

Subject: Geography

Year Group Activities	National Curriculum Objectives Year Group One	Progression of Skills
Name the 7 continents and 5 oceans <i>3D Jigsaw task to locate continents and seas</i>	<ul style="list-style-type: none"> name and locate the world's seven continents and five oceans 	
Local human features ID human features of Philippines from books, photos, video	<ul style="list-style-type: none"> name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas 	ask geographical questions e.g. what is it like to live in this place?
Local area study compared with a small area of a non-European country (Philippines?)	<ul style="list-style-type: none"> 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 	express own views about a place, people, environment geographical language to describe feature or location e.g hill/local/a road/coastline/woods recognise how places have become the way they are e.g. shops (patterns and processes)
Local physical features ID physical features of Philippines from books, photos, video clips Weather and seasons Local and Philippines Collect weather data	<ul style="list-style-type: none"> 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 	Collect shared weather data

<p>Teacher led enquiry to respond to simple closed questions Use pictures as sources of information</p>	<ul style="list-style-type: none"> ● use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> ○ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather ○ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 	<p>observe and record e.g. identify buildings on a street – memory maps</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 	<p>communicate in different ways e.g. pictures/ pictograms simple maps/sketches/labelled diagrams</p>
<p>Recognise the link between a 3D globe and a 2D map <i>(inflatable 3D globe to 2D map – cutting tasks)</i></p>	<ul style="list-style-type: none"> • 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 	<p><u>Locality -</u> <u>Fieldwork</u> use directional language (up / down / left / right / forward / backwards)</p>
<p>Draw a picture map to sequence places visited on a local walk</p>	<ul style="list-style-type: none"> ● use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and 	<p>use simple field sketches use a camera</p>

	construct basic symbols in a key	
Match pictures from different perspectives	<ul style="list-style-type: none"> 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. 	<p>make simple maps and plans</p> <p>explore maps of the local area;</p> <p>Identify and describe features on a sketch map of the local area following the walk</p>
Year Group Projects/ Activities	Year Group Two	Progression of Skills
<p>Project: “An Island Home”</p> <p>Children encouraged to ask simple questions (where, what, who) Use books, stories, maps and pictures as sources of information</p>	<ul style="list-style-type: none"> name and locate the world’s seven continents and five oceans 	geographical language to describe feature or location e.g. valley/hill/local/a road/coastline/woods/village/farmland
Name, locate and ID characteristics of the 4 countries and capital cities of the UK and surrounding areas	<ul style="list-style-type: none"> name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas 	ask geographical questions –where is this place? what is it like? How has it changed? (Fire Fire London study)
Human features of an island home	<ul style="list-style-type: none"> understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small 	express own views about a place, people, environment, location. Give detailed reasons to support own likes, dislikes, preferences

	area in a contrasting non-European country	
Describe climates and weather patterns on an Island home	<ul style="list-style-type: none"> 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 	observe and record in different ways eg. sketches, diagrams, ICT
Identify physical features of an island home Human features of an island home	<ul style="list-style-type: none"> use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 	communicate in different ways –pictures, writing, charts UK locality that contrasts with local location compare two settlements
Use an infant atlas to identify the UK and surrounding countries. Understand the need for a key (<i>colour for different features of the school: playground, hall, toilets etc) leading to understanding of colour on given maps</i>)	<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 field sketches and diagrams, use a camera use content/index to locate country/draw information from a map
Make and describe journeys around the school using N, S, E, W and the self-made map Identify features on a map of our school	<ul style="list-style-type: none"> use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and 	use globes, maps, plans at a range of scales

	right], to describe the location of features and routes on a map	
<p>Create a collage map of our school to be used by visitors</p> <p>Begin to understand scale and proportion <i>(select appropriate sizes and shapes to represent school features:</i></p>	<ul style="list-style-type: none"> • 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 	
	<ul style="list-style-type: none"> • 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. 	
<p>Year Group Projects/ Activities</p> <p>A region in Europe - Greece</p>	<p>Year Group Three</p>	<p>Progression of Skills</p>
<p>Identify the mountain ranges on the different continents <i>Recap 3D to 2D cutting task and jigsaw tasks to locate seas and continents from Year 1)</i></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 	<p>to describe route and direction –8 compass points e.g. N, S, E, W, NW, NE, SW, SE</p> <p>link words to topic e.g. river/meander/flood/plain/location/industry/transport</p>

<p>Analyse evidence and begin to draw conclusions and make comparisons e.g. temperatures, exports</p>	<ul style="list-style-type: none"> ● 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 	<p>ask geographical questions: where is this location? What do you think about it?</p> <p>Climate zones, biomes, vegetation belts, food distribution</p>
	<ul style="list-style-type: none"> ● 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) 	<p>analyse evidence and draw conclusions e.g. make comparisons between locations using photos/pictures, temperatures in different locations, population</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>identify and explain different views of people including themselves e.g. views of different sections of community when developing holiday resort/new housing estate</p> <p>hold geographical issues through drama role play e.g. recycling</p>
<p>Earthquakes and volcanoes</p> <p>Climate zones, biomes, vegetation</p>	<ul style="list-style-type: none"> ● Describe and understand key aspects of physical geography, including: <ul style="list-style-type: none"> ○ climate zones, biomes and 	<p>collect and record evidence: construct questionnaire, use field sketch, sketch, brainstorm words about a</p>

