Weather (<i>is also a feature</i>), Climate, Climatic zone, Hot, Cold, Dry, Wet, Tropical, Rainfall, Weather symbols, Monsoon Environmental Conservation, Wildlife, Quality, Change, Pollution , Issues, Community Environment / Place Desert, Polar, Temperate, Hamlet, Village, Town, City, Country Continent General Source, Steep, Mouth, Population, Holiday, Destination, Transport Filtering, Purification, Irrigation, Development, Soil , Rock , Wave Tide, Shingle, Sand Mapping Route, Grid Reference, Journey, Distance,Compass (points), North , South, East, West, Scale, Direction, Key, Symbol, Miles, Kilometres Metres Centimetres OS maps	Features Hills, Factories, Coast, Headland, Cliff, Cave, Arch Stack ,Bay, Sand, Groynes,Sea walls, Patterns Patterns Land use Processes Transportation, Deposition, Tourism, Building Scale Local, Regional, National, International, Global Environmental Air pollution, Waste, Recycling, Compost, Litter, Derelict Planning, Global warming Environment / Place Landscape, Settlement, Urban, Rural, District, Street Microclimate, World General Source, Steep, Mouth, Population, Holiday ,Destination Transport ,Filtering, Purification, Irrigation, Development Soil ,Rock ,Wave, Tide, Shingle, Sand Mapping Route, Grid Reference, Journey, Distance, Compass (points), North,South, East, West, Scale, Direction Key, Symbol, Miles, Kilometres, Metres, Centimetres, OS maps

Hoyland Springwood Primary - Progression in Geography

		Foundation Stage	Year 1/2	Year 3/4	Year 5/6
Geographical Skills and Fieldwork	Fieldwork	<p>Geographical elements in Understanding the World</p> <p>Events in their own and their family's lives: Varieties of 'geographical' events: journeys locally, where children go to visit friends and relatives, shopping, the park, places children might visit in the UK and abroad....</p> <p>Features of their environment: Through small world play (eg buildings, farm, trains), the range of homes, local buildings and their uses, roads, rivers, gardens, play areas... The school's locality, its neighbourhood sites and patterns, eg housing and shop areas/sites, road layouts, major routes used....</p> <p>How environments might vary one from another: Different types of environment, eg land and water/sea, urban and rural, farmland and woods, seaside, hot and cold, dry and wet, in the UK and elsewhere in the World....</p> <p>Show care and concern for environments and living things....</p> <p>Similarities and differences between places and communities: The variety of local occupations and ways of life, varieties of homes, aspects of the school's catchment area and the mix in its local population, various leisure and social interests, types of transport used....</p> <p><i>Complete walks in the local area – describe what they can see (physical and human geography)</i></p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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 [for example, 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 Observe and record information on charts. <p>Record information on school plan, local maps.</p> <p>Use simple equipment to measure and record</p> <p><u>Gather information</u> <i>Use basic observational skills</i> <i>Carry out a small survey of the local area/school</i> <i>Draw simple features</i> <i>Ask and respond to basic geographical questions</i> <i>Ask a familiar person prepared questions</i> <i>Use a pro-forma to collect data e.g. tally survey</i></p> <p><u>Sketching</u> <i>Create plans and raw simple features in their familiar environment</i> <i>Add labels onto a sketch map, map or photograph of features</i></p> <p><u>Audio/Visual</u> <i>Recognise a photo or a video as a record of what has been seen or heard</i> <i>Use a camera in the field to help to record what is seen</i></p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied <p>Observe, measure and record the human and physical features in the local area responding to a range of geographical questions</p> <p>Propose geographical questions, collecting and recording specific evidence to answer them</p> <p>Analyse the data which they have collected from first hand observations and experiences, identifying any patterns.</p> <p>Collect and analyse data from first and second hand sources, identifying and analysing patterns and suggesting reasons for them.</p> <p><u>Gather information</u> <i>Ask geographical questions</i> <i>Use a simple database to present findings from fieldwork</i> <i>Record findings from fieldtrips</i> <i>Use a database to present findings Use appropriate terminology</i></p> <p><u>Sketching</u> <i>Draw an annotated sketch from observation including descriptive / explanatory labels and indicating direction</i></p> <p><u>Audio/Visual</u> <i>Select views to photograph</i> <i>Add titles and labels giving date and location information</i> <i>Consider how photo's provide useful evidence use a camera independently</i> <i>Locate position of a photo on a map</i></p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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, 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 <p>Choose the best method of recording observations and measurements, including sketch maps, plans, graphs, and digital technologies.</p> <p>Describe and explain geographical processes observed including taking accurate measurements and representing these in text, graphs and spreadsheets</p> <p>Suggest sources for finding data related to a task and analyse data collected to draw conclusions about a place or geographical issue.</p> <p>Analyse and present more complex data, from different sources, suggesting reasons why it may vary.</p> <p><u>Gather information</u> <i>Select appropriate methods for data collection such as interviews,</i> <i>Use a database to interrogate/amend information collected,</i> <i>Use graphs to display data collected</i> <i>Evaluate the quality of evidence collected and suggest improvements</i></p> <p><u>Sketching</u> <i>Evaluate their sketch against set criteria and improve it</i> <i>Use sketches as evidence in an investigation. select field sketching from a variety of techniques</i> <i>Annotate sketches to describe and explain geographical processes and patterns</i></p> <p><u>Audio/Visual</u> <i>Make a judgement about the best angle or viewpoint when taking an image or completing a sketch</i> <i>Use photographic evidence in their investigations Evaluate the usefulness of the images</i></p>
			Year 1 Vocabulary	Year 3 Vocabulary	Year 5 Vocabulary
			Map, globe, country, north, south, east, west, compass, near, far, left, right, plan, symbol, observation, record, chart, local, survey, sketch	Observe, measure, record, human, physical, feature, local area, geographical, collect, record, evidence, observation, pattern, analyse, reason, fieldwork, direction, position,	Measurement, process, conclusion, issue, interview, angle, viewpoint
			Year 2 Vocabulary	Year 4 Vocabulary	Year 6 Vocabulary
Continent, atlas, ocean, location, direction, feature, route, aerial perspective, landmark, human, physical, fieldwork, observational, surrounding, environment,	Database, fieldtrip, annotation, annotate	digital technology, accurate, spreadsheet, source, interrogate, amend			

