

## Foston CE, Terrington CE VA & Stillington Primary Schools in Collaboration with Langton Primary School Progression Map



Subject: Geography

- Subject Intent:**
- An awareness of current issues in the environment.
  - An extensive base of geographical knowledge and vocabulary.
  - An excellent knowledge of where places are and what they are like.
  - An excellent understanding of how human and physical environments are interrelated.
  - Highly developed fieldwork.
  - A passion and curiosity for finding out about the world and people who live there.
  - A curriculum to ‘think like a geographer’: choosing, building and linking knowledge

**Enhancers:**  
Sustainability  
Creativity  
Diversity  
Community

**Langton Primary School Values:**  
Excellence, Respect, Nurture,  
Collaboration, Creativity and  
Resilience

Golden Thread	Key Concept	Overview	EYFS	Key Stage 1	Key Stage 2- Cycle A / C	Key Stage 2- Cycle B/ D
Investigating places	Location Knowledge		<b>Polar Habitats</b>	<b>7 continents</b>	<b>Building Locational Knowledge – North America</b>	<b>Building Locational Knowledge Hemisphere and Tropics</b>
	Place Knowledge	Objectives NC	Recognise some environments that are different to the one in which they live.  ELG – Know some similarities and differences between	Name and locate the world’s seven continents and five oceans.	Locate the world’s countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities	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)

		Milestones	the natural world around them and contrasting environments.	Name and locate the world's continents and oceans.  Use world maps, atlases and globes to identify countries, continents and oceans studied.	3/4: Describe geographical similarities and differences between countries.	5/6: Name and locate the countries of North and South America and identify their main physical and human characteristics.	3/4 Name and locate the equator/northern and southern hemisphere, tropics of cancer/Capricorn/arctic and Antarctic. Date and Time Zones. Describe some of the characteristics of these geographical areas.	5/6 Identify and describe the geographical significance of latitude and longitude, equator, northern and southern hemisphere, tropics of cancer/Capricorn/arctic and Antarctic and time zones.
		Knowledge	<ul style="list-style-type: none"> <li>-To know polar habitats are in the Arctic and Antarctica.</li> <li>-To know the features of the habitat are that they are freezing, cold and windy with lots of snow and ice.</li> <li>-What animals are in a polar habitat – Polar Bears in Arctic, Penguins in Antarctica.</li> </ul>	<ul style="list-style-type: none"> <li>-To understand the definition of a continent (a large solid area of land), --</li> <li>-To know all 7 continents (Asia- Africa, North America- South America- Antarctica- Europe-, Australia- and can order them in size.</li> <li>-To make a comparison between 2 places in different continents and</li> </ul>	Skill <ul style="list-style-type: none"> <li>-To identify North America on a map and the countries within and major cities, (Canada-Toronto USA-New York, Mexico-Mexico City) as well as its environmental regions (Desert lands and Canadian Shields)</li> <li>-To identify the surrounding oceans (Arctic, Atlantic, Pacific).</li> <li>-To identify a major human landmark in each city (CN Tower, Statue of Liberty, Chichen Itza).</li> </ul>	Identify North America's economic	To locate the northern and southern hemispheres and describe the significance of the equator.  Know that time is different in different countries and why ( Australia and England)	(It takes 24 hours for the Earth to rotate once on its axis. We split the globe into time zones using imaginary lines called meridians. They run from the North Pole to the South Pole, crossing lines of latitude.)

			<p>explain how they are different (Alaska and York).</p> <p><u>Skills</u></p> <p>-To name and locate all 7 continents on a map and identify each by its shape.</p> <p>- To locate the northern and southern hemisphere.</p>	<p>activity and natural resources – agriculture, forestry and mining.</p>	<p>Identify the tropics of cancer and Capricorn and understand longitude and latitude and the differences and similarities between the Antarctic and Arctic.</p>	
		Vocabulary	<p>Habitat</p> <p>Polar</p> <p>Adapt</p> <p>Ocean</p> <p>North Pole</p> <p>South Pole</p>	<p>Continents</p> <p>Northern Hemisphere</p> <p>Southern Hemisphere</p> <p>Equator</p> <p>Europe</p> <p>North America</p> <p>South America</p> <p>Africa</p> <p>Antarctica</p> <p>Asia</p> <p>Australia</p> <p>Human Features</p> <p>Physical Features</p> <p>Country</p>	<p>North America</p> <p>Continent</p> <p>Human Features</p> <p>Physical Features</p> <p>Environmental Regions</p> <p>Economic Activity</p> <p>Natural Resources</p> <p>Arctic ocean</p> <p>Atlantic ocean</p> <p>Pacific Ocean</p> <p>Desert lands</p> <p>Canadian Shields</p> <p>CN Tower,</p> <p>Statue of Liberty,</p> <p>Chichen Itza</p>	<p>Axis</p> <p>Meridians</p> <p>Tropics of Cancer</p> <p>Tropics of Capricorn</p> <p>Date Line</p> <p>Longitude</p> <p>Latitude</p> <p>Greenwich Meridian Time</p> <p>meridian line</p> <p>Northern Hemisphere</p> <p>Southern Hemisphere</p> <p>Equator</p>