belts, food distribution	vegetation belts, volcanoes and earthquakes, and the water cycle	place, sketch maps (e-learning, atlases) weather, environment, environmental change, sustainability
Analyse evidence and begin to draw conclusions and make comparisons e.g. temperatures, exports Tables to show food imports and exports (food distribution)	<ul style="list-style-type: none"> ● Describe and understand key aspects of human geography, including: <ul style="list-style-type: none"> ○ types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water 	<p>communicate in ways appropriate to task and audience creating a sense of place eg. use questionnaires, charts, graphs to show results, write views to local paper</p> <p>identify and explain different views of people including themselves e.g. views of different sections of community when developing holiday resort/new housing estate</p>
Use the contents page in a junior atlas to locate climate zones and mountain ranges around the world. Recognise maps at a different scale (<i>tabletop activities to show changing scale and zoom focus</i>)	<ul style="list-style-type: none"> ● use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 	
Orienteering activities using the school grounds to develop understanding of coordinates.		use more detailed field sketches and diagrams –
		draw maps more accurately plan view (from above) use key accurately

		use contents/index to locate page quickly and accurately (ICT)
Year Group Projects/ Activities Rivers	Year Group Four	Progression of Skills
	<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 	.
	<ul style="list-style-type: none"> name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, eg rivers, and land-use patterns; and understand how some of these aspects have changed over time 	ask questions –what is this landscape like? what will it be like in the future?
	<ul style="list-style-type: none"> identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and 	N/S/E/W with degrees on the compass ·link words to topic/theme e.g. contour/height/valley

	<p>Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p>	<p>to describe route and direction linking</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>identify and explain different views of people including themselves</p>
	<ul style="list-style-type: none"> ● Describe and understand key aspects of physical geography, including: <ul style="list-style-type: none"> ○ climate zones, the water cycle 	<p>collect and record evidence: show questionnaire results in simple chart, colour coded maps which demonstrate patterns</p>
	<ul style="list-style-type: none"> ● Describe and understand key aspects of human geography, including: <ul style="list-style-type: none"> ○ types of settlement and land use, economic activity including trade links, and the distribution of natural resources including water 	<p>analyse evidence and draw conclusions e.g. make comparisons between locations using photos/pictures/maps</p> <p>e.g. water and the effects on the environment, settlement, environmental change, sustainability</p> <p>communicate in ways appropriate to task and audience</p>

	<ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 	e.g. water and the effects on the environment, settlement, environmental change, sustainability
		·to describe route and direction linking
Year Group Projects/ Activities Mountains Isle of Wight	Year Group Five	Progression of Skills
Investigate the locations of the world's key mountain ranges.	<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 	
Know the counties and cities of the UK A region of the UK: The Isle of Wight Snowdon National Park	<ul style="list-style-type: none"> name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, eg rivers, and land-use patterns; and understand how some of these aspects have changed over time 	ask questions: what is this landscape like? how has it changed? what made it change? how is it changing?
	<ul style="list-style-type: none"> identify the position and significance of latitude, longitude, Equator, 	analyse evidence and draw conclusions e.g. compare historical maps of varying

<p>Learn about the Greenwich Meridian in a visit to the Greenwich Observatory.</p>	<p>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)</p>	<p>scales: temperature of various locations – influence on people/ everyday life</p>
<p>Compare Guildford to Ventnor</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 	<p>Compare human and physical geography of a region of the United Kingdom</p>
<p>Begin to suggest questions that can be investigated Collect and record evidence unaided</p>	<ul style="list-style-type: none"> ● Describe and understand key aspects of physical geography, including: <ul style="list-style-type: none"> ○ Coastal erosion 	<p>link words to theme e.g. erosion/ deposition/ transportation: coasts – long shore drift/ headland</p>
	<ul style="list-style-type: none"> ● Describe and understand key aspects of human geography, including: <ul style="list-style-type: none"> ○ types of settlement and land use, economic activity including trade links, and the distribution of natural resources including water 	<p>communicate in ways appropriate to task and audience e.g. persuasive writing – show information on map overlays in showing levels of information e.g. old/ new</p> <p>identify and explain different views of people including themselves</p> <p>design and use questionnaires to obtain views of community on subject</p> <p>collect and record evidence. conduct a land use survey</p>

		categorise codes
<p>Use 3D models to label latitude, longitude, hemispheres, tropics, circles, Prime meridian and time zones.</p> <p>Understand symbols on an OS map</p>	<ul style="list-style-type: none"> • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 	<p>use key to make deductions about landscape/ industry/ features etc.</p> <p>Understand OS map symbols</p>
<p>Draw site studies on IOW visit</p>		<p>field sketches should show understanding of pattern/ movement/ change</p>
<p>Understand scale on OS maps (<i>use squares on maps to estimate 5K, 1K and distance between features</i>)</p> <p>Practical activities to understand contour lines and relief maps on IOW visit</p>		<p>draw in scale – accuracy of scale</p> <p>locate information/ place with speed and accuracy</p>
<p>Orienteering around the school site and local area.</p>		<p>Orienteering skills</p>