



TEALBY PRIMARY SCHOOL

'Aspire, Believe, Achieve'

*We want our pupils to move from us, confident, curious, articulate, creative, independent and well-prepared for their next stage.
We want to produce collaborators, innovators, leaders and, more than anything else, young people who understand what it is to be human.*

Geography - Progression of Learning



Curriculum

- Recognise their roles as Global citizens
- Communicate their learning in relevant ways
- Show empathy

- Recognise that they can impact their environment and community
- Show a commitment to justice

Human and Physical Geography Enquiry	Place Knowledge	Geographical Map & Fieldwork Skills	Locational Knowledge / Environment
<i>NC: 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</i> <i>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</i> <i>Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</i>	<i>NC: 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</i>	<i>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</i> <i>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</i> <i>Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</i> <i>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</i>	<i>NC: Name and locate the world's seven continents and five oceans</i> <i>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</i>
Describing how the weather changes with each season in the UK. Describing the daily weather patterns in their locality (this could be done on a weather chart/diary throughout the year). Confidently using the vocabulary 'season' and 'weather'.	Naming some key similarities between their local area and a small area of a contrasting non-European country (this could include a mixture of human and physical features such as weather, land features and use/buildings, population/jobs, housing, transport). Naming some key differences between their local area and a small area of a contrasting non-European country (this could include a mixture of human and physical features such as weather, land features and use/buildings, population/jobs, housing, transport). Describing what physical features may occur in a hot place in comparison to a cold place.	Using a world map and globe to locate the UK. Using a map of the UK to locate the four countries (Northern Ireland, Wales, Scotland and England). Using a world map and globe to locate four of the world's seven continents (Europe, North America, South America and either Asia, Antarctica, Oceania or Africa dependent on countries studied) and the non-European country studied. Using a world map and globe to locate the Atlantic Ocean and Pacific Ocean.	Locating two of the world's seven continents on a world map. Locating two of the world's oceans (Atlantic Ocean and Pacific Ocean) on a world map. Showing on a map which continent they live in.

COURAGE **EXCELLENCE** **DETERMINATION** **RESPECT** **INSPIRATION** **COMPASSION**



TEALBY PRIMARY SCHOOL

'Aspire, Believe, Achieve'

*We want our pupils to move from us, confident, curious, articulate, creative, independent and well-prepared for their next stage.
We want to produce collaborators, innovators, leaders and, more than anything else, young people who understand what it is to be human.*

To know that the four seasons in the UK are: Spring, Summer, Autumn and Winter. To know that 'weather' refers to the conditions outside at a particular time. To know that different parts of the UK often experience different weather. To know that a weather forecast is when someone tries to predict what the weather will be like in the near future. To know that weather conditions can be measured and recorded.	To know that life elsewhere in the world is often different to ours. To know that life elsewhere in the world often has similarities to ours.	To know that atlases give information about the world and that a map tells us information about a place.	To know the name of the two continents (Europe, Asia, Africa and Antarctica) To know that a continent is a group of countries. To know that they live in the continent of Europe. To know that an ocean is a large body of water. To know that two of the world's oceans are the Atlantic Ocean and the Pacific Ocean
Recognising key features in their locality including: forest, hill, mountain.		Using directional language to describe the location of objects in the classroom and playground. Using directional language to describe features on a map in relation to other features (real or imaginary). Responding to instructions using directional language to follow routes.	Locating the four countries of the United Kingdom (UK) on a map of this area. Beginning to locate the capital cities of the four countries of the UK on a map of this area. Identifying characteristics (both human and physical) of the four countries of the UK. Showing on a map which country they live in and locating its capital city.
To know that physical features means any feature of an area that is on the Earth naturally. To know that coastlines change over time.		To know simple directional language (e.g near, far, up, down, left, right, forwards, backwards).	To know that the UK is short for 'United Kingdom' To know that the United Kingdom is made up of four countries: England, Scotland, Wales, Northern Ireland. To know that a capital city is the city where a country's government is located. To know the name of the country they live in. To know that the capital cities of the UK are London, Edinburgh, Cardiff and Belfast.
Recognising and naming key features in their locality including: factory, farm, house and office.		Recognising local landmarks (e.g your school, nearest park, town centre) on aerial photographs. Recognising basic human features (e.g farm, house, road) on aerial photographs. Recognising basic physical features (e.g river, forest, hill, mountain) on aerial photographs. Drawing freehand maps (of real or imaginary places) using simple pictures or symbols. Drawing a simple sketch map of the classroom and playground using simple pictures, colours or symbols to represent features. Adding labels to sketch maps. Using simple picture maps and plans to move around the school.	

