



Geography Long Term Progression Map

INTENT	IMPLEMENTATION
<p>Our children will:</p> <ul style="list-style-type: none"> - learn geographical knowledge - measure the human impact on the environment - have a responsible, respectful and compassionate attitude towards protecting our world 	<p>We teach History based on the National Curriculum and mapping the coverage that our children will experience at Middle School.</p> <p>We teach Geography for three half terms.</p>

	Locational Knowledge	Place Knowledge	Global Learning	Human and Physical Geography	Geographical Skills and Fieldwork
KS1	<p>To know, name and locate the world's seven continents and five oceans.</p> <p>To know, name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p>	<p>To know and 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</p>	<p>describe and compare some features of a place within a developing country</p> <p>talk about people who help us in the local area and other places</p> <p>describe changes to the environment and what they think about them</p>	<p>To know and identify seasonal and daily weather patterns in the United Kingdom</p> <p>To know and 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</p> <p>To know and 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</p> <p>To know and use basic geographical vocabulary to refer to key human features, including city, town, village, factory, farm, house, office, port, harbour and shop</p>	<p>To 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> <p>To 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> <p>To 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.</p> <p>To 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>

KS2	<p>To know and 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> <p>To know, 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> <p>To know and 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>	<p>To know and 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</p> <p>To know and understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within North or South America</p>	<p>talk about living in another part of the world, comparing what is different and similar there</p> <p>give examples of food or things that come from other countries, and explain in simple terms why it comes from there (e.g. making connections with climate)</p> <p>recognise how people can improve or sustain the environment</p>	<p>To know physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>To know 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</p>	<p>To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>To 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</p> <p>To 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.</p>
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