



Geography

Progression Planning Document

<p>Geography Enquiry Process</p> <ol style="list-style-type: none"> 1. Asking questions – what do I know/what do I want to know 2. Collaborating and selecting – which are the best questions, tools, techniques? 3. Doing – fieldwork, research 4. Reflecting – what have we found out? What does it mean? How reliable is it? 5. Communicating - what can we do with this knowledge? Who should we share it with and how? 6. Evaluating – What have we learnt? What new questions do we have? Where next? 	<p>Questions to consider (when planning)</p> <p>Is the chosen area or content interesting and relevant? What aspect of geographical knowledge, skills and understanding will be the focus of the unit? Why? How will we hook the children at the start of the enquiry? How will we sequence the learning, to maintain motivation? What will the varied activities be? How can we use learning objectives and outcomes effectively? Are we using rich resources? How can we help children to choose and use information? How will the children communicate their understanding through an engaging end product? How can we set challenging expectations for children of varying abilities? How can I link it to other parts of the curriculum?</p>	<p>Geographical Questions</p> <p>What will I see in this place? Who will I see in this place? What do people do in this place? What sources of information can I use to find information? How does where we live influence how we live? Why do people move? Why do maps and globes change? Which are the best questions, tools and techniques? How reliable is the evidence?</p>
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By the end of	Places	Geographical Terms	Human & Physical Geography	Environmental	Processes & Patterns *changes over time	Weather & Climate	Mapping Using Maps	Field work	Research
Foundation Stage	Describe where they live. Talk about the local area they live in and places they have visited.	<p><u>Places</u></p> <p>live Journey (to school) My home / house My school Great Houghton, Middlecliffe, Barnsley Village, Town, Street, Road I like / I don't like</p> <p><u>Human & Physical</u></p> <p>Shop, church, bus stop, post office, post box, vets, school, petrol station, pub, barbers, café, undertakers, job occupations, career, street, dessert, climate, weather, ice, field, farm, housing, countryside, built up area, tower blocks.</p> <p><u>Environment</u></p> <p>People, animals, insects, nature, plants, trees, pets, wildlife, growing, alive, dead, change, feeding, caring.</p> <p><u>Processes & Patterns</u></p> <p>Season, autumn, spring, summer, winter, days of the week, months of the year, weather, climate, life cycle.</p> <p><u>Weather & Climate</u></p> <p>Rain, wind, sun, cloudy, frost, snow, hail, lightening, foggy, thundering, cold, hot, warm.</p> <p><u>Mapping</u></p> <p>Map, globe, distance, travel, journey.</p> <p><u>Field work</u></p> <p>Shop, church, bus stop, post office, post box, vets, school, petrol station, pub, barbers, café, undertakers, job occupations, career, street, dessert, climate, weather, ice, field, farm, housing, countryside, built up area, tower blocks.</p> <p><u>Research</u></p> <p>Environment, world, home, belonging.</p>	<p>Talk about features they have seen in their local area.</p> <p>Shows interest in different occupations and ways of life.</p> <p>Children notice features that are the same and different in relation to their locality and other localities – usually through stories.</p>	Shows care and concern for living things and the environment.	Developing an understanding of growth, decay and changes over time (e.g. Seasonal changes).	<p>Talk about different weather types they have experienced.</p> <p>Understand how different weather affects choices they make (clothing, visits, jobs)</p>	<p>Describe where places are in relation to their home.</p> <p>Describe routes to and from school</p>	Complete walks in the local area – describe what they can see (physical and human geography)	<p>Ask questions to out about new places.</p> <p>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</p>

