



# Gladstone Road Primary School Geography

## Curriculum design, LTP & Vocabulary Progression 2020/2021

### PROGRESSION DOCUMENT

NC Objective	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Locational Knowledge</b>							
<ul style="list-style-type: none"> <li>- name and locate the world's 7 continents and 5 oceans (KS1)</li> <li>- 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 (KS2)</li> </ul>		<ul style="list-style-type: none"> <li>- To begin to recognise and name some continents and oceans on a globe or atlas.</li> </ul>	<ul style="list-style-type: none"> <li>- To name and locate the seven continents and five oceans on a globe or atlas.</li> </ul>	<ul style="list-style-type: none"> <li>- To locate countries in Europe and North and South America on a map or atlas.</li> <li>- To identify states in North America using a map.</li> </ul>	<ul style="list-style-type: none"> <li>-To locate some countries in Europe and North and South America on a map or atlas.</li> <li>- To describe some European and North and South American cities using an atlas</li> <li>-To begin to relate a continent to a country.</li> </ul>	<ul style="list-style-type: none"> <li>- To locate some major cities and countries of Europe and North and South America on maps.</li> <li>- To describe some key physical and human characteristics of Europe and North and South America.</li> </ul>	<ul style="list-style-type: none"> <li>- To locate cities, countries and regions of Europe and North and South America on maps.</li> <li>- To describe key physical and human characteristics and environmental regions of Europe and North and South America.</li> </ul>
<ul style="list-style-type: none"> <li>- name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas (KS1)</li> <li>- 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 (KS2)</li> </ul>		<ul style="list-style-type: none"> <li>- To name and locate on a map the four countries and capital cities of the United Kingdom</li> </ul>	<ul style="list-style-type: none"> <li>-- To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas on a map.</li> </ul>	<ul style="list-style-type: none"> <li>- To describe where the UK is located, and name and locate its four countries and some counties.</li> <li>- To locate where they live in the UK.</li> <li>- To relate continent, country, county and city to where they live.</li> <li>- To locate the UK's major urban areas and locate some physical environments in the UK.</li> </ul>	<ul style="list-style-type: none"> <li>- To describe where the UK is located, and name and locate some major urban areas.</li> <li>-To locate where they live in the UK using locational terminology (north, south, east, west) and the names of nearby counties.</li> <li>-To locate and describe some human and physical characteristics of the UK.</li> </ul>	<ul style="list-style-type: none"> <li>- To describe where the UK is located, and name and locate a range of cities and counties.</li> <li>- To locate and describe some physical environments in the UK, e.g. coastal environments, the UK's significant rivers and mountains.</li> <li>- To locate the UK's regions and major cities.</li> </ul>	<ul style="list-style-type: none"> <li>- To describe where the UK is located, and name and locate a range of cities and counties.</li> <li>- To locate and describe several physical environments in the UK e.g. coastal and mountain environments and how they change.</li> <li>- To locate the UK's major urban areas, knowing some of their distinct characteristics and how some of these have changed over time.</li> <li>- To recognise broad land-use patterns over time.</li> </ul>
<ul style="list-style-type: none"> <li>- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer</li> </ul>				<ul style="list-style-type: none"> <li>- To use a globe and map to identify the position of the Poles, the Equator, Northern Hemisphere and Southern Hemisphere.</li> </ul>	<ul style="list-style-type: none"> <li>-To identify the position of the Prime/Greenwich Meridian and understand the</li> </ul>	<ul style="list-style-type: none"> <li>- To locate places studied in relation to the Equator, Tropics of Cancer and Capricorn, and their latitude and longitude.</li> </ul>	<ul style="list-style-type: none"> <li>- To locate places studied in relation to the Equator, the Tropics of Cancer and Capricorn, latitude and longitude, and relate this to their time zone, climate, seasons and vegetation.</li> </ul>