<b>Investigating places</b>	Place Knowledge		<b>Woodland (Local Area)</b>	<b>Understanding Brazil</b>	<b>Building Locational Knowledge – South America</b>		<b>*Building Locational Knowledge – Europe cycle d</b>	
	Locational knowledge	Objectives N/C	R- explore the natural world around them.  R- describe what they see, hear and feel whilst outside  ELG- Explore the natural world around them, making observations and drawing pictures of animals and plants;	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	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.		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.	
	Human and physical knowledge							
	Fieldwork	Milestones		Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country.	3/4: Use a range of resources to identify the key physical and human features of a location	5/6: Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have	3/4: Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.  •	5/6: Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.

					changed over time.		
		Knowledge	<p>To identify animal that live in a forest. Owl, fox squirrel</p> <p>To understand a habitat is a place that an animal lives.</p> <p>To identify what habitats minibeasts like.</p> <p>To know that an animal needs food to survive.</p> <p>To visit local woodland/ school grounds to find minibeasts.</p>	<p>-To be able to locate Brazil on a world map</p> <p>-To know and describe the key human and physical features of Brazil – ( Amazon Rainforest, christ the redeemer )</p> <p>-To be able to compare the climate of Brazil and the UK</p> <p><b>Brazil</b></p> <p>Lots of different climate zones</p> <p>Higher temperatures</p> <p>More rainfall than the uk</p> <p><b>UK</b></p> <p>Climate similar across the country</p> <p>Lower temperature</p> <p>Less rainfall</p>	<p>To Identify South America on a map and the countries within and major cities, (Argentina- Buenos Aires , chile- Santiago Brazil- Rio de Janeiro)</p> <p>To identify the key physical and human features of south America</p> <p><b>Physical</b></p> <p>Amazon rainforest, Andes mountain range, salt flats, rivers and waterfalls.</p> <p><b>Human</b></p> <p>Machu Picchu, rio carnival, christ the redeemr .</p> <p>To describe how land is used in South America- agriculture- beef farming, potatoes and coffee.</p> <p>Oil , forestry and fishing , mining , tourism.</p>	<p>Identify and locate countries in Europe on map</p> <p>Identify environmental regions of Europe (Western Uplands, North European Plain, Central Uplands and Alphine Mountains) mountains and rivers and their features in Europe</p> <p>Identify and describe Europe’s major cities and natural resources</p> <p><b>Locational uk</b></p> <p>Identify and locate countries in uk on a map</p> <p>Identify human and physical features on each of the uk countries.</p> <p>Identify human and physical features of each of the 4 countries on uk.</p>	

		Vocabulary	Woodland Habitat Minibeast Bug hotel Shelter Food Survive	Brazil South America Human features Physical features Temperature Rainfall Weather Pattern climate Amazon Rainforest Christ the redeemer statue	South America: Continent City Human Features Physical Features Environmental Regions Economic Activity Natural Resources  Amazon rainforest, Andes mountain range, salt flats, rivers and waterfalls.  Machu Picchu, rio carnival, christ the redeemer .  (Argentina- Buenos Aires , chile- Santiago Brazil- Rio de Janeiro)	Lochs/Lakes Islands Agriculture National Parks Human Settlements Human Features Physical Features England Northern Ireland Wales Scotland Coastline Valleys Land use (Rural and Urban)
<b>Settlements</b>	Human And Physical Knowledge	Topic	<b>My Community</b>	<b>Villages, Towns, Cities</b>	<b>Energy and sustainability</b>	<b>Natural Resources</b>
		Objectives NC	Draw information from a simple map. Understand some	Use basic geographical vocabulary to refer to:	To describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity	To describe and understand the key aspects of human geography including types of settlements and land use, economic activity include