Hoyland Springwood Primary - Progression in Geography

		Foundation Stage	Year 1/2	Year 3/4	Year 5/6			
Geographical Skills and Fieldwork continued	Map Skills	Describe where places are in relation to their home. Describe routes to and from school	<p><u>Using maps</u> Use a simple picture map to move around the school</p> <p><u>Map knowledge</u> Use world maps to identify the UK in its position in the world.</p> <p>Use maps to locate the four countries and capital cities of UK and its surrounding seas</p> <p><u>Making maps</u> Draw basic maps, including appropriate symbols and pictures to represent places or features</p> <p>Use photographs and maps to identify features</p>	<p><u>Using maps</u> Follow a route on a map</p> <p>Use simple compass directions (North, South, East, West)</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</p> <p><u>Map knowledge</u> Locate and name on a world map and globe the seven continents and five oceans.</p> <p>Locate on a globe and world map the hot and cold areas of the world including the Equator and the North and South Poles</p> <p><u>Making maps</u> Draw or make a map of real or imaginary places (e.g. add detail to a sketch map from aerial photograph)</p> <p>Use and construct basic symbols in a key</p>	<p><u>Using maps</u> Follow a route on a map with some accuracy</p> <p>Locate places using a range of maps including OS & digital</p> <p>Begin to match boundaries (e.g. find same boundary of a country on different scale maps)</p> <p>Use 4 figure compasses, and letter/number co-ordinates to identify features on a map</p> <p>Plot a route on a map or globe from one place to another, identifying countries or significant landmarks that are passed.</p> <p><u>Map knowledge</u> Locate the UK on a variety of different scale maps</p> <p>Name & locate the counties and cities of the UK</p> <p><u>Making maps</u> Try to make a map of a short route experiences, with features in current order</p> <p>Create a simple scale Drawing</p> <p>Use standard symbols, and understand the importance of a key</p> <p>Draw sketch maps and plans using standardised symbols and a key</p>	<p><u>Using maps</u> Follow a route on a large scale map Locate places on a range of maps (variety of scales) Suggest where in the world an aerial photograph or satellite image shows, explaining reasons for their suggestion. Identify features on an aerial photograph, digital or computer map Begin to use 8 figure compass and four figure grid references to identify features on a map</p> <p><u>Map knowledge</u> Locate Europe on a large scale map or globe, Name and locate countries in Europe (including Russia) and their capitals cities</p> <p><u>Making maps</u> Recognise and use OS map symbols, including completion of a key and understanding why it is important Draw a sketch map from a high viewpoint</p> <p>Locate geographical features on a map or atlas using symbols shown in a key. Locate and name geographical features on a Ordnance Survey map Use the eight points of a compass to describe the location of a country or geographical feature. Use four-figure grid references, symbols and key to communicate knowledge. Locate and explain the significance of the Northern and Southern hemispheres and the Arctic and Antarctic Circles. Locate and explain the significance of the equator, northern and southern hemisphere, the tropics of cancer and Capricorn to a range of countries of the world. Compare and contrast aerial photographs and plan perspectives explaining their similarities and differences.</p>	<p><u>Using maps</u> Compare maps with aerial photographs Select a map for a specific purpose Begin to use atlases to find out other information (e.g. temperature) Find and recognise places on maps of different scales Use 8 figure compasses, begin to use 6 figure grid references.</p> <p><u>Map knowledge</u> Locate the world's countries, focus on North & South America Identify the position and significance of lines of longitude & latitude Locate and explain the significance of latitude and longitude and the prime Greenwich meridian</p> <p><u>Making maps</u> Draw a variety of thematic maps based on their own data Create maps of locations identifying patterns (such as land use, climate zones, population densities, height of land). Draw a sketch map using symbols and a key, Use and recognise OS map symbols regularly</p>	<p><u>Using maps</u> Follow a short route on a OS map Describe the features shown on an OS map. Explain what physical and human processes may have occurred in a place by studying an aerial image of it.