

BISHOP CREIGHTON ACADEMY - Progression & sequencing within Geography

National Curriculum Programmes of study:

	Locational knowledge	Place knowledge	Human & physical geography	Geographical skills & fieldwork
KS1	<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 	<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 	<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 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 	<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.
KS2	<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) 	<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 	<ul style="list-style-type: none"> describe and understand key aspects of: <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 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 	<ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied <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

Year group
- units of work

	Autumn	Spring	Summer
Year 1	What's it like here? (Aut 1) <ul style="list-style-type: none"> locate where they live on aerial photographs and recognise local features create maps using classroom objects before drawing simple maps of the school grounds. <ul style="list-style-type: none"> use maps to follow simple routes around the school grounds carry out an enquiry about how to improve their playground 	What is the weather like in the UK? (Spr 1) <ul style="list-style-type: none"> study the countries and cities that make up the UK, discuss the four seasons and their associated weather consider how we change our behaviour in response to different weather and keep a weather diary or record investigate the UK's hot and cold places using weather maps with a simple key 	How is life different in China? (Sum 1) <ul style="list-style-type: none"> use a world map to start recognising continents, oceans and countries outside the UK with a focus on China. identify physical features of Beijing using aerial photographs and maps identify human features, through exploring land-use compare the human and physical features of Beijing to features in the local area and make a simple map using data collected through fieldwork
Year 2	Would you prefer to live in a hot or cold place? (Aut 2) <ul style="list-style-type: none"> introduce to the basic concept of climate zones and mapping out hot and cold places globally compare features in the North and South Poles and Kenya as well as in the local area learn the four compass points learn the names and location of the seven continents 	Why is our world wonderful? (Spr 2) <ul style="list-style-type: none"> identify features and major characteristics of the UK learn about some of the amazing places in the world name the oceans and locating these on a world map consider what is unique about the natural habitats in their locality use fieldwork to investigate and present this. 	What's it like to live by the coast? (Sum 2) <ul style="list-style-type: none"> name and locate continents and oceans of the world and revisit countries and cities of the UK and surrounding seas learn about the physical features of the Jurassic Coast and how humans have interacted with this over time, including land use, settlements and tourism
Year 3	Why do people live near volcanoes? (Aut 1) <ul style="list-style-type: none"> learn how the Earth is constructed and about tectonic plates and their boundaries. learn how mountains are formed, explain the formation and types of volcanoes explore the cause of earthquakes map the global distribution of mountains, volcanoes and earthquakes consider the negative and positive effects of living in a volcanic environment and the ways in which humans have responded to earthquakes 	Who lives in Antarctica? (Spr 1) <ul style="list-style-type: none"> learn about latitude and longitude and how this links to climate consider the tilt of the Earth and how this impacts the Antarctic circle and global temperature explore the physical features of a polar region and how humans have adapted to working there, taking into account that there is no permanent population study Shackleton's expedition before planning their own, using mapping skills learnt so far 	Are all settlements the same? (Sum 1) <ul style="list-style-type: none"> explore different types of settlements, land use, and the difference between urban and rural describe the different human and physical features in their local area and how it has changed over time make land use comparisons with India to find key similarities and differences between these contrasting areas