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<p>and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) (KS2)</p>				<p>- To locate the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles.</p>	<p>significance of latitude and longitude.</p>		
<p><b>Place Knowledge</b></p>							
<p>- 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 (KS1)</p> <p>- 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 in North or South America. (KS2)</p>	<p>- Looks closely at similarities, differences, patterns and change in own environment and that of others.</p> <p>- Knows about similarities and differences in relation to places, objects, materials and living things. Can make observations of animals and plants and explain why some things occur and talk about changes.</p> <p>- Knows that the environment and living things are influenced by human activity. Can describe some actions which people in their own community do that helps to maintain the area they live in. Knows the properties of some materials and can suggest some of the purposes they are used for.</p>	<p>- To know about the local area and name key landmarks.</p> <p>- To make observations about, and describe, the local area and the nearest local green space.</p> <p>- To describe an aspect of the physical and human geography of a distant place.</p> <p>- To show awareness of their locality and identify one or two ways it is different and similar to the distant place.</p>	<p>- To know about the local area, and name and locate key landmarks.</p> <p>- To make observations about, and describe, the local area and its physical and human geography.</p> <p>- To describe the physical and human geography of a distant place.</p> <p>- To describe their locality and how it is different and similar to the distant place.</p>	<p>- To understand the basic physical and human geography of an area of the UK and its contrasting human and physical environments.</p> <p>- To recognise that some regions are different from others.</p> <p>- To describe the physical and human characteristics of a region in North America, and describe similarities and differences with an area of the UK.</p> <p>- To describe how some physical processes can cause hazards to people.</p> <p>- To recognise that there are advantages and disadvantages of living in certain environments.</p>	<p>- To understand the physical and human geography of an area of the UK and its contrasting human and physical environments.</p> <p>- To explain why some regions are different from others.</p> <p>- To describe the physical and human characteristics of a region in Europe, and describe similarities and differences with an area of the UK.</p> <p>To understand how the human and physical characteristics of one region in Europe are connected and make it special.</p> <p>- To understand how physical processes can cause hazards to people.</p> <p>- To describe some advantages and disadvantages of living in hazard-prone areas.</p>	<p>- To understand how a region has changed.</p> <p>- To know and share information about a European region, its physical environment and climate, and economic activity.</p> <p>- To explain some ways a biome (including the oceans) is valuable and under threat from human activity.</p> <p>- To understand how human activity is influenced by climate and weather.</p> <p>- To understand hazards from physical environments such as avalanches in mountain regions. The child can identify an important environmental issue.</p>	<p>To understand how a region has changed and how it is different from another region of the UK.</p> <p>To know and share information about a region of South America, its physical environment and climate, and economic activity.</p> <p>To explain some ways biomes (including the oceans) are valuable, why they are under threat and how they can be protected.</p> <p>To understand how human activity is influenced by climate and weather.</p> <p>To understand hazards from physical environments and their management, such as avalanches in mountain regions.</p> <p>To explain several threats to wildlife/habitats.</p>
<p><b>Human and physical geography</b></p>							
<p>- 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</p>	<p>- Responds to experiences and explorations of why things happen and how things work in</p>	<p>- To talk about the day-to-day weather and some of the features of the seasons in their locality.</p>	<p>- To identify seasonal and daily weather patterns in the United Kingdom.</p>	<p>- To describe the pattern of hot or cold areas of the world and relate this to the position of the Equator and the Poles.</p>	<p>- To indicate tropical, temperate and polar climate zones on a globe or map and describe the characteristics of</p>	<p>- To understand how climate and vegetation are connected in biomes (desert)</p>	<p>-To understand how climate and vegetation are connected in biomes (rainforest)</p>



