



Flintham Primary School Whole School Geography Progression



How we develop an **enquiry** and **investigative** approach to geography learning.

Geographical Enquiry-asking questions through a geographical lens

Geography Key Concepts	Early Years: Class 1	KS1: Class 2	Lower KS2: Class 3	Upper KS2: Class 4
1. Physical	<ul style="list-style-type: none"> * Identify things in a location that are living (not human made) * Describe the weather and name different types of weather * Identify how the weather changes what they do * Start to identify and name physical features such as those listed in KS1 	<ul style="list-style-type: none"> *Identify, describe and understand key aspects of: <ul style="list-style-type: none"> - Seasonal and daily weather patterns (UK and local scales) -Hot and cold areas of the world * Identify, describe and understand key physical features, including: <ul style="list-style-type: none"> - beach, cliff, coast, forest, hill, stream, slope, lake, waves, wood, mountain, sea, ocean, island, land, rock, river, soil, valley, vegetation, season, weather *Identify the basic biomes (water/aquatic, land/terrestrial) 	<ul style="list-style-type: none"> *Describe, understand and compare key aspects of physical geography including: <ul style="list-style-type: none"> - Rivers and the water cycle, coasts, mountains, volcanoes and earthquakes. 	Describe, understand and compare key aspects of physical geography including: <ul style="list-style-type: none"> - Coasts, rivers and the water cycle- including transpiration; climate zones, biomes (<i>aquatic, desert, forest, tundra, grassland</i>), vegetation belts and distribution of natural resources.
Questions	<ul style="list-style-type: none"> -How do you get to school? -What do you see on your journey? -Can you describe what you can see? -What is the weather like today? 	<ul style="list-style-type: none"> -What season is it now? -What is your address? -What key physical features can you see in the place you live? -Can you describe a given place? -Can you describe features associated with an island? -Can you find the longest/shortest route? -What makes a locality special? 	<ul style="list-style-type: none"> -How are earthquakes created? -What are the main features of a village? -What are the main features of a city? -What are the key differences between cities and villages? 	<ul style="list-style-type: none"> -Why do people's lives vary due to weather? -Why does a locality have certain physical features? -How is climate change affecting the polar ice caps? -What impact could climate change have on the world?
2. Human	<ul style="list-style-type: none"> * Identify things in a location that have been made by people * Identify a journey they go on * Start to identify and name features such as those listed in KS1 	<ul style="list-style-type: none"> * Identify, describe and understand key human features such as: <ul style="list-style-type: none"> -house, bungalow, flat, detached, semi-detached, terrace, shop, park, village, city, town, capital, building, factory, farm, office, canal, railway, transport, bridge, tunnel, roads, motorway, station, airport, port, harbour. 	<ul style="list-style-type: none"> * Describe, understand and compare human geography including: <ul style="list-style-type: none"> -Types of settlements -villages, towns, cities. -Land use and food 	<ul style="list-style-type: none"> * Describe, understand and compare human geography including: <ul style="list-style-type: none"> -Trade links -Economic activity -Energy types and usage

Questions		-What might you find in a town or village? -What do the buildings in a town or village look like?	-What facilities might a town or village need? -What types of buildings/housing is in this locality? -What might you wear if you lived in a very hot or cold place?	-What types of building/housing is in this locality? -What is the infrastructure like-e.g. roads, railways, facilities, electricity? -Why does the locality have certain human features? -How do people use the key features of the land? -How are people trying to manage their environment?	-How does a location fit into its wider geographical location with reference to human and economical features? -What might a place be like in the future, taking account of issues impacting on human features? -What are the key imports/exports for a locality?
3. Change and Sustainability	<i>Change and Human Impact</i>	* Identify how a place has changed * Identify how people have changed a place or a feature	*Explain how some people can spoil an area? * Explain how some people try to make an area better	*Suggest ways a location could be changed and/or improved *Explain how a location has changed over time (physical and human elements) *Explain how people are trying to manage and sustain or improve their environment	*Explain what a place might be like in the future taking account of issues impacting on human and/or physical features * Identify ways in which humans have both improved and damaged the environment and suggest responses *Explain how some human activity has caused damage to the environment
	<i>Personal Viewpoint</i>	* Identify which bits of a place they like *Identify which bits of a place they don't like or feel worried or unhappy in	*Say what they like about their locality * Say what they don't like about their locality *Say what they like about another locality *Say what they don't like about another locality	*Identify different viewpoints on a geographical issue or feature	*Explain why people may have different viewpoints on a geographical issue or feature * Explain why people are attracted to live by specific geographical (physical and human) features *Explain the negative impact of living by specific geographical (physical and human) features
Questions	<i>Change and Human Impact</i>	-What do you think has made this place change?	-What has changed? -What caused a change? -How are people trying to make something better?	-How has the locality changed over time? -What are the different views about the environmental issue? -How could the locality be changed and improved? -What might it be like in the locality in the future?	-How has the locality changed over time? -How can people manage their environment? -How do people affect this area positively or negatively? -How can natural resources be sustained? -How is this locality linked to other places? -How has human activity caused an environment to change?
	<i>Personal Viewpoint</i>	-What do you like about this place? -What don't you like about this place?	-What do you like like/dislike about a particular locality?	-Why might people choose to live by rivers or coasts? -Why might people choose to live in cities or villages?	-How could a locality be changed and improved?

