Coate Way School -Geography Progression Map

Geography is about understanding the world we live in. It helps to provoke and provide answers to questions about the natural and human aspects of the world.

At Coates Way School, children are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it. The geography curriculum enables children to develop knowledge and skills that are transferable to other curriculum areas. Geography is an investigative subject which develops an understanding of concepts, knowledge and skills.

Our intent when teaching geography is to inspire a curiosity and fascination of the world and the people within it; to promote the children's interest and understanding of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

EYFS Coverage **Understanding of the World**

We will be learning to:

- Explore our own lives and the lives of others.
- Appreciate our own cultures and beliefs and those of other people.
- Understand what makes our families different and the same.
- Explore the world around us – our local environment, the seasons, transport and sustainability.

This will be taught through a variety of topics based on children's interests as well as by using the school grounds and the local area – talking about and recording what they see (simple early map drawing and models)

Context	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Topics: Autumn 2 **What is it Like Here?**	**Topics:** Autumn 2	**Topics:** Autumn 2	**Topics:** Autumn 2	**Topics:** Autumn 2 **What is life like in the Alps?**	**Topics:** Autumn 2 **Why does population change?**

	Key Vocabulary: aerial photograph aerial view atlas city country directional language distance features globe improve key land locate location map north place questionnaire sea survey symbol town village Spring 2 **What is the Weather like in the UK?** **Key Vocabulary:** atlas capital city climate compass continent country direction land locate location map rain gauge season temperature	**Would you prefer to live in a hot or a cold country?** **Key Vocabulary:** human feature ice sheet land locate map mild ocean pack ice physical feature polar rain gauge rainforest rural savannah sea temperate temperature thermometer tropical urban vegetation weather Spring 2 **Why is our world wonderful?** **Key Vocabulary:** aerial photograph capital city continent country data collection fieldwork human feature key lake land landmark locate location map	**Why do people live near volcanoes?** **Key Vocabulary:** active volcano climate change composite volcano crust dormant volcano earthquake epicentre extinct volcano fault line fault-block mountain fertile soil fold mountain geothermal energy igneous rock index inner core outer core magma magma chamber man-made rock mantle metamorphic rock natural rock negative effects plate boundary positive effects pyroclastic flow sedimentary rock seismic waves shield volcano tectonic plate tsunami vent volcanic mountain volcanic springs Spring 2 **Who lives in Antartica?** **Key Vocabulary:**	**Why are the rainforests important to us?** **Key Vocabulary:** enquiry Equator forest floor global warming greenhouse gas indigenous peoples interpret lianas lines of latitude logging method mining present questionnaire quote risk route summarise Tropic of Capricorn Tropic of Cancer understory layer vegetation vegetation belts Spring 2 **Where does our food come from?** **Key Vocabulary:** air freight carbon footprint consume distribution export fertiliser food bank food miles grant	**Key Vocabulary:** atlas climate climate change coniferous trees data deciduous trees enquiry fold mountain glacier hemisphere human feature land height latitude leisure longitude method mountain climate mountain range OS map physical feature population questionnaire sea level recreational land use risk route scale Spring 2 **Why do oceans matter?** **Key Vocabulary:** atmosphere biodegradable buffer coral bleaching coral reef decompose digital map disposable ecology ecosystem	**Key Vocabulary:** digital technologies fossil fuels greenhouse gases impact improvements involuntary Likert scale migrants migration natural increase noise pollution population population density population distribution pull factors push factors qualitative quantitative refugee region sparsely populated voluntary Spring 2 **Where does our energy come from?** **Key Vocabulary:** biofuel coal consumption contour line crude oil dam emissions energy source hydropower natural gas non-renewable nuclear power Prime Meridian producer regenerate