KS1	<p>Discuss features of the local area. Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.</p> <p>Identify key features of a place in order to say whether it is a city, town, village, coastal or rural area.</p> <p>Identify and describe what places are like (e.g. landscape, weather, and climate).</p> <p>Identify and describe where places are (e.g. position on map, near a river)</p> <p>Discuss what I like or dislike about a place</p>	<p>General</p> <p>Address</p> <p>Near</p> <p>Far</p> <p>Journey</p> <p>Features</p> <p>Weather</p> <p>Holiday</p> <p>Travel</p> <p>Passport</p> <p>Visit</p> <p>Transport</p> <p>Environment</p> <p>Changes</p> <p>Sustainability</p> <p>Survey</p> <p>Land</p> <p>Similarities</p> <p>Differences</p> <p>Effects</p>	<p>Places</p> <p>Island</p> <p>Sea</p> <p>Oceans</p> <p>Seaside</p> <p>Village</p> <p>Town</p> <p>City</p> <p>Country</p> <p>Features</p> <p>Physical</p> <p>Human</p> <p>Beach</p> <p>Mountain</p> <p>Farm</p> <p>Field</p> <p>Shop</p> <p>Buildings</p> <p>Maps</p> <p>Globe</p> <p>Map</p> <p>Atlas</p> <p>Co-ordinates</p> <p>Symbol</p> <p>Route</p> <p>Plan</p>	<p>Recognise human and physical features of specific places (beach, town, village).</p> <p>Describe features of specific places.</p> <p>Recognise changes in physical and human features [for example, heavy rain and flooding fields].</p>	<p>Recognise how places compare with other places [e.g. compare the local area with places elsewhere in the UK]</p> <p>Make observations about where things are located [e.g. a pedestrian crossing near school gates] and about other features in the environment.</p> <p>Recognise changes in the environment [e.g. traffic pollution in a street]</p> <p>Recognise how the local environment may be improved and sustained [E.g. by restricting the number of cars].</p>	<p>Recognise how places have become the way they are and how they are changing [e.g. new buildings]</p> <p>Recognise how places compare with other places [e.g. compare the local area with places elsewhere in the UK].</p> <p>Recognise how places are linked to other places in the world [e.g. food from other countries].</p>	<p>Recognise how places compare with other places [e.g. compare the local area with places elsewhere in the UK]</p> <p>Make observations about seasonal changes in weather.</p> <p>Identify seasonal and daily weather patterns in the UK.</p>	<p>Use globes, maps and atlases to identify the UK and its countries.</p> <p>Create maps and plans.</p> <p>Identify land use around the school.</p> <p>Follow simple directions-forward, backward, left, right.</p> <p>Use aerial images and plan perspectives to recognise landmarks and basic physical features.</p> <p>Use simple letter and number co-ordinates.</p> <p>Use compass directions (N, S,E, W) and locational language to describe the features of routes on a map.</p>	<p>Observe and record information on charts.</p> <p>Record information on school plan, local maps.</p> <p>Use simple equipment to measure and record</p>	<p>Talk about what they think and give reasons why.</p> <p>Use pictures, stories, internet and clips to find information and answer questions.</p>
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LKS2	<p>Name and locate counties and cities in the UK.</p> <p>Name and locate the countries of Europe (including Russia) and identify their main physical and human characteristics.</p>	<p>Features Spring River Stream Hill Slope Mountain Waterfall Valley Channel Lake Reservoir House Shop Roads Garden Woodland</p> <p>Patterns Land use</p> <p>Processes Water cycle Erosion Pollution Evaporation Condensation</p> <p>Scale Local Regional National International Global</p> <p>Weather <i>(is also a feature)</i> Climate Climatic zone Hot Cold Dry Wet Tropical Rainfall Weather symbols Monsoon</p>	<p>Environmental Conservation Wildlife Quality Change Pollution Issues Community</p> <p>Environment / Place Desert Polar Temperate Hamlet Village Town City Country Continent</p> <p>General Source Steep Mouth Population Holiday Destination Transport Filtering Purification Irrigation Development Soil Rock Wave Tide Shingle Sand</p> <p>Mapping Route Grid Reference Journey Distance Compass (points) North South East West Scale Direction Key Symbol Miles Kilometres Metres Centimetres OS maps</p>	<p>Make comparisons of the same geographical feature in different countries.</p> <p>Describe and compare different features of human and physical geography of a place, offering explanations for the locations for some of these</p> <p>Compare and contrast the areas of vegetation and biomes in two different locations.</p> <p>Provide a reasonable explanation for features in relation to location (e.g. the shops outside town are bigger because there is more space).</p>	<p>Name and locate rivers of the United Kingdom and describe the impact on human and physical geography of the places they are found.</p> <p>Compare and contrast how areas of the world have capitalised on their physical features.</p> <p>Describe how physical activity has impacted and/or changed the physical and human characteristics of a place in the world.</p> <p>Identify how people both damage and improve the environment</p> <p>Explain how people try to sustain environments</p> <p>Describe how changes, in the features of a place, can affect the lives and activities of the people living there</p>	<p>Name and locate vegetation belts across the United Kingdom explaining how some of these have changed over time.</p> <p>Identify changes in the local and global environment.</p> <p>Explain how the physical processes of erosion, transportation and deposition affect the environment</p> <p>Describe and explain how physical processes have changed the characteristics of a landscape, country or continent.</p> <p>Describe patterns in geography and offer clear explanations for why they appear (e.g. a number of hotels and restaurants are found by the seaside)</p>	<p>Sequence and explain the features of a physical weather process, such as the water cycle.</p> <p>Identify seasonal and daily weather patterns in hot and cold areas of the world.</p> <p>Describe and explain how the climate of a country or continent is linked to the distribution of natural resources and tourism.</p>	<p>Draw sketch maps and plans using standardised symbols and a key</p> <p>Locate geographical features on a map or atlas using symbols shown in a key.</p> <p>Locate and name geographical features on a n ordnance survey map</p> <p>Use the eight points of a compass to describe the location of a country or geographical feature.</p> <p>Use four-figure grid references, symbols and key to communicate knowledge.</p> <p>Plot a route on a map or globe from one place to another, identifying countries or significant landmarks that are passed.</p> <p>Locate and explain the significance of the Northern and Southern hemispheres and the Arctic and Antarctic Circles.</p> <p>Locate and explain the significance of the equator, northern and southern hemisphere, the tropics of cancer and Capricorn to a range of countries of the world.</p> <p>Compare and contrast aerial photographs and plan perspectives explaining their similarities and differences.</p> <p>Suggest where in the world an aerial photograph or satellite image shows, explaining reasons for their suggestion.</p>	<p>Observe, measure and record the human and physical features in the local area responding to a range of geographical questions</p> <p>Propose geographical questions, collecting and recording specific evidence to answer them</p> <p>Analyse the data which they have collected from first hand observations and experiences, identifying any patterns.</p> <p>Collect and analyse data from first and second hand sources, identifying and analysing patterns and suggesting reasons for them.</p>	<p>Provide reasons for their observations, views and judgements regarding places and environments.</p> <p>Offer reasons for their own views and recognise that other people may hold different views</p> <p>Locate appropriate information, needed for a task, from a source material</p> <p>Suggest which source material to use for a specific task, locating the information needed.</p>



