



St Paul's Geography Progression Statements

Geography Intent Statement

At St Paul's CE Primary school we will "Start children off on the way they should go..." by enabling children to:

- develop curiosity to discover more about the world around them.
- know about the location of the world's continents, countries, cities, seas and oceans.
- develop the children's the skills of interpreting a range of sources of geographical information, including maps, diagrams, globes and aerial photographs.
- understand how the human and physical features of a place shapes its location and can change over time.

Geography: Locational Knowledge

EYFS:

- Name and locate different parts of the local community.
- Begin to identify the locations of their home and school and other familiar places.
- Begin to describe locations using simple locational and directional language.
- Begin to ask and answer simple geographical questions linked to location e.g. Where is...?

Key Stage 1:

- Name and locate the world's seven continents and the world's five oceans.
- Name and locate the four countries and capital cities of the UK and the surrounding seas.
- Name and locate significant places in their local area.
- Name and locate places studied by continent and locate the continent we live in.
- Understand and locate the areas of hot and cold countries around the world.

Year 7:

Children will be able to extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Asia (including China and India) focusing on their environmental regions, key physical and human characteristics, countries and major cities.

Upper Key Stage 2:

- Locate and describe some physical environments in the UK and within countries studied, e.g. the UK's significant rivers and mountains.
- Locate the UK's regions and major cities and identify some of their features.
- Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their countries, and major cities.
- Locate places studied in relation to the Equator, the Tropics of Cancer and Capricorn, and their latitude and longitude.
- Locate key mountain ranges of the world (in the context of a topic on mountains) and locate key areas of higher ground in the UK (in the context of a topic on mountains).
- Use geographical terminology to describe the location and characteristics of a range of places across the Americas (eg. equator).

Lower Key Stage 2:

- Locate and name the main geographical regions, counties and cities within the UK.
- Locate the world's countries, focusing on Europe using maps and atlases.
- Identify the position and significance of Equator, Northern Hemisphere and Southern Hemisphere.
- Name and locate some of the main rivers and seas of the UK.
- Locate areas of similar environmental regions, either desert, rainforest or temperate regions on a world map.
- Identify the position and significance of Equator, Northern Hemisphere and Southern Hemisphere.
- Locate and describe some physical environments in the UK, e.g. coastal environments, the UK's significant rivers and mountains

Geography: Place Knowledge

EYFS:

- Discuss and begin to describe own significant places such as home and school.
- Begin to identify the main geographical features of their immediate environment
- Understand that places can have similarities and differences.
- Develop a basic, personal understanding of the term 'place', linked to own homes, own classrooms and areas they use regularly, showing an awareness of where things belong and of the people within the school and at home.

Key Stage 1:

- Identify the similarities and differences in human and physical geography of a small area of the UK and non-European country (Africa) using basic geographical vocabulary.

Year 7:

- By the end of year 7, children will be able to understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa, and of a region within Asia.

Upper Key Stage 2:

- 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.
- Identify, describe and explain in detail how and why places are similar to/different from other places in the same country or elsewhere in the world.
- Understand how humans can have an impact on the world around them.
- To compare the resources of different places and understand that different places import and export different goods.

Lower Key Stage 2:

- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and another region of the world (France).
- Describe different types of settlement in modern and historic Britain e.g. villages, towns, cities and explore why people may have settled in certain cities or villages.
- Describe the diverse features and characteristics of places and environments studied.
- Identify and describe the main human and physical features of the local area and how it has changed over time.
- To explore the geography of places studied and to compare human and physical features.
- Understand that climate and vegetation are connected in an example of a biome, such as the tropical rainforest.

Geography: Human and Physical

EYFS:

- Begin naming features/familiar places within the local environment e.g. school, home, house, road, park
- Make observations of the local environment and begin to understand why some things occur and/or change.
- Identify and begin to describe the daily weather and seasons using basic vocabulary.
- Identify similarities and differences between familiar places using basic vocabulary.