</p> <p>Use atlases to find out data about other places Use 8 figure compass and 6 figure grid reference accurately Use lines of longitude and latitude on maps</p> <p><u>Map knowledge</u> Locate the world's countries on a variety of maps, including the areas studied throughout the Key Stages Use the web and satellite mapping tools to find out and present geographical information about a place.</p> <p><u>Making maps</u> Produce accurate and scaled maps Draw plans of increasing complexity Begin to use and recognise atlas symbols Compare land use and geographical features on different types of maps. Compare and contrast areas of the UK and the wider world by analysing the geographical features on a range of maps, including digital/computer mapping. Use four and six figure references to locate features on a map. Plot a route on a map, globe or satellite image, suggesting the fastest route from one place to another and the most effective mode of transport Explain how time zones function (including day and night) of different countries around the world affect the human and physical geography of a place.</p>

Hoyland Springwood Primary - Progression in Geography

			<p><u>Year 1 Vocabulary</u> bigger, smaller, like, dislike near and far, up and down, left and right, forwards and backwards capital city, symbol, feature, map</p>	<p><u>Year 2 Vocabulary</u> Compass, direction, aerial, plan, perspective, landmark, human, physical, feature, continent, ocean, equator, pole, key</p>	<p><u>Year 3 Vocabulary</u> Route, ordinance survey, boundary, scale, co-ordinate, scale, key, symbol</p>	<p><u>Year 4 Vocabulary</u> Satellite, grid reference, hemisphere, arctic circle, Antarctic circle, tropic of cancer, tropic of Capricorn,</p>	<p><u>Year 5 Vocabulary</u> Latitude, longitude, prime Greenwich meridian, climate zone, population density</p>	<p><u>Year 6</u></p>
--	--	--	---	--	---	---	---	-----------------------------

Hoyland Springwood Primary - Progression in Geography

	Foundation Stage	Year 1/2	Year 3/4	Year 5/6
Locational Knowledge	Children notice features that are the same and different in relation to their locality and other localities – usually through stories e.g. Katie Morag.	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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	Describe where they live. Talk about the local area they live in and places they have visited.	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and a contrasting non-European country Discuss features of the local area. Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. Identify key features of a place in order to say whether it is a city, town, village, coastal or rural area. Identify and describe what places are like (e.g. landscape, weather, and climate). Identify and describe where places are (e.g. position on map, near a river) Discuss what I like or dislike about a place 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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 <p>LKS2</p> <ul style="list-style-type: none"> Name and locate counties and cities in the UK. Name and locate the countries of Europe (including Russia) and identify their main physical and human characteristics. 	<p>UKS2</p> <p>Name and locate some of the countries and cities of the world.</p> <p>Describe in detail the human characteristics of some of the target cities of the United Kingdom, taking into account population, economic activity and transport systems</p> <p>Describe and explain similarities and differences (human and physical) of a region of a European country, and a region or area within North or South America.</p> <p>Describe the environmental regions, key human and physical characteristics, countries and major cities of Europe, North and South America.</p> <p>Recognise and describe the physical and human features of places, and appreciating the importance of wider geographical location in understanding places</p>