<p>4. Space and Scale (Locational)</p>	<p>* Name and identify: -Their home -Their school -Their village/town/city -Their country</p> <p>*Identify forward, backward, left and right</p>	<p>*Name and identify/locate: -North and south poles -Equator -4 compass points N, E, S, W -7 continents -5 oceans -4 countries of UK -Capitals of UK -UK surrounding seas -Where they live</p>	<p>*In addition to KS1 name and identify/locate: -N . & S. hemispheres -Tropics Cancer & Capricorn -Arctic and Antarctic Circle -8 Compass points -4 figure grid references -Key countries studied (Including capitals of these) -Key European countries (Including capitals of these) -Regions of Americas -Key physical features of countries and regions studied (rivers, lakes, seas, mountains, rainforests, deserts etc) -Key human characteristics of countries and places studied (Eiffel Tower, Egyptian Pyramids, Athens Acropolis, Rome Colosseum, Taj Mahal, Tower Bridge, Sydney Harbour Bridge etc)</p>	<p>*In addition to KS1 and Yr 3 & 4 name and identify/locate: -Latitude and longitude -Prime/ Greenwich Meridian & time zones -8 compass zones -6 figure grid reference</p> <p>Continue to build on:</p> <p>-Key countries studied (Including capitals of these) -Key European countries (Including capitals of these) -Regions of Europe and other continents studied -Key physical features of countries and regions studied (rivers, lakes, seas, mountains, rainforests, deserts etc) -Key human characteristics of countries and places studied (Eiffel Tower, Egyptian Pyramids, Athens Acropolis, Rome Colosseum, Taj Mahal, Tower Bridge, Sydney Harbour Bridge etc)</p>
<p>Questions</p>	<p>-Where is it? -What is it like?</p>	<p>Continent -Which continent is it in? Oceans and seas -which oceans and seas are nearby? Weather-What is the weather like there? Is it hot or cold? Is it near the equator? Who and What -Who (people) and what (animals and plants) live there? See -What would we see there? What is natural? What has been made by humans? -What is your address? -What country do you live in? What is the capital? -Can you describe a given place (non-European?)</p>	<p>Hemisphere-which hemisphere is it in? Other places -where is it in relation to other places we have studied or know about, including countries and continents (using 8 points of a compass) Time zone -which time zone is it in? Climate -Which climate zone is it in? (Tropical/Dry/ Temperate/Continental/Polar) Us -Where is it in relation to our village/town/city/ county/country? Bodies of water -which bodies of water are nearby? -How is it similar/different to other places? -How am I liked with people and environments in other places?</p>	<p>As year 3&4 but also including: -Where are things located in this place? (Thinking about order and pattern) -What biomes is this place located in?</p> <p>Hemisphere-which hemisphere is it in? Other places -where is it in relation to other places we have studied or know about, including countries and continents (using 8 points of a compass) Time zone -which time zone is it in? Climate -Which climate zone is it in? (Tropical/Dry/ Temperate/Continental/Polar) Us -Where is it in relation to our village/town/city/ county/country? Bodies of water -which bodies of water are nearby? -How is it similar/different to other places? -How am I liked with people and environments in other places?</p>