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Year 4	<p>Why are rainforests important to us? (Aut 2)</p> <ul style="list-style-type: none"> • focus on the link between biomes and climate and locate the Amazon rainforest and explain how the vegetation in a tropical rainforest is defined by the two Tropics • investigate the physical features and layers of the Amazon rainforest, considering how plants adapt to these conditions • learn about the people who live in the rainforest and discuss the impact of human activity locally and globally 	<p>Where does our food come from? (Spr 2)</p> <ul style="list-style-type: none"> • look at the distribution of the world's biomes and map food imports from around the world • learn about trading fairly with a specific focus on Côte d'Ivoire and cocoa beans • explore where the food for their school dinners comes from and the pros and cons of local versus global 	<p>What are rivers and how are they formed? (Sum 2)</p> <ul style="list-style-type: none"> • develop an understanding of the water cycle by investigating and recording different weather phenomena • map out the world's major rivers and learn about the features and courses of a river • study a local river as fieldwork and learn about ways in which humans interact with and use rivers locally and in a contrasting environment
Year 5	<p>What is life like in the Alps? (Aut 1)</p> <ul style="list-style-type: none"> • discover the climate of mountain ranges and consider why people choose to visit the Alps • focus on Innsbruck and identify the human and physical features that attract tourists • apply learning to investigate tourism in the local area, mapping recreational land use and presenting their findings 	<p>Why do oceans matter? (Spr 1)</p> <ul style="list-style-type: none"> • explore the significance of our oceans • learn how humans use and impact them and how this has changed over time • study the Great Barrier Reef and how plastic and pollution is damaging this marine environment, before considering positive environmental changes that can be made including making eco-friendly choices • use fieldwork skills to investigate the amount and type of litter in their nearest marine environment 	<p>Would you like to live in the desert? (Sum 1)</p> <ul style="list-style-type: none"> • explore biomes and their various characteristics • study deserts, mapping those around the world but particularly focusing on those in North America • learn about the physical features of a desert and consider how humans interact with and have adapted to living in the desert
Year 6	<p>Why does population change? (Aut 2)</p> <ul style="list-style-type: none"> • look at global population distribution • think about why certain areas are more populated than others • explore the factors that influence birth and death rates and use case studies to illustrate • consider and discuss the social, economic and environmental push and pull factors that influence migration. • carry out fieldwork to explore the impact of population on the local environment 	<p>Where does energy come from? (Spr 2)</p> <ul style="list-style-type: none"> • learn about time zones around the world while exploring natural resources and energy found in the United States and the United Kingdom • learn about renewable and non-renewable energy sources and the impacts these have on society, economy and environment • carry out a fieldwork investigation considering the best location for a solar panel on the school grounds 	<p>How could we make our local area more environmentally friendly? (Sum2)</p> <ul style="list-style-type: none"> • observe, measure, record and present their own fieldwork study of the local area with a focus on the environment • implement digital mapping, use of photographs, data collection and analysis, before culminating ideas into a presentation explaining small changes that can be made to improve the quality of their local environment

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Locational knowledge	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
	<ul style="list-style-type: none"> • Locating four 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. • Locating all the world's seven continents on a world map. • Locating the world's five oceans on a world map. • Showing on a map the oceans nearest the continent they live in. 	<ul style="list-style-type: none"> • Locating some countries in Europe and North and South America using maps. • Locating some major cities of the countries studied. • Locating some key physical features in countries studied on a map including significant environmental regions. • Locating some key human features in countries studied. • Locating the world's most significant mountain ranges on a world map and identifying any patterns. • Locating where the world's volcanoes are on a map and identifying the 'Ring of Fire'. • Locating some of the world's most significant rivers and identifying any patterns. 	<ul style="list-style-type: none"> • Locating more countries in Europe and North and South America using maps. • Locating major cities of the countries studied. • Locating key physical features in countries studied on a map . • Locating key human features in countries studied. Identifying significant environmental regions on a map. • Using maps to show the distribution of the world's climate zones, biomes and vegetation belts.
	<ul style="list-style-type: none"> • To know the name of the four continents (Europe, Asia, Africa and North America). • 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 the name of two of the world's oceans (Atlantic Ocean and Pacific Ocean) • To be able to name the seven continents of the world. • To be able to name the five oceans of the world. 	<ul style="list-style-type: none"> • To know where North and South America are on a world map. To know the names of some countries and major cities in Europe and North and South America. • To know the names of some of the world's most significant mountain ranges. • To know the names of some of the world's most significant rivers. • To know that mountains, volcanoes and earthquakes largely occur at plate boundaries. • To know that climate zones are areas of the world with similar climates.* • To know the world's different climate zones (equatorial, tropical, hot desert, temperate and polar).* • To know that biomes are areas of world with similar climates, vegetation and animals.* • To know the world's biomes * • To know vegetation belts are areas of the world which are home to similar plant species.* 	<ul style="list-style-type: none"> • To know the name of many countries and major cities in Europe and North and South America. • To know the location of key physical features in countries studied. • To name and describe some of the world's vegetation belts (ice cape, tundra, coniferous forest, deciduous forest, evergreen forest, mixed forest, temperate grassland, tropical grassland, mediterranean, desert scrub, desert, highland).*
	<ul style="list-style-type: none"> • 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. 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. 	<ul style="list-style-type: none"> • Locating some counties in the UK (local to your school). Locating some cities in the UK (local to your school). • Beginning to locate the twelve geographical regions of the UK. Identifying key physical and human characteristics of geographical regions in the UK. • Identifying how topographical features studied have changed over time using examples. • Describing how a locality has changed over time, giving examples of both physical and human features. 	<ul style="list-style-type: none"> • Locating many counties in the UK. Locating many cities in the UK. • Confidently locating the twelve geographical regions of the UK. Identifying key physical and human characteristics of the geographical regions in the UK. • Understanding how land-use has changed over time using examples. • Explaining why a locality has changed over time, giving examples of both physical and human features.