Hoyland Springwood Primary - Progression in Geography

Human and Physical Geography	<p>Pupils should be taught to: Talk about features they have seen in their local area.</p> <p>Shows interest in different occupations and ways of life.</p> <p>Shows care and concern for living things and the environment.</p>	<p>Pupils should be taught to: 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</p> <p>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</p> <p>key human features, inc. city, town, village, factory, farm, house, office, port, harbour, shop</p> <p>Recognise human and physical features of specific places (beach, town, village).</p> <p>Describe features of specific places.</p> <p>Recognise changes in physical and human features [for example, heavy rain and flooding fields].</p> <p>Recognise how places compare with other places [e.g. compare the local area with places elsewhere in the UK]</p> <p>Make observations about where things are located [e.g. a pedestrian crossing near school gates] and about other features in the environment.</p> <p>Recognise changes in the environment [e.g. traffic pollution in a street]</p> <p>Recognise how the local environment may be improved and sustained [E.g. by restricting the number of cars].</p> <p>Recognise how places have become the way they are and how they are changing [e.g. new buildings]</p> <p>Recognise how places compare with other places [e.g. compare the local area with places elsewhere in the UK].</p> <p>Recognise how places are linked to other places in the world [e.g. food from other countries].</p>	<p>Pupils should be taught to: describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>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</p>	
			<p>LKS2 Make comparisons of the same geographical feature in different countries.</p> <p>Describe and compare different features of human and physical geography of a place, offering explanations for the locations for some of these</p> <p>Compare and contrast the areas of vegetation and biomes in two different locations.</p> <p>Provide a reasonable explanation for features in relation to location (e.g. the shops outside town are bigger because there is more space).</p> <p>Make comparisons of the same geographical feature in different countries.</p> <p>Describe and compare different features of human and physical geography of a place, offering explanations for the locations for some of these</p> <p>Compare and contrast the areas of vegetation and biomes in two different locations.</p> <p>Name and locate rivers of the United Kingdom and describe the impact on human and physical geography of the places they are found. Compare and contrast how areas of the world have capitalised on their physical features.</p> <p>Describe how physical activity has impacted and/or changed the physical and human characteristics of a place in the world.</p> <p>Identify how people both damage and improve the environment</p> <p>Explain how people try to sustain environments</p> <p>Describe how changes, in the features of a place, can affect the lives and activities of the people living there</p> <p>Name and locate vegetation belts across the United Kingdom explaining how some of these have changed over time.</p> <p>Identify changes in the local and global environment.</p> <p>Explain how the physical processes of erosion, transportation and deposition affect the environment</p> <p>Describe and explain how physical processes have changed the characteristics of a landscape, country or continent.</p> <p>Describe patterns in geography and offer clear explanations for why they appear (e.g. a number of hotels and restaurants are found by the seaside)</p>	<p>UKS2 Explain how climate zones, biomes and vegetation belts affect the physical and human features of a place in the world.</p> <p>Describe how human activity has impacted upon and/or changed the physical characteristics of a place in the world.</p> <p>Describe how physical and human processes can lead to similarities/differences in the environments of places and in the lives of people who live there.</p> <p>Describe how physical and human processes give a continent its unique characteristics</p> <p>Respond to and ask relevant questions about patterns in the landscape and make appropriate observations on the location of features, relative to others</p> <p>Identify geographical patterns on a range of scales. Explain how things change by referring to the physical and human features of the landscape.</p> <p>Explain how physical and human processes lead to diversity and change in places.</p>
		<p>Year 1 pattern, area, location, , beach, cliff, coast, forest, hill, mountain, sea, river, soil, season, weather, city, town, village, factory, farm, house, office, shop,</p>		<p>Year 5 Climate zone, vegetation belt, impact, characteristics, processes, unique, biomes,</p>
		<p>Year 2 Seasonal, equator, pole, ocean, valley, vegetation, port, harbour, compare, observation, pollution,</p>		<p>Year 6 relative, diversity</p>
			<p>Year 3 Comparison, compare, contrast, impact, damage, improve, , erosion, transportation, deposition, landscape, continent,</p> <p>Year 4 biomes, vegetation, sustain, global</p>	