COURAGE **EXCELLENCE** **DETERMINATION** **RESPECT** **INSPIRATION** **COMPASSION**



TEALBY PRIMARY SCHOOL

'Aspire, Believe, Achieve'

*We want our pupils to move from us, confident, curious, articulate, creative, independent and well-prepared for their next stage.
We want to produce collaborators, innovators, leaders and, more than anything else, young people who understand what it is to be human.*

To know that human features means any feature of an area that was made or built by humans.		To know that symbols are often used on maps to represent features. To know that an aerial photograph is a photograph taken from the air above. To know that a map is a picture of a place, usually drawn from above.	
NC: 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	Commenting on the features they see in their school and school grounds on a walk around the respective places.		
Measure	Asking and answering simple questions about the features of their school and school grounds.		
Record	Drawing some of the features they notice in their school and school grounds in correct relation to each other on a sketch map.		
Present	Using a simple recording technique (e.g. smiley/sad faces worksheet) to express their feelings about a specific place and explaining why they like/dislike some of its features.		
Human and Physical Geography Enquiry	Place Knowledge	Geographical Map & Fieldwork Skills	Locational Knowledge / Environment
<i>NC: 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 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 Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</i>	<i>NC: 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</i>	<i>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 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 Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 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</i>	<i>NC: 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</i>
To know some hot and cold areas of the world. To know how to locate the equator and North and South Poles on a world map. To know how to locate hot and cold areas of the world in relation to the Equator and the North and South poles.	To know some key similarities between their local area and a small area of a contrasting non-European country (this could include a mixture of human and physical features such as weather, land features and use/buildings, population/jobs, housing, transport). To know how to explain some key differences between their local area and a small area of a contrasting non-European country (this could include a mixture of human and physical	To know why maps, need a title. To know how to use an atlas to locate the UK and the four countries (Northern Ireland, Wales, Scotland and England) of the UK. To begin to recognise world maps as a flattened globe. To know that a compass is an instrument we can use to find which direction is North.	To know how to locate all the world's seven continents on a world map. To know how to use a world map, globe and atlas to locate all the world's seven continents (Asia, Africa, North and South America, Antarctica, Europe and Oceania). To know how to use a world map, globe and atlas to locate the world's five oceans (Pacific Ocean, Atlantic Ocean, Indian Ocean, Southern Ocean and Arctic Ocean.)

COURAGE EXCELLENCE DETERMINATION RESPECT INSPIRATION COMPASSION



TEALBY PRIMARY SCHOOL

'Aspire, Believe, Achieve'

*We want our pupils to move from us, confident, curious, articulate, creative, independent and well-prepared for their next stage.
We want to produce collaborators, innovators, leaders and, more than anything else, young people who understand what it is to be human.*

	features such as weather, land features and use/buildings, population/jobs, housing, transport). To know how to explain what measures humans have taken in order to adapt to living in hot and cold places.		
To know that the equator is an imaginary line around the middle of the Earth. To know that, because it is the widest part of the Earth, the equator is much closer to the sun than the North and South poles. To know that the North Pole is the northernmost point of the Earth and the South Pole is the southernmost point of the Earth. To know that different parts of the world experience different weather conditions and that these are often caused by the location of the place,	To know some similarities and differences between their local area and contrasting non-European country.		To be able to name the seven continents of the world (Asia, Africa, North and South America, Antarctica, Europe and Oceania) To be able to name the five oceans of the world (Pacific Ocean, Atlantic Ocean, Indian Ocean, Southern Ocean and Arctic Ocean)
Describing the key physical features in a local river area using basic geographical vocabulary including: river, soil, valley, vegetation. Describing the key physical features of a coast line and how it changes over time (e.g Holderness retreating coastline) using subject specific vocabulary including: beach, cliff, sea and ocean.		Using locational language and the compass points (N, S, E, W) to describe the location of features on a map. Using locational language and the compass points (N, S, E, W) to describe the route on a map. Using locational language and the compass points (N, S, E, W) to plan a route in the playground or school grounds. Using a map to follow a prepared route.	Locating the surrounding seas of the UK on a map of this area. Confidently locating the capital cities of the four countries of the UK on a map of this area. Identifying characteristics (both human and physical) of the four capital cities of the UK. Showing on a map the city, town or village where they live in relation to their capital city.
To know that physical features means any feature of an area that is on the To know that coastlines change over time. Earth naturally.		To know which direction is N, S, E, W on a map.	To know that a sea is a body of water that is smaller than an ocean. To know that there are four bodies of water surrounding the UK: Atlantic Ocean, North Sea, English Channel and Irish Sea.
Describing and understanding the differences between a city, town and village. Describing the key human features of a coast line and how it changes over time (e.g Holderness retreating coastline) using subject specific vocabulary including: port, harbour and shop.		Recognising landmarks of a city studied (e.g cathedral, significant building, river, airport) on aerial photographs and plan perspectives. Recognising human features (e.g port, harbour and shop) on aerial photographs and plan perspectives. Recognising physical features (e.g beach, cliff, sea and ocean) on aerial photographs and plan perspectives.	

