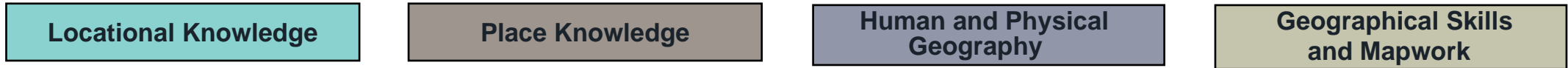


Geography Unit Progression



Concepts



Secondary Concepts



Curriculum Aims

- To 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.
- To 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.
- To be 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 and aerial photographs
 - communicate geographical information in various ways, including through maps, numerical and quantitative skills and writing at length

Geography Unit Progression

Nursery & Reception work on a 3 year cycle. The learning below is taken directly from the Development Matters specific area Understanding the World. The topics used to driving the learning are:

Cycle 1: Marvellous Me, People Who Help, Julia Donaldson, Holidays,

Cycle 2: My World, Colours everywhere, Polar regions, Seaside, Pirates,

Cycle 3: Good to be me, Seasons, Let's go on an adventure, Growing & Changing, Under the Sea.



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Nursery

Place	Space	Scale	Physical and Human Processes	Cultural Awareness and Diversity
<p>Know that there are different countries in the world</p> <p>Talk about what they see, using a wide vocabulary</p>	<p>Talk about what they see, using a wide vocabulary</p> <p>Know that there are different countries in the world</p>	<p>Talk about what they see, using a wide vocabulary</p> <p>Know that there are different countries in the world</p>	<p>Talk about the differences they have experienced or seen in photos.</p> <p>Talk about what they see, using a wide vocabulary</p>	<p>Continue developing positive attitudes about the differences between people</p>
		<h2>Reception</h2>		
Place	Space	Scale	Physical and Human Processes	Cultural Awareness and Diversity
<p>Recognise some similarities and differences between life in this country and life in other countries</p> <p>Explore the natural world around them</p> <p>Describe what they see, hear and feel whilst outside</p>	<p>Explore the natural world around them</p> <p>Recognise some environments that are different to the one in which they live</p>	<p>Draw information from a simple map</p>	<p>Explore the natural world around them</p> <p>Describe what they see, hear and feel whilst outside</p> <p>Recognise some environments that are different to the one in which they live</p> <p>Understand the effect of changing seasons on the natural world around them</p>	<p>Recognise some similarities and differences between life in this country and life in other countries</p> <p>Recognise some environments that are different to the one in which they live</p>

Year 1 : The World and my school. Where in the world do I live?



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Place Knowledge	Locational Knowledge		Physical and Human Geography	
Place	Space	Scale	Physical and Human Processes	Cultural Awareness and Diversity
I can understand that places can have meaning to people.	<p>I can understand that the world has seven continents and five oceans.</p> <p>I can understand that the UK is split into countries.</p>	I can understand how my local area fits within the United Kingdom.	I can identify seasonal and daily weather patterns in the UK.	

Year 1: Beside the coast Where are some of the UK's coasts and what are their features?

Place Knowledge	Locational Knowledge		Physical and Human Geography	
Place	Space	Scale	Physical and Human Processes	Cultural Awareness and Diversity
<p>I can understand that places have meaning to people</p> <p>I can understand that places have different uses</p>	<p>I can understand that the UK has coastal areas</p> <p>I can identify some key human and physical features of a coastal area and classify these into natural and man-made.</p> <p>With support, I can begin to use simple aerial photographs</p>	<p>With help, I can identify my nearest coastal resort.</p> <p>With help, I can use simple maps to identify different coastal areas.</p>	<p>I can understand that places have different uses and can talk about how coastal areas are used.</p> <p>I can understand how coastal areas were used in the past and compare them to how they are used today.</p> <p>I can understand the location of hot and cold islands in the world.</p>	<p>I can understand the similarities and differences between my region and coastal regions.</p> <p>I can give examples of these.</p>

Year 1: Our local park OR Our school grounds: Fieldwork unit

Place Knowledge	Locational Knowledge		Physical and human geography	Geographical Skills and Fieldwork
Place	Space	Scale	Physical and Human Processes	
I can understand that places can have meaning to people.	I can identify some key human and physical features of my local area.	I can understand how my local park fits within my local area.	<p>I can understand human processes in my local area, including settlements and varied land use.</p> <p>I can identify human and physical geographical features in my local area.</p>	<p>I can use simple fieldwork and observational skills to answer geographical questions.</p> <p>I can use directional language to describe a route.</p> <p>I can name and use cardinal directions.</p> <p>I can devise a simple, messy map.</p> <p>I can collect and record simple data.</p> <p>I can present simple data in a chart.</p>

Year 2 : Mexico: My local area & Tulum What are the similarities and differences between my local area and Tulum, Mexico?