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	<ul style="list-style-type: none"> • To know that the UK is short for 'United Kingdom'. • To know that the United Kingdom is made up of four countries and to be able to name them. • 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 the capital cities of the UK. 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 and to be able to name them. • To name some characteristics of the four capital cities of the UK. • To know the four capital cities of the UK. 	<ul style="list-style-type: none"> • To know the name of some counties in the UK (local to your school). • To know the name of some cities in the UK (local to your school). • To know the name of the county that they live in and their closest city. • To begin to name the twelve geographical regions of the UK. To know the main types of land use.* • To know some types of settlement.* 	<ul style="list-style-type: none"> • To know the name of many counties in the UK. • To know the name of many cities in the UK. • To confidently name the twelve geographical regions of the UK. • To know that London and the South East regions have the largest population in the UK.
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Place knowledge	Year 1	Year 2	Lower Key Stage 2	Upper Key Stage 2
	<ul style="list-style-type: none"> • Naming some key similarities between their local area and a small area of a contrasting non-European country. • Naming some key differences between their local area and a small area of a contrasting non-European country. • Describing what physical features may occur in a hot place in comparison to a cold place. 	<ul style="list-style-type: none"> • Describing and beginning to explain some key similarities between their local area and a small area of a contrasting non-European country. • Describing and beginning to explain some key differences between their local area and a small area of a contrasting non-European country. 	<ul style="list-style-type: none"> • Describing and beginning to explain similarities between two regions studied. • Describing and beginning to explain differences between two regions studied. • Describing how and why humans have responded in different ways to their local environments. • Discussing how climates have an impact on trade, land use and settlement. • Explaining what measures humans have taken in order to adapt to survive in cold places. • Describing and explaining how people who live in a contrasting physical area may have different lives to people in the UK. 	<ul style="list-style-type: none"> • Describing and explaining similarities between two regions studied. • Describing and explaining differences between two regions studied. • Explaining how and why humans have responded in different ways to their local environments in two contrasting regions. • Comparing the climate studied in a region of the UK with that of a region of North and South America and discussing how both climates have an impact on trade, land use and settlement. • Explaining what measures humans have taken in order to adapt to survive in hot places. Using maps to explore wider global trading routes.
	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • To know some similarities and differences between their local area and a contrasting non European country. 	<ul style="list-style-type: none"> • To know the negative effects of living near a volcano. • To know the positive effects of living near a volcano. • To know the negative effects an earthquake can have on a community. • To know ways in which communities respond to earthquakes. 	<ul style="list-style-type: none"> • To know some similarities and differences between the UK and a European mountain region. • To know why tourists visit mountain regions.