COURAGE **EXCELLENCE** **DETERMINATION** **RESPECT** **INSPIRATION** **COMPASSION**



TEALBY PRIMARY SCHOOL

'Aspire, Believe, Achieve'

*We want our pupils to move from us, confident, curious, articulate, creative, independent and well-prepared for their next stage.
We want to produce collaborators, innovators, leaders and, more than anything else, young people who understand what it is to be human.*

		Drawing a map and using class agreed symbols to make a simple key. Drawing a simple sketch map of the playground or school grounds using symbols to represent human and physical features. Finding a given OS symbol on a map with support. Beginning to draw objects to scale (e.g show the school playground is smaller than the school or school field). Using an aerial photograph to draw a simple sketch map using basic symbols for a key.	
To know that a sea is a body of water that is smaller than an ocean. To know that human and physical features change over time.		To know that maps need a key to explain what the symbols and colours represent.	
NC: 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	Discussing the features, they see in the area surrounding their school when on a walk. Asking and answering simple questions about human and physical features of the area surrounding their school grounds.		
Measure	Collecting quantitative data through a small survey of the local area/school. (e.g in a tally chart) to answer an enquiry question (e.g how children get to school).		
Record	Classifying, features they notice into human and physical with teacher support. Taking digital photographs of geographical features in the locality. Making digital audio recordings when interviewing someone (maybe teacher supported).		
Present	Presenting data in simple tally charts or pictograms and commenting on what the data shows. Asking and answering simple questions about data.		
Human and Physical Geography Enquiry	Place Knowledge	Geographical Map & Fieldwork Skills	Locational Knowledge / Environment
NC: By end of KS2 <i>Describe and understand key aspects of: 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</i>	NC: By the end of KS2 <i>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</i>	NC: By end of KS2 <i>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</i>	NC: By end of KS2 <i>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</i>
Describing and understanding types of settlement (e.g size, function) and land use (e.g residential, commercial, port, markets). Explaining why a settlement and community has grown around a river and/or a transport link.	Describing and beginning to explain similarities between two regions studied (this could include a mixture of human and physical features such as weather, land features and	Beginning to use the key on an OS map to name and recognise key physical and human features in regions studied. Accurately using 4-figure grid references to locate features on a map in regions studied.	Locating countries in Europe (including Russia) using maps. Locating major cities of the European countries studied.

COURAGE EXCELLENCE DETERMINATION RESPECT INSPIRATION COMPASSION



TEALBY PRIMARY SCHOOL

'Aspire, Believe, Achieve'

*We want our pupils to move from us, confident, curious, articulate, creative, independent and well-prepared for their next stage.
We want to produce collaborators, innovators, leaders and, more than anything else, young people who understand what it is to be human.*

Explaining why a locality has different human features (e.g bridge, cathedral). Explaining why people might prefer to live in an urban or rural place. Describing how humans can impact the environment both positively and negatively, using examples to support understanding.	use/buildings, population/jobs, housing, transport). Describing and explaining how people who live in a contrasting physical area may have different lives to people in the UK.	Beginning to give instructions using the 8 points of a compass. Using a simple key on their own map to show an example of both physical and human features. Following a route on a map with some accuracy (e.g cross-curricular with orienteering). Saying which directions are N, S, E, W on an OS map. Making and using a simple route on a map. Labelling some features on an aerial photograph and then locating these on an OS map of the same locality and scale in regions studied.	
To know the main types of land use (agricultural, residential, recreational, commercial, industrial and transportation).* To know the different types of settlement (e.g hamlet, village, town, city, ports, market towns, resorts).* To know water is used by humans in a variety of ways (e.g drinking, household, recreation, industry, agriculture and energy). To know an urban place is somewhere near a town or city. To know a rural place is somewhere near the countryside. <i>To learn how indigenous people, use the resources in the Amazon rainforest to survive. To learn about the threats to the Amazon rainforest both on a local and global scale.</i> <i>To learn what changes, in relation to the Amazon rainforest, we can make to help reduce and prevent further global warming. *Year 3 or Year 4?</i>		Using atlases, maps, globes, satellite images Using atlases, maps, globes and beginning to use digital mapping to recognise and describe physical features (e.g mountain regions, weather patterns) and human features (e.g population density) in countries studied. Using the scale bar on a map to estimate distances. Finding countries and features of countries in an atlas using contents and index. Zooming in and out of a digital map.	To know where Europe is on a world map. To know the names of some countries and major cities in Europe.
			To know the names of some of the world's most significant mountain ranges. To know where North and South America are on a world map.
			To know how to locate some counties in the UK (local to your school borders). Locating some cities in the UK (local to your school). Beginning to locate the twelve geographical regions of the UK (London, the North East, North West, Yorkshire, East Midlands, West Midlands, South East, East of England, South West, Scotland, Wales and Northern Ireland). To know some types of settlement (e.g hamlet, village, town, city, ports, market towns, resorts).*

COURAGE

EXCELLENCE

DETERMINATION

RESPECT

INSPIRATION

COMPASSION