Place Knowledge	Locational Knowledge		Physical and Human Geography		Geographical Skills and Fieldwork
Place	Space	Scale	Physical and Human Processes	Cultural Awareness and Diversity	
<p>I can understand that places can have meaning to people.</p>	<p>I can understand that the world has seven continents and five oceans.</p> <p>I can understand that the UK is split into countries.</p> <p>I can identify some key human and physical features of my local area.</p> <p>I can use simple compass directions and locational and directional language to describe the location of features on a map.</p> <p>I can use aerial photographs and plan perspectives to recognise landmarks and devise simple maps.</p> <p>I can use a key.</p>	<p>I understand that England, Scotland, Wales and Northern Ireland are countries within the UK.</p> <p>I can understand how my local area fits within the United Kingdom.</p>	<p>I can understand that the poles and equator impact the climate on Earth.</p>	<p>I can understand the similarities and differences between my country and other countries.</p>	<p>I can use atlases and globes to discover the continents and oceans of the world.</p> <p>I can use compass directions and locational and directional language to describe the location of features on a map.</p> <p>I can use aerial photographs and plan perspectives to recognise landmarks and devise simple maps.</p> <p>I can use a key.</p> <p>I can use simple fieldwork and observational skills to study the school's geography.</p>

Year 2: Investigating weather and climate: Fieldwork unit



Physical and Human Geography	Geographical Skills and Fieldwork
Physical and Human Processes	
<p>I can understand the differences between weather and climate.</p> <p>I can understand that the poles and equator impact the climate on the Earth.</p> <p>I can identify hot and cold areas of the world in relation to the poles and the equator.</p>	<p>I can carry out a geographical enquiry using simple fieldwork and observational skills.</p> <p>I can collect weather data using the equipment. I can record weather data.</p> <p>I can present my data. I can analyse data.</p>



Year 3: The United Kingdom

What are the key geographical features of the UK and my region?

Place Knowledge	Locational Knowledge		Physical and Human Geography		Geographical Skills and Fieldwork
Place	Space	Scale	Physical and Human Processes	Cultural Awareness and Diversity	
<p>I can understand that places can have meaning to people.</p> <p>I understand that people can choose to use land in different ways.</p>	<p>I can understand that the UK is split into countries and regions.</p> <p>I can understand that regions are split into counties.</p> <p>I can identify some key human and physical features of the UK and my region.</p> <p>I can use compass points, four-figure grid references, symbols, and keys.</p>	<p>I understand that England, Scotland, Wales and Northern Ireland are countries in the UK.</p> <p>I can understand how my region is an area within England.</p>	<p>I can understand that land has height.</p> <p>I can identify mountains, hills and rivers on maps.</p> <p>I understand human processes that take place in the UK, including settlements.</p>	<p>I can understand that England is made up of different regions. People living in these regions may have different senses of identity based on where they live.</p>	<p>I can use compass points, four-figure grid references, symbols, and keys.</p> <p>I can devise a sketch map of my local area.</p> <p>I can identify physical features on a map.</p> <p>I can locate settlements on a map.</p> <p>I can use maps and atlases to discover the United Kingdom.</p>



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Year 3: Bee conservation: Fieldwork unit

Place Knowledge	Physical and Human Geography			Geographical Skills and Fieldwork
Place	Physical and Human Processes	Environmental Impact	Sustainable Development	
<p>I can understand that people can choose to use land differently, and I can give some examples.</p>	<p>I can understand how bees are involved in physical processes.</p>	<p>I can understand how land use impacts the survival of bees.</p> <p>I can understand how personal choices on how to use land impact the environment.</p>	<p>I can suggest how to make the school locality more environmentally friendly.</p>	<p>I can carry out a geographical enquiry using fieldwork and observational skills.</p> <p>I can record data.</p> <p>I can analyse data and evaluate fieldwork.</p> <p>I can devise a simple map using information learnt from a geographical enquiry.</p>



Year 4: What's it like in Halifax?