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<p>and the North and South Poles (KS1)</p> <ul style="list-style-type: none"> <li>- 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 (KS1)</li> <li>- describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle (KS2)</li> </ul>	<p>the 'natural' and 'made' world.</p>	<ul style="list-style-type: none"> <li>- To show awareness that the weather may vary in different parts of the UK and in different parts of the world.</li> <li>- To talk about a natural environment, naming its features using some key vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>-To describe which continents have significant hot or cold areas and relate these to the Poles and Equator.</li> <li>- To recognise a natural environment and describe it using key vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>- To identify seasonal and daily weather patterns in the United Kingdom.</li> <li>-To describe which continents have significant hot or cold areas and relate these to the Poles and Equator.</li> <li>- To recognise different natural features (focusing on volcanoes and earthquake) and describe them using a range of key vocabulary.</li> </ul>	<p>these zones using appropriate vocabulary.</p> <ul style="list-style-type: none"> <li>- To use simple geographical vocabulary to describe significant physical features and talk about how they change.</li> <li>- To describe a river and mountain environment in the UK, using appropriate geographical vocabulary.</li> <li>- To describe the water cycle in sequence, using appropriate vocabulary, and name some of the processes associated with rivers and mountains.</li> </ul>	<ul style="list-style-type: none"> <li>- To understand that animals and plants are adapted to the climate.</li> <li>- To understand our food is grown in many different countries because of their climate.</li> <li>- To describe some key physical processes and the resulting landscape features, e.g. understand the characteristics of a river and how it was formed.</li> </ul>	<ul style="list-style-type: none"> <li>-To describe what the climate of a region is like and how plants and animals are adapted to it.</li> <li>-To understand how food production is influenced by climate.</li> <li>-To describe and understand a range of key physical processes and the resulting landscape features. The child can understand how a mountain region was formed.</li> </ul>
<ul style="list-style-type: none"> <li>- use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop (KS1)</li> <li>- 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 (KS2)</li> </ul>		<ul style="list-style-type: none"> <li>- To talk about a human environment, such as the local area or a UK city, naming some features using some key vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>- To identify a range of human environments, such as the local area and contrasting settlements, and describe them using key vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>- To identify and sequence different human environments, such as the local area and contrasting settlements such as a village and a city.</li> <li>- To recognise features and some activities that occur in different settlements using a range of key vocabulary.</li> <li>- To recognise the main land uses within urban areas and the key characteristics of rural areas.</li> </ul>	<ul style="list-style-type: none"> <li>- To identify and sequence a range of settlement sizes from a village to a city.</li> <li>- To describe the characteristics of settlements with different functions, e.g. coastal towns.</li> <li>- To use appropriate vocabulary to describe the main land uses within urban areas and identify the key characteristics of rural areas.</li> </ul>	<ul style="list-style-type: none"> <li>- To know and understand what life is like in cities and in villages.</li> <li>- To describe some renewable and non-renewable energy sources.</li> <li>- To describe different types of industry currently in the local area.</li> </ul>	<ul style="list-style-type: none"> <li>- To know and understand what life is like in cities and in villages and in a range of settlement sizes.</li> <li>- To understand that products we use are imported as well as locally produced (trade links)</li> <li>- To understand where our natural resources such as minerals (medicines) come from.</li> </ul>