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Human & physical geography	Year 1	Year 2	Lower Key Stage 2	Upper Key Stage 2
	<ul style="list-style-type: none"> • Describing how the weather changes with each season in the UK. • Describing the daily weather patterns in their locality. Confidently using the vocabulary 'season' and 'weather' • To know the four seasons of the UK. 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. 	<ul style="list-style-type: none"> • Locating some hot and cold areas of the world on a world map. • Locating the Equator and North and South Poles on a world map. Locating hot and cold areas of the world in relation to the Equator and the North and South poles, • 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 	<ul style="list-style-type: none"> • Mapping and labelling the seven biomes on a world map. • Understanding some of the causes of climate change. • Describing how physical features, such as mountains and rivers are formed, and why volcanoes and earthquakes occur. • Describing where volcanoes, earthquakes and mountains are located globally. • Describing and explaining how physical features such as rivers, mountains, volcanoes and earthquakes have had an impact upon the surrounding landscape and communities. • Describing how humans use water in a variety of ways. 	<ul style="list-style-type: none"> • Describing and understanding the key aspects of the six biomes. • Describing and understanding the key aspects of the six climate zones. • Understanding some of the impacts and causes of climate change. • Describing and understanding the key aspects and distribution of the vegetation belts in relation to the six biomes, climate and weather. • Giving examples of alternative viewpoints and solutions regarding an environmental issue and explaining its links to climate change.
	<ul style="list-style-type: none"> • Recognising some physical features in their locality. • To know that physical features means any feature of an area that is on the Earth naturally 	<ul style="list-style-type: none"> • Describing the key physical features in a local river area using basic geographical vocabulary. • Describing the key physical features of a coast line and how it changes over time using subject specific vocabulary. • To know that coastlines (and other physical features) change over time. To know some key physical features of the UK. 	<ul style="list-style-type: none"> • To know that the water cycle is the processes which move water around our Earth and to be able to name those processes. • To know the key features of a river. • To know the different types of mountains and volcanoes and how they are formed. • To know that an earthquake is the intense shaking of the ground. • To know that a biome is a region of the globe sharing a similar climate, landscape, vegetation and wildlife.* • To know the world's biomes.* • To know that the hottest biomes are found between the Tropics of Cancer and Capricorn. • To know that climate zones are areas of the world with similar climates.* • To know the world's different climate zones.* To know that climates can influence the foods able to grow. 	<ul style="list-style-type: none"> • To know vegetation belts are areas of the world that are home to similar plant species.* • To name and describe some of the world's vegetation belts. • To know why the ocean is important.
	<ul style="list-style-type: none"> • Recognising some human features in their locality. • To know that human features means any feature of an area that was made or built by humans. 	<ul style="list-style-type: none"> • 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 using subject specific vocabulary. • To know that a sea is a body of water that is smaller than an ocean. To know that human 	<ul style="list-style-type: none"> • Describing and understanding types of settlement and land use. • Explaining why a settlement and community has grown in a particular location. • Explaining why different locations have different human features. 	<ul style="list-style-type: none"> • Describing and understanding economic activity including trade links. • Suggesting reasons why the global population has grown significantly in the last 70 years. • Describing the 'push' and 'pull' factors that people may consider when migrating. • Understanding the distribution of natural

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		features change over time. To know some key human features of the UK.	<ul style="list-style-type: none"> • 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. 	<p>resources both globally and within a specific region or country studied.</p> <ul style="list-style-type: none"> • Recognising geographical issues affecting people in different places and environments. • Describing and explaining how humans can impact the environment both positively and negatively, using examples.
			<ul style="list-style-type: none"> • To know the main types of land use.* • To know the different types of settlement.* • To know water is used by humans in a variety of ways. • To know an urban place is somewhere near a town or city. • To know a rural place is somewhere near the countryside. • To know that a natural resource is something that people can use which comes from the natural environment. • To know the threats to the rainforest both on a local and global scale. • To know that fair trading is the process of ensuring workers are paid a fair price, have safe working conditions and are treated with respect and equality. • To know the UK grows food locally and imports food from other countries. 	<ul style="list-style-type: none"> • To know the global population has grown significantly since the 1950s. • To know which factors are considered before people build settlements. • To know migration is the movement of people from one country to another. • To know that natural resources can be used to make energy. • To know some positive impacts of humans on the environment. • To know some negative impacts of humans on the environment. • To know the threats to oceans and corals.