Key Stage 1:

- 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;
- Develop knowledge of the human and physical geography of the local area.
- Use basic geographical vocabulary to describe physical features and human features in the topics studied.
- Identify how people can damage or improve the environment.

Year 7:

Children will be able to understand, through the use of detailed placebased exemplars at a variety of scales, the key processes in: - physical geography relating to: geological timescales, and glaciation, hydrology and coasts. - human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources. - They will also understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems.

Upper Key Stage 2:

- Identify key topographical features (including hills, mountains, coasts and rivers) describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.
- 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.
- Describe some key physical processes and the resulting landscape features, such as understanding the characteristics of a mountain region and how it was formed (Marvellous Mountains)
- Know where some of our main natural resources come from and describe the distribution and use of natural resources (World Trade)
- 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.
- Explore changes in human and physical features and how these features have changed over time e.g. How have mountains changed over time? (Marvellous Mountains)

Lower Key Stage 2:

- Describe and understand key aspects of physical geography including climate zones, biomes and vegetation belts.
- Describe and understand key aspects of physical geography including earthquakes and volcanoes, rivers, coasts and the water cycle.
- Describe and understand key aspects of human geography, including types of settlement and land use.
- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.
- Explore changes in human and physical features and how these features have changed over time e.g. How have rivers changed over time? (Raging Rivers)
- Compare human and physical features in two different locations within the UK e.g. Places within the Midlands (Marvellous Midlands)
- Explore how settlements are different around the world e.g. UK compared to the Amazon Rainforest.
- Identify and describe the main human and physical features of a modern and historic settlement.

Geography: Geographical Investigation (Map Skills and Fieldwork)

EYFS:

- Begin to make attempts at drawing a map and draw and label features of familiar environments and imaginary places.
- Begin to use secondary sources (e.g. photographs, sketches or films) to find out about places.
- Make basic observations of familiar environments, including identifying some similarities and differences between places.
- Use everyday language to talk about distance and relative positions (behind, next to) in the local environment.

Key Stage 1:

- Use world maps, atlases and globes to identify the UK and its countries.
- Use world maps, atlases and globes to locate places studied.
- Use maps and aerial photographs to locate places in their local area.
- Use simple compass directions and locational language to describe the location of features or route on a map.
- Draw simple maps and keys.
- Use simple fieldwork and observational skills to study the geography of the school grounds and the surrounding area, including key human and physical features using a range of methods.
- Investigate an environmental issue linked to the local area and how people can damage or improve the environment.
- Ask and investigate geographical questions through fieldwork opportunities. E.g. Where is this place? What is it like to live here? How has it changed?

Year 7:

Children will be able to: build on their knowledge of globes, maps and atlases and develop this knowledge routinely in the classroom and in the field. Use Geographical Information Systems (GIS) to view, analyse and interpret places and data - use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data.

Upper Key Stage 2:

- Use maps, atlases, globes and computer mapping, to locate and describe features studied.
- Compare maps with aerial photographs
- Select a map for specific purpose
- Use the eight points of a compass, four/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 a range of methods including sketch maps, plans and graphs, and digital technologies.
- Use fieldwork to observe, measure, record and present the human and physical features in the local area using sketch maps, plans and graphs and digital technologies.
- Carry out a geographical enquiry based on the given topic e.g. World Trade, Migration and use graphs to display data collected.
- Ask and answer geographical questions using fieldwork opportunities. E.g. What is this landscape like? How has it changed over time? What made it change? How is it currently changing? What could make the evidence we have collected unreliable?

Lower Key Stage 2:

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- Use symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.
- Use a range of methods including sketch maps, plans and graphs, and digital technologies.
- Use fieldwork to observe, measure, record and present the human and physical features in the places studied.
- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.
- Use fieldwork and observational skills to study my school grounds and the local area.
- Collect and present data using a range of data collection techniques, e.g. land use, environmental quality
- Ask and answer geographical questions using fieldwork opportunities. E.g. What is this landscape like? What natural and man-made features are in this location? What will it be like in the future? Where is this location? What is it like to live in this location? What natural and manmade features are in this location?