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Skills and Fieldwork							
<ul style="list-style-type: none"> <li>- 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 (KS1)</li> <li>- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied (KS2)</li> </ul>	<ul style="list-style-type: none"> <li>- Visit different parts of the local community, including areas where some children may be very knowledgeable, e.g. Chinese supermarket, local church, elders lunch club, Greek café.</li> </ul>	<ul style="list-style-type: none"> <li>- To use a world map, atlas or globe to recognise and name some continents and oceans.</li> <li>- To use a UK wall map or atlas to locate and identify the four countries and capital cities of the United Kingdom.</li> </ul>	<ul style="list-style-type: none"> <li>- To use a world map, atlas or globe to name and locate the seven continents and five oceans.</li> <li>- To use a UK wall map or atlas to locate and identify the four countries and capital cities of the United Kingdom and its surrounding seas.</li> </ul>	<ul style="list-style-type: none"> <li>- To use a map and atlases to identify countries in Europe, and North and South America.</li> </ul>	<ul style="list-style-type: none"> <li>- To use a map and atlases to identify countries and cities in Europe, and North and South America.</li> </ul>	<ul style="list-style-type: none"> <li>-To use a variety of maps to describe some key human and physical characteristics of Europe, and North or South America.</li> </ul>	<ul style="list-style-type: none"> <li>Use a variety of maps to describe key human and physical features of regions of Europe, and North and South America.</li> </ul>
<ul style="list-style-type: none"> <li>- 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 (KS1)</li> <li>- To use the 8 points of a compass, 4 and 6 figure grid references, symbols and key (including the Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world (KS2)</li> </ul>		<ul style="list-style-type: none"> <li>- To locate places on a map of the local area using locational and directional language.</li> </ul>	<ul style="list-style-type: none"> <li>- To describe a journey on a map of the local area using simple compass directions and locational and directional language.</li> </ul>	<ul style="list-style-type: none"> <li>- To use 2 figure grid references.</li> <li>- To use the four points of a compass to give direction instructions and begin to learn eight points of a compass.</li> </ul>	<ul style="list-style-type: none"> <li>- To learn and begin to use four figure grid references.</li> <li>- To use the eight points of a compass to give direction instructions.</li> </ul>	<ul style="list-style-type: none"> <li>- To use four figure grid references confidently.</li> </ul>	<ul style="list-style-type: none"> <li>- To continue to use four figure grid references with confidence and find six figure grid references.</li> </ul>
<ul style="list-style-type: none"> <li>- 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 (KS1)</li> <li>- use simple fieldwork and observational skills to study the geography</li> </ul>		<ul style="list-style-type: none"> <li>- To use aerial photos to identify features of a locality.</li> <li>- To draw a simple map.</li> <li>- To assist in keeping a weekly weather chart based on first-hand observations using picture symbols.</li> </ul>	<ul style="list-style-type: none"> <li>- To use aerial photos to identify physical and human features of a locality.</li> <li>- To draw a simple map with a basic key of places showing landmarks.</li> <li>- To keep a weekly weather chart based on first-hand</li> </ul>	<ul style="list-style-type: none"> <li>- To make a simple sketch map.</li> <li>- To present information gathered in fieldwork using a simple graph.</li> <li>- To use digital maps to identify familiar places.</li> </ul>	<ul style="list-style-type: none"> <li>- To make a map of a short route with features in the correct order and in the correct places.</li> <li>- To make a simple scale plan of a room.</li> <li>- To present information gathered in fieldwork using simple graphs.</li> </ul>	<ul style="list-style-type: none"> <li>- To make a sketch map with symbols.</li> <li>- To use digital maps to identify human and physical features.</li> <li>- To present information gathered in fieldwork using a range of graphs.</li> <li>- To carry out fieldwork in an urban area and/or a rural area using appropriate techniques.</li> </ul>	<ul style="list-style-type: none"> <li>- To make sketch maps of areas using symbols, a key and a scale.</li> <li>- To use digital maps to investigate features of an area.</li> <li>- To present information gathered in fieldwork through selecting and using a range of graphs.</li> <li>- To plan and carry out a fieldwork investigation in an urban area</li> </ul>



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<p>of their school and its grounds and the key human and physical features of its surrounding environment (KS1)</p> <p>- 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 (KS2)</p>		<p>- To locate some features of the school grounds on a base map.</p>	<p>observations using picture symbols, and present this data.</p> <p>- To locate features of the school grounds on a base map.</p>	<p>- To carry out fieldwork (in a group) in the local area using appropriate techniques suggested.</p>	<p>- To use the zoom function of a digital map to locate places.</p> <p>- To carry out fieldwork (in a group) in the local area selecting appropriate techniques.</p>	<p>and/or a rural area using appropriate techniques.</p>
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