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Geographical skills & fieldwork	Year 1	Year 2	Lower KS2	Upper KS2
	<ul style="list-style-type: none"> Using an atlas to locate the UK. Using a map of the UK to locate the four countries. Beginning to use an atlas to locate the four capital cities of the UK. Using a world map and globe to locate four of the world's seven continents (Europe, North America, South America and Asia) Using a world map and globe to locate the Atlantic Ocean and Pacific Ocean. 	<ul style="list-style-type: none"> Recognising why maps need a title. Using an atlas to locate the four capital cities of the UK. Using a world map, globe and atlas to locate all the world's seven continents. Using a world map, globe and atlas to locate the world's five oceans. 	<ul style="list-style-type: none"> Beginning to use maps at more than one scale. Using atlases, maps, globes, satellite images and beginning to use digital mapping to locate countries studied . Using atlases, maps, globes and beginning to use digital mapping to recognise and describe physical features and human features 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. 	<ul style="list-style-type: none"> Confidently using and understanding maps at more than one scale. Using atlases, maps, globes and digital mapping to locate countries studied. Using atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied. Identifying, analysing and asking questions about distributions and relationships between features using maps (e.g settlement distribution). Using the scale bar on a map to calculate distances. Recognising an increasing range of Ordnance Survey symbols on maps and locating features using six-figure grid references. Recognising the difference between Ordnance Survey and other maps and when it is most appropriate to use each. Beginning to use thematic maps to recognise and describe human and physical features studied. Using models and maps to talk about contours and slopes. Selecting a map for a specific purpose.
	<ul style="list-style-type: none"> 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. Beginning to use the compass points (N, S, E, W) to describe the location of features on a map. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 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. 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. 	<ul style="list-style-type: none"> Confidently using the key on an OS map to name and recognise key physical and human features in regions studied. Accurately using 4 and 6-figure Grid References to locate features on a map in regions studied. Confidently giving instructions using the 8 points of a compass. Following a short pre-prepared route on an OS map. Identifying the 8 compass points on an OS map. Planning a journey to another part of the world using six figure grid references and the eight points of a compass.

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	<ul style="list-style-type: none"> • Recognising local landmarks on aerial photographs . • Recognising basic human features on aerial photographs. Recognising basic physical features 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. 	<ul style="list-style-type: none"> • Recognising landmarks of a city studied on aerial photographs and plan perspectives. • Recognising human features on aerial photographs and plan perspectives. • Recognising physical features on aerial photographs and plan perspectives. • 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. 		
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Geographical skills & fieldwork	Year 1	Year 2	Lower KS2	Upper KS2
Observe	<ul style="list-style-type: none"> Commenting on the features they see in their school and school grounds on a walk around the respective places. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Mapping land use in a small local area using sketch maps and plans. Making a plan for how they wish to collect data to answer an enquiry based question, with the support of a teacher. Asking and answering one- step and two-step geographical questions. Observing, recording, and naming geographical features in their local environments. 	<ul style="list-style-type: none"> Making sketch maps of areas studied including labels and keys where necessary. Making an independent or collaborative plan of how they wish to collect data to answer an enquiry based question.
Measure	<ul style="list-style-type: none"> Asking and answering simple questions about the features of their school and school grounds. 	<ul style="list-style-type: none"> Collecting quantitative data through a small survey of the local area/school to answer an enquiry question. 	<ul style="list-style-type: none"> Using simple sampling techniques appropriately. Making digital audio recordings for a specific purpose. Designing a questionnaire / interviews to collect quantitative fieldwork data. 	<ul style="list-style-type: none"> Selecting appropriate methods for data collection. Designing interviews/questionnaires to collect qualitative data. Using standard field sampling techniques appropriately.
Record	<ul style="list-style-type: none"> Drawing some of the features they notice in their school and school grounds in correct relation to each other on a sketch map. 	<ul style="list-style-type: none"> Classifying the 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. 	<ul style="list-style-type: none"> Taking digital photos and labelling or captioning them. Making annotated sketches, field drawings and freehand maps to record observations during fieldwork. Drawing simple maps and plans to scale (e.g 1m = 1 square) Using a simplified Likert Scale to record their judgements of environmental quality. Using a questionnaire/interviews to collect qualitative fieldwork data 	<ul style="list-style-type: none"> Using GIS (Geographical Information Systems) to plot data sets (e.g prevalence of crime in certain areas) onto base maps which can then be analysed. Conducting interviews/questionnaires to collect qualitative data. Interpreting and using real-time/live data.
Present	<ul style="list-style-type: none"> Using a simple recording technique to express their feelings about a specific place and explaining why they like/dislike some of its features. 	<ul style="list-style-type: none"> Presenting data in simple tally charts or pictograms and commenting on what the data shows. Asking and answering simple questions about data. 	<ul style="list-style-type: none"> Presenting data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies when communicating geographical information. Suggesting different ways that a locality could be changed and improved. Finding answers to geographical questions through data collection. Analysing and presenting quantitative data in charts and graphs, 	<ul style="list-style-type: none"> Deciding how to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing at length and digital technologies when communicating geographical information. Drawing conclusions about an enquiry using findings from fieldwork to support your reasonings. Evaluating evidence collected and suggesting ways to improve this. Analysing quantitative data in pie charts, line graphs and graphs with two variables.