	thermometer weather weather vane Summer 2 **What is it like to live in Shanghai** **Key Vocabulary:** continent country different directional language e.g. near, far, next to, behind, etc. key human feature map physical feature similar symbol	north physical feature ocean OS map river sample sea scale symbol tally chart vegetation Summer 2 **What is it like to live by the coast?** **Key Vocabulary:** arch aquarium bay capital city city cliff coast coastline country data collection fieldwork island harbour human feature location locate mudflat ocean physical feature pictogram pier sand dunes sea stack tally chart tourist town	climate climate zone compass points direction drifting ice hemisphere ice sheet ice shelf iceberg lines of latitude lines of longitude treaty Summer 2 **Are all settlements the same?** **Key Vocabulary:** agricultural land capital city commercial land compare country border county dispersed facilities land use legend linear local memorial metro monument nucleated place of worship recreational land region residential land settlement transportation	import pesticides produce qualitative quantitative reliability responsible trade sample size scale bar seasonal food source sustainability trade trend Summer 2 **What are rivers and how are they used?** **Key Vocabulary:** condensation delta estuary evaporation flooding floodplain groundwater irrigation leisure meander oxbow lake percolation precipitation river mouth source transpiration tributary valley water cycle waterfall	erosion geology habitat human footprint marine microplastics natural disaster ocean current policy renewable energy single use plastic species water cycle Summer 2 **Would you like to live in the desert?** **Key Vocabulary:** agriculture airstrip arid barren biome climate desert desertification drought flash flood mesa mining mushroom rock national park natural arch nature reserve rainfall ranching renewable energy salt flat sand dune sparse time zone tourist attraction vegetation weather	renewable replenish sea level solar power time zone urban planner wind power six-figure grid reference Summer 2 **Can I carry out an independent fieldwork enquiry?** **Key Vocabulary:** analyse audience city data data collection methods enquiry evidence impact improvement issue justify plot presenting process recommendation region risk route subjective viewpoint

		village				
Locational knowledge	In Year 1 pupils will learn how a world map shows all the countries in the W**orld.** They will start to understand the terms continent, sea and five oceans. Pupils will begin to focus their learning around England. Naming the four countries and capital cites of the **UK** **England, N Ireland, Scotland, Wales**	In Year 2 pupils will learn how to name, locate and identify the characteristics of the countries and capital cities of Great Britain **(UK)** and its surrounding seas. They will be able to name and locate the W**orld'**s seven continents and five oceans. *By the end of KS1 the pupils have expanded their knowledge of place, space and people.*	In Year 3 pupils will name and locate at least **6 counties**, cities and geographical regions of the **United Kingdom** and recognise their identifying human and physical characteristics. Children locate Japan and learn about the country. The consider the similarities and differences to the UK. This area of learning is linked to children learning about Volcanoes.	In Year 4, pupils will learn about **Europe (inc. Russia)** (environmental regions, key physical and human features, countries, major cities) Pupils to know the names and locate at least 8 European countries and their capital cities. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles, the Prime/Greenwich Meridian and time zones (including day and night).	In Year 5, pupils will learn to locate the main countries in **South America a**nd compare different regions in South America. Pupils will also have an opportunity to identify the position and significance of latitude/longitude and the Greenwich Meridian. This will make links with science including time zones, night and day.	In Year 6, pupils will use a World Map to locate the main countries in **North America.** Recognise environmental regions, key physical and human features, countries, major cities Know the names and locate a number of countries in this region