	Geographical fieldwork	places that are special to member of their community.  ELG Describe their immediate environment using knowledge from observation/discussion/stories/non-fiction text/maps	key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	including trade links, and the distribution of natural resources including energy, food, minerals and water.		trade links and the distribution of natural resources including energy. Food minerals and water.	
	Milestones	Walk around local village to identify places they notice different to a house.	Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. <b>key human features</b> , including: city, town, village, factory, farm, house, office and shop.  Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.	¾: Describe key aspects of: <b>human geography</b> , including: settlements and land use.	5/6 Identify and describe how the physical features affect the human activity within a location	¾: Describe key aspects of: <b>human geography</b> , including: settlements and land use.	5/6 Identify and describe how the physical features affect the human activity within a location

			<ul style="list-style-type: none"> <li>• Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).</li> </ul> <p>To walk around the local area to gather key features to devise a simple map.</p>				
	Knowledge		<p>Name the human and physical features in a settlement. Know the differences between villages, towns and cities and how settlements were have changed. Be able to sketch a map and give directions and routes.</p>	<p>To describe the term sustainability.</p> <p>To understand how energy is produced in different countries.</p> <p>To describe how sustainable my own community is compared to <b>Curitiba</b> the capital of the southern Brazilian state of Paraná.</p>		<p>-to describe the worlds natural resources.</p> <p>To describe how the worlds natural resources are used.</p> <p>To compare the UK's natural resources to <b>Chile</b> and discuss its effect on the environment and people.</p>	
	Vocabulary		<p>Human features Physical features Settlement Natural resources Population Village Town/city Map</p>	<p>Sustainability Poverty Development Resources Economy Fossil Fuels non-renewable energy renewable energy power</p>		<p>Natural resources exhaustible renewable consumption projection human overpopulation mining Coal Pressure</p>	



				Symbols Key Direction	Energy fossil fuels economy	Extraction Deforestation Recycling disposable Resource exploitation		
<b>Settlements</b>	Human And Physical Knowledge Geographi cal fieldwork	Topic		<b>London and The United Kingdom</b>	<b>Migration (sensitivity may be required )</b>	<b>Population</b>		
		Objectives N/C		Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.	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 use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	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 use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied		
		Milestones		Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.	Describe key aspects of: <b>human geography</b> , including: settlements and land use. Describe geographical similarities and	Identify and describe how the physical features affect the human activity within a location. Understand some of the reasons for geographical similarities and	Describe key aspects of: <b>human geography</b> , including: settlements and land use. Describe geographical similarities and	Identify and describe how the physical features affect the human activity within a location. Understand some of the reasons for

					differences between countries.	differences between countries. Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).	differences between countries.	geographical similarities and differences between countries. Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).
		Knowledge		To articulate that the United Kingdom is made up of 4 countries (England, Northern Ireland, Scotland and Wales) and surrounding seas (Irish Sea, English Channel, North Sea) To locate London on a map and understand London is England's capital city. To name and Identify London landmark – Buckingham Palace and Houses of Parliament. -To know different methods of	To explain what migration is and how it affects us. To explore the reasons why people migrate. To understand how migration effects the UK. To explain what economic migration is and its impact on Europe. Explain what a refugee is and why some people are refugees. <b>(if appropriate)</b>		To understand how populations have changed over time (growing and ageing) and the challenges that changing populations can have on an area, and on food production. To be able to use our knowledge to research population change and density in the UK	

				transport in London. Underground, red bus, river taxi.		
		Vocabulary		United Kingdom England Ireland Scotland Wales Capital City London Transport Underground River taxi. Tourist Landmark Buckingham Palace Houses of Parliament.	Migration Refugee Climate refugee Push and pull factors Asylum seeker Economic refugee Civil war Draught	Global Population Population Density Distribution Birth and death rate Population Pyramid Slums Challenges Ageing population Food production Global inequality
<b>The Earths Features</b>	Human and Physical Knowledge	Topic	<b>Under the sea</b>	<b>Oceans and seas</b>	<b>Rivers</b>	<b>Mountains, volcanos and earthquakes</b>
		Objectives NC	ELGs - Explore the natural world around them, making observations and drawing pictures of animals and plants; Know some similarities and differences between the natural world around them and	name and locate the world's seven continents and five oceans	Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, <b>rivers</b> , mountains, volcanoes and earthquakes, and the <b>water cycle</b>	describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
		Milestones		Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as	Name and locate counties and cities of the United	Name and locate some of the countries and cities of the world and their

			contrasting environments, drawing on their experiences and what has been read in class;	the countries, continents and oceans studied. Name and locate the world's continents and oceans.	Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, <b>rivers</b> , key topographical features and land-use patterns; and understand how some of these aspects have changed over time.	identifying human and physical characteristics, including hills, mountains, <b>rivers</b> , key topographical features and land-use patterns; and understand how some of these aspects have changed over time.	mountains, volcanoes and earthquakes and the water cycle.	including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.
		Knowledge	To identify different creatures that live under the sea. Identify some of those creatures and the features that allow them to survive in an underwater habitat.	To know what an ocean is (in contrast to a sea) and to identify the world's 5 oceans on a map, their location, importance, differences and how we can protect them	To name and locate famous rivers and why they are important. <b>Nile, amazon river and Volga river</b>  To explain erosion and the concepts of transportation and deposition.  To explain the landforms rivers, create.		To know the structure of the earth, where volcanoes and mountain ranges are located and how they vary. <b>Himalayas –Mount Everest</b> <b>Mount Vesuvius</b>  To understand where earthquakes occur and why, what happens and how we can protect against them. <b>Tohoku, Japan 2011:case study</b>	
		Vocabulary	Sea Sea Creature Saltwater Habitat	Oceans Pacific Southern Arctic	Source Mouth Meander Transportation		Crust Mantle Outer Core Inner Core	

			Coral Underwater Cave	Atlantic Indian Layers Abyss Trench Deep Habitat Transportation Overfishing Harmful	Deposition Sediment Amazon river Volga river The river Nile Erosion Interlocking spurs Oxbow lake	Mountain Ranges Fold mountains Tectonic Plate Volcano Earthquakes Stratovolcanoes Tsunami Himalayas Mount Everest Mount Vesuvius Tohoku Japan
<b>Our Changing World</b>	Human And Physical	Topic	<b>Seasons and weather (throughout year)</b>		<b>Water, weather and climate</b>	<b>Biomes</b>
	Knowledge Geographical fieldwork <a href="#">Local fieldwork</a>	Objective N/C	R- Describe what they see, hear and feel whilst outside.  ELG-Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter		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: . physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
		Milestones			Describe and understand key aspects of: • <b>physical geography</b> , climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle etc.	Describe and understand key aspects of: • <b>physical geography</b> , climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle etc.
		Knowledge	To know the four season are Spring,		To explain the water cycle through states of matter (solid, liquid and gas).	To understand that biomes are large ecosystems.

			<p>Summer, Autumn and Winter.</p> <p>To observe and explain changes that happen in changing of seasons.</p> <p>To understand the difference between hot and cold weather and what clothes we wear for each season.</p>		<p>To define climate as the average weather for an area. To define weather as the conditions on a given day. To know the UK has weather that is subject to change very quickly and this is referred to as "wild weather" To explain that the four seasons happen because of the tilt of the Earth's axis as it orbits the sun. To explain the human contribution to climate change by deforestation and burning of fossil fuels.</p> <p>Observe measure and record the amount of rainfall in a certain area in local environment.</p>	<p>To Explore how biomes have distinct climatic conditions. - flora and fauna. To explore how human activity and climate change affects an ecosystem.</p>
		Vocabulary	<p>Seasons Spring Summer Autumn Winter</p> <p>Hot Cold Weather</p>		<p>Evaporation Condensation Precipitation Humidity Temperature Climate change Deforestation Atmosphere Fossil fuels Seasons Axis</p>	<p>Biome Flora Fauna Diverse Ecosystem Tundra Taiga Grassland Threat Fragility Conservation</p>
		Topic			<b>Globalisation</b>	
		Objectives- N/C			<p>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</p>	

		Milestone			Describe key aspects of: <b>human geography</b> , including: settlements and land use.	Describe and understand key aspects of: <b>human geography</b> , including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.	
		Knowledge			<p>To know the features of globalisation are: Trade, communication and people.</p> <p>To be able to define their roles in globalisation.</p> <p>To explain “fast fashion” and understand why clothes come from certain countries.</p> <p>To explain what a TNC (Trans-national corporation) is and understand that many food and drink suppliers are owned by one of ten TNC’s. <b>nestle, pepsi, heinz</b></p> <p>To explain the term “food miles” and understand food comes from different countries because of climate and costs.</p> <p>To compare <b>China and England</b> trading and manufacturing .</p>		

		<b>Vocabulary</b>			<b>Globalisation</b> <b>Communication</b> <b>Trade</b> <b>Fashion (Clothing Industry)</b> <b>Fast fashion</b> <b>TNC</b> <b>Inequality</b> <b>Food Production</b>	
<b>Local fieldwork topics</b>	Physical geography human geography	Topic		<b>Where in the world do I live ? (links to History topic)</b