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UKS2	<p>Name and locate some of the countries and cities of the world.</p> <p>Describe in detail the human characteristics of some of the target cities of the United Kingdom, taking into account population, economic activity and transport systems</p> <p>Describe and explain similarities and differences (human and physical) of a region of a European country, and a region or area within North or South America.</p> <p>Describe the environmental regions, key human and physical characteristics, countries and major cities of Europe, North and South America.</p> <p>Recognise and describe the physical and human features of places, and appreciating the importance of wider geographical location in understanding places.</p>	<p>Features Hills Factories Coast Headland Cliff Cave Arch Stack Bay Sand Groynes Sea walls Patterns</p> <p>Patterns Land use</p> <p>Processes Transportation Deposition Tourism Building</p> <p>Scale Local Regional National International Global</p> <p>Weather (is also a feature) Climate Climatic zone Hot Cold Dry Wet Tropical Rainfall Weather symbols Monsoon</p>	<p>Environmental Air pollution Waste Recycling Compost Litter Derelict Planning Global warming</p> <p>Environment / Place Landscape Settlement Urban Rural District Street Microclimate World</p> <p>General Source Steep Mouth Population Holiday Destination Transport Filtering Purification Irrigation Development Soil Rock Wave Tide Shingle Sand</p> <p>Mapping Route Grid Reference Journey Distance Compass (points) North South East West Scale Direction Key Symbol Miles Kilometres Metres Centimetres OS maps</p>	<p>Explain how climate zones, biomes and vegetation belts affect the physical and human features of a place in the world.</p>	<p>Describe how human activity has impacted upon and/or changed the physical characteristics of a place in the world.</p>	<p>Describe how physical and human processes can lead to similarities/differences in the environments of places and in the lives of people who live there.</p> <p>Describe how physical and human processes give a continent its unique characteristics</p> <p>Respond to and ask relevant questions about patterns in the landscape and make appropriate observations on the location of features, relative to others</p> <p>Identify geographical patterns on a range of scales.</p> <p>Explain how things change by referring to the physical and human features of the landscape.</p> <p>Explain how physical and human processes lead to diversity and change in places.</p>	<p>Describe how weather and climate effects land use and food production.</p> <p>Explain how extreme climates affect the lives of people living there and the human and physical geography</p> <p>Describe how climate, ecology and people are affected by cold, and describe the freezing and thawing process.</p>	<p>Produce accurate and scaled maps</p> <p>Compare land use and geographical features on different types of maps.</p> <p>Create maps of locations identifying patterns (such as land use, climate zones, population densities, height of land).</p> <p>Compare and contrast areas of the UK and the wider world by analysing the geographical features on a range of maps, including digital/computer mapping.</p> <p>Use four and six figure references to locate features on a map.</p> <p>Plot a route on a map, globe or satellite image, suggesting the fastest route from one place to another and the most effective mode of transport</p> <p>Locate and explain the significance of latitude and longitude and the prime Greenwich meridian</p> <p>Explain how time zones function (including day and night) of different countries around the world affect the human and physical geography of a place.</p> <p>Explain what physical and human processes may have occurred in a place by studying an aerial image of it.</p> <p>Use the web and satellite mapping tools to find out and present geographical information about a place.</p>	<p>Choose the best method of recording observations and measurements, including sketch maps, plans, graphs, and digital technologies.</p> <p>Describe and explain geographical processes observed including taking accurate measurements and representing these in text, graphs and spreadsheets</p> <p>Suggest sources for finding data related to a task and analyse data collected to draw conclusions about a place or geographical issue.</p> <p>Analyse and present more complex data, from different sources, suggesting reasons why it may vary.</p>	<p>Discuss and comment on a range of views people hold about environmental interaction and change</p> <p>Recognise that different values and attitudes, including their own, result in different approaches to environmental interaction and change.</p> <p>Use search engines, index, contents and other research techniques to locate and interpret information</p> <p>Identify gaps in information collated and suggest ways of finding it.</p>