Place knowledge	Pupils will learn geographical similarities and differences through studying the human and physical geography **of a small area of the United Kingdom – London.** They have an opportunity to learn some landmarks in our capital citiy.	Understand geographical similarities and differences through studying the human and physical geography of a **small area of the United Kingdom (Watford – home Leavesden/Garston),** and of a small area in a contrasting **non-European country concentrating** on islands and sea sides.	Within the United Kingdom children learn about Hertfordshire. Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.	**A small Region in a European country - Paris, France** Pupils can describe and compare similarities and differences The United Kingdom and a small region in a contrasting European country. Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.	Pupils will **A small Region within South America** - Lima, Peru Know differences between living in the UK and a country in either South America. Make historic links to land development and geographical developments.	Pupils will **A small Region within North America - Montreal, Canada** Know similarities & differences between living in the UK and a country in North America. Make historic links to land development and geographical developments.
Physical and human geography	**Weather** – pupils will learn the seasonal and daily weather patterns in the UK and recognise the main weather symbols. **Physical Geography** **Basic vocabulary** Pupils will refer to key human features including:	Pupils identify the location of **hot and cold** areas in the world, focusing particularly on both Great Britain **(Watford – Leavesden/Garston),** and Use basic geographical vocabulary to refer to: • key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil,	**Physical** Describe and understand key aspects of physical geography including: **Mountains** Know the name and locate a number of the world highest mountains. **Volcanoes** Label the different parts of a volcano.	**Physical** **Rivers and the Water Cycle** Pupils will name and locate a number of the world's longest ri**vers.** **Human** **Distribution of natural resources – Water**	**Physical** **Earthquakes** Know the causes of an earthquake. **Human** Distribution of natural resources – Food Economic activity including Trade Links	**Physical** **Climate zones, Biomes and Vegetation Belts** Know the name and locate a number of the world's deserts. Know features of a specific biome. Label layers of a rainforest and know what deforestation is. **Humans** **Distribution of natural resources – Energy**

	city, town, village, farm, house, office, shop Pupils will begin to know the main difference between city, town and village. **Human geography Basic vocabulary** Pupils will begin to refer to key physical features including: beach, hill, mountain, sea, ocean and rivers.	valley, vegetation, season and weather • key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	**<u>Human</u> Types of settlement and land-use** Pupils can identify and sequence a range of settlements sizes and settlements with different functions e.g coastal towns. Can describe main land uses within urban areas and identify key characteristics of rural areas.	Know why most cities are located by a river.		**Distribution of natural resources – Minerals** Know the main human and physical differences between developed and third world.
Geographical skills and enquiry	Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of Watford – to know their postcode. Pupils will begin to **use world maps, atlases and globes** to identify the UK and its countries, as well as countries, continents and oceans studies at this key stage.	**Use simple fieldwork and observational skills** to study the geography of their school and its grounds, and the key human and physical features of the surrounding environment. (local walkabout? Garston/Leavesdaen) **Use simple compass directions** (North, South, East, West and directional language (eg. near, far, left, right) to describe the location	Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods inc. sketch maps, plans, graphs and digital technologies Use maps, atlases, globes, digital/computer mapping to locate countries and describe features studied Use maps to locate the equator.	Use maps, atlases, globes, digital/computer mapping to locate countries and describe features studied Investigate river samples (visited by school junior river champions). Use maps to locate the equator. Use maps to follow the journey of a river. Identify tropical, temperate and polar climate zones on a globe.	Following on from lower KS2, upper KS2 continues to explore the school's local community, as well as a contrasting locality of the South America. Use maps, atlases, globes, digital/computer mapping to locate countries and describe features studied Use Eight points of the compass, 4 and 6 figure GR, symbols and key (including	Pupils will explore the school's local community, as well as a contrasting locality of Chile. Pupils undertake opportunities whereby they can practise the following: • Collate data collected • Ask geographical questions • Undertake a general survey • Form and develop opinions • Make suggestions and reflect on own beliefs • Select methods for collecting, presenting and analysing data • Analyse evidence and draw conclusions Use maps, atlases, globes and digital/computer

	To Introduce the use aerial photographs and devise simple maps. Explore local area including Garston park.	of features and routes on maps **Use aerial photographs and plan perspectives** to recognise landmarks and basic human and physical features; devise a simple map; use and construct basic symbols in a key	Introduce the Eight points of the compass Know how to plan a journey within the UK using a road map.	Use the Eight points of the compass, begin to learn 4 and 6 figure GR, symbols and key (including OS maps) to build knowledge of UK and wider world Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods inc. sketch maps, plans, graphs and digital technologies	OS maps) to build knowledge of UK and wider world. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods inc. sketch maps, plans, graphs and digital technologies	mapping mapping (Google Earth) to locate countries and describe features studied Extend to 6 figure grid references with teaching of latitude and longitude in depth. Expand map skills to include non - UK countries. Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
Whole school	**Additional topics - Sustainability - Reduce, Reuse, Recycle – Eco warriors**					