	<h3>5.Map Skills</h3>	<ul style="list-style-type: none"> *Know about similarities and differences in relation to places, objects, materials and living things. 	<ul style="list-style-type: none"> *Use world atlases and globes to identify the UK, its countries and surrounding seas, locate 7 continents and 5 oceans * Use simple compass directions (N, S, E, W) and locational & directional language (ie, near, far, left and right) to describe location of features and routes on a map * Devise a simple map * Use and construct symbols in a key 	<ul style="list-style-type: none"> *Use world maps, atlases and globes to identify hemisphere, the equator, tropics of Cancer and Capricorn and Arctic and Antarctic regions * Name and locate the capital cities of neighbouring European countries -know about and use the eight points of a compass (N, NW, W, SW, S, SE, E, NE) -Begin to use 4 figure grid references -Use basic OS map symbols -Begin to use the scale bar to estimate distances -Make a map of a short route with features in the correct order -Begin to use computer mapping 	<ul style="list-style-type: none"> *Use world maps, atlases and globes to identify main countries in continents of the world *Identify the tropics of cancer and Capricorn * Begin to understand longitude and latitude on a globe or atlas *Begin to use 6 figure grid references *Name and locate many of the world's most famous mountain regions on a map *Use symbols and keys including those on OS maps *Use maps with a range of scales *Follow a route on 1:50 000 OS map *Use digital mapping
	<h3>Questions</h3>	<ul style="list-style-type: none"> -How does a village look different to a city? -What is the difference between a hot and a cold place? 	<ul style="list-style-type: none"> -Where is the UK? -What countries are in the UK? -Which seas surround the UK? -What are the 7 continents of the world? -What are the 5 oceans of the world? -How can we use certain information to make a map? 	<ul style="list-style-type: none"> -Which countries are located in the Northern/southern Hemisphere? -What is the capital of France/Germany/Spain/Italy? -What is the distance between two capital cities? -What direction would you travel to get from London to Paris? 	<ul style="list-style-type: none"> -What counties/ capital cities can be found in certain continents? - Which countries are located around the tropic of cancer/Capricorn? -Where in the world are the most famous mountain regions?
	<h3>6.Fieldwork Skills</h3>	<ul style="list-style-type: none"> *Talk about past and present events in their own lives and in the lives of family members *Talk about the features of their own immediate environment and how environments might vary from one another 	<ul style="list-style-type: none"> * Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features * Begin to use fieldwork (e.g. sketching, photographing) and observational skills to study the geography of school and its grounds, and the key human and physical features of its surrounding environment. 	<ul style="list-style-type: none"> *Use fieldwork skills of surveying, interviewing, photography and observations to understand how the locality has changed over time * Create sketch maps * Begin to measure record and present the human and physical features in the local area using a range of methods, plans and graphs, and digital technologies 	<ul style="list-style-type: none"> *Make detailed sketches and plans * Devise geographical questions to guide research *Use data from text, images and maps to make meaning and draw reasonable conclusions * Understand land height is shown on OS maps using contour lines * Describe and interpret relief features
	<h3>Questions</h3>	<ul style="list-style-type: none"> -What did our local area look like when our parents were children? -What did our local area look like when our Grandparents were children? 	<ul style="list-style-type: none"> -How do the aerial photographs show our local area? -What physical features can you see from the aerial photographs? -What human features can you see from the aerial photographs? -Where is our school located on the aerial photographs? -What features can you see around school? 	<ul style="list-style-type: none"> -How to the photographs and observations show change over time? -How have the human and physical features changed over time? -Do the graphs and records show any trends/patterns that have developed over time? 	<ul style="list-style-type: none"> -How does the research collected show change over time? -What conclusions can we draw from our research and data? -Do the images, graphs and records show any trends/patterns that have developed over time?

Knowledge and Understanding	Substantive Geographical Knowledge	Topic specific -covering who, what, when and how of the geography studied. <i>See knowledge organisers and whole school mapping for topic specific substantive knowledge.</i>
	Topic Specific Vocabulary	Geographical vocabulary -Topic specific <i>See knowledge organisers for topic specific geographical vocabulary.</i>