Place Knowledge	Locational Knowledge		Physical and Human Geography		Geographical Skills and Fieldwork
Place	Space	Scale	Physical and Human Processes	Cultural Awareness and Diversity	Geographical Skills and Fieldwork
<p>I understand that places can have meaning to people and make some suggestions or examples.</p> <p>I understand that people can choose to use land in different ways and that this can depend on the land's physical geography.</p>	<p>I can understand that the UK is split into countries and regions.</p> <p>I can understand that regions are split into counties.</p> <p>I can identify Halifax on a map</p> <p>I can identify some key physical features of Halifax</p>	<p>I can understand that Halifax is a town within England.</p>	<p>I can identify the physical landscape of Halifax using images and compare these to my locality.</p> <p>I understand human processes in Halifax, including settlements and economic activity.</p> <p>I can compare the human geography of Halifax with that of my own area.</p>	<p>I can understand that cultural identity may vary from region to region.</p>	<p>I can use compass points, four-figure grid references, symbols, and keys.</p> <p>I can identify physical features on a map.</p> <p>I can locate settlements on a map.</p> <p>I can use maps and atlases to discover the United Kingdom.</p>



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Year 4: My region & Campania Italy: What are the similarities and differences between my region and Campania, Italy

Place Knowledge	Locational Knowledge		Physical and Human Geography		Geographical Skills and Fieldwork
Place	Space	Scale	Physical and Human Processes	Cultural Awareness and Diversity	
<p>I understand that places can have meaning to people and make some suggestions or examples.</p> <p>I understand that people can choose to use land in different ways and that this can depend on the land's physical geography.</p>	<p>I can identify the continents of the world.</p> <p>I can use maps to identify some of the countries of Europe and their capital cities.</p> <p>I can identify some key physical features and settlements in Campania.</p> <p>I can identify the location of my region in England and the key human and physical features of my region.</p> <p>I can compare key physical features in Campania to those in my own region.</p>	<p>I can understand how my region is an area within England, and there are towns and cities within my region.</p> <p>I can understand that Campania is a region within Italy.</p> <p>I can understand that England and Italy are countries within the continent of Europe.</p>	<p>I can understand that physical processes are the natural forces that change Earth's physical features.</p> <p>I understand how the tectonic movement has shaped the Earth's surface.</p> <p>I understand how earthquakes and volcanoes happen and can identify some key events in Campania, Italy.</p> <p>I understand human processes in my region and Campania, including settlements and economic activity.</p>	<p>I can understand the similarities and differences between my region and Campania and give some examples.</p> <p>I can understand that cultural identity may vary from region to region.</p>	<p>I can use atlases, maps and globes to locate places and describe features studied.</p>



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Year 5: The rainforests of the world (with a focus on the Amazon rainforest) – Why are the rainforests important to us?

Place Knowledge	Locational Knowledge		Physical and Human Geography			Geographical Skills and Fieldwork
	Place	Space	Scale	Physical and Human Processes	Sustainable Development	
<p>I understand that people in a particular region can have a strong identity linked to the landscape and heritage of their region.</p> <p>I understand that people can choose to use land in different ways and that this can depend on the land's physical geography and climate, and I can give some examples.</p> <p>I understand what a biome is and can talk about some of the biomes of the world.</p>	<p>I can identify the locations of the world's rainforests</p> <p>I can locate the world's countries and continents, using maps and atlases.</p> <p>I can use maps to locate the Amazon rainforest..</p> <p>I can identify the position and significance the equator and the tropics.</p> <p>I can identify how physical geography and climate can affect the rainforests.</p> <p>I can identify and name key physical aspects of the rainforests, including the climate, and compare them to the UK.</p>	<p>I can understand that England is a country within the continent of Europe.</p> <p>I can understand that South America is a Continent and that the Amazon rainforest is located across a range of countries within South America.</p>	<p>I can understand human processes in the Amazon rainforest including land use.</p> <p>I can explain the effects of human process on the rainforests both positive and negative</p>	<p>I can understand that it is important to consider sustainability when approaching economic development.</p> <p>I understand that human behaviour can trigger global effects such as climate change.</p> <p>I understand that humans impact the environment in many ways, including deforestation.</p> <p>I can suggest ways in which I can become more sustainable for future generations.</p>	<p>I can understand the similarities and differences between my country and the countries of the rainforests and give some examples.</p> <p>I can explain the reasons for these similarities and differences.</p> <p>I can talk about the culture and the people of the Amazon rainforest and compare them to the people of my region.</p>	<p>I can use atlases, maps and globes to locate places and describe features studied.</p>



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Year 5: Rivers: What are the features of a river and how are they formed?

Place Knowledge	Locational Knowledge		Physical and Human Geography		Geographical Skills and Fieldwork
	Place	Space	Scale	Physical and Human Processes	
<p>I understand why people chose to live near rivers in the past and why people choose to live near rivers today.</p>	<p>I can locate the key rivers of the UK and world using maps and atlases.</p> <p>I can locate the rivers that are closet to my region.</p> <p>I can use clues to identify my region's key rivers using physical geographical features and landmarks.</p>	<p>I can understand the differences between rivers of the UK and world in relation to their size.</p> <p>I can compare different rivers of the UK and the world.</p>	<p>I can explain the water cycle.</p> <p>I can describe the key features of a river system and the journey that a river takes.</p> <p>I can describe the ways rivers are used</p> <p>I can explain how the use of rivers by humans has changed over time.</p> <p>I can explain the impact of damming rivers.</p>	<p>I understand that humans impact the environment in many ways, including pollution surrounding rivers.</p> <p>I understand that human behaviour can trigger global effects such as flooding.</p>	<p>I can plan a geographical enquiry using fieldwork and observational skills.</p> <p>I can record data in a variety of ways.</p> <p>I can present my data using charts and graphs.</p> <p>I can analyse data and explain what I have learnt.</p>

Year 6: My Region and the Western United States: What are the similarities and differences between my region and the Western United States?



Place Knowledge	Locational Knowledge		Physical and Human Geography		Geographical Skills and Fieldwork
Place	Space	Scale	Physical & Human Processes	Culture Awareness and Diversity	
<p>I understand that people in a particular region can have a strong identity linked to their region.</p> <p>I understand that people can choose to use land in different ways and that this can depend on the land's physical geography and climate, and I can give some examples</p>	<p>I can identify the location of my region in England and the key human and physical features of my region.</p> <p>I can identify some of the countries of North America and their capital cities.</p> <p>I can identify some key settlements in the Western USA.</p> <p>I can give examples of how the landscape in the Western USA varies massively, e.g. climate belts and biomes.</p> <p>I can identify the position and significance of latitude, longitude, equator, hemispheres, the tropics, circles and time zones.</p> <p>I can identify how physical geography and climate can affect the type and location of settlements in the Western USA.</p>	<p>I can understand how my region is an area within England, and there are towns and cities within my region.</p> <p>I can understand that England is a country within the continent of Europe.</p> <p>I can understand that the USA is a country within the continent of North America.</p> <p>I can understand that the West is a region within the USA.</p> <p>I understand that there are states, cities and towns within the West region of the USA.</p> <p>I can make comparisons between my country and the US in terms of the size of the land and the population.</p>	<p>I can understand that physical processes are the natural forces that change Earth's physical features, e.g. the water cycle.</p> <p>I can understand and explain rivers and mountains and how they are formed and identify some key examples in the Western USA.</p> <p>I can understand how tectonic movement has shaped the Earth's surface.</p> <p>I understand human processes in my region and Western USA, including settlements and economic activity.</p>	<p>I can understand the similarities and differences between my country and other countries and give some examples.</p> <p>I can explain the reasons for these similarities and differences.</p> <p>I can understand that cultural identity may vary from region to region.</p>	<p>I can use atlases, maps and globes to locate places and describe features studied.</p>



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Year 6: Trade & Economics Why is trade important and how has this changed overtime?

Place Knowledge	Locational Knowledge		Physical and Human Geography		
Place	Space	Scale	Physical and Human Processes	Sustainable Development	Geographical Skills and Fieldwork
I understand that people in a particular region can have a strong identity linked to the landscape and heritage of their region.	<p>I can identify the location of my region within England.</p> <p>I can use clues to identify my region's key human and physical geographical features and landmarks.</p>	<p>I can understand how my region is an area within England.</p> <p>I can understand how England is one country within the continent of Europe and the links it has with other countries in Europe.</p>	<p>I can understand human processes in the United Kingdom, e.g. agriculture, transportation & healthcare.</p> <p>I can explain how economic activity in the United Kingdom has changed over time.</p>	<p>I can understand that it is important to consider sustainability when approaching economic development.</p> <p>I can suggest ways in which industries in the United Kingdom can become more sustainable for future generations.</p>	I can use atlases, maps and globes to locate places and describe features studied.

During the Year 6 residential, children also encounter geographical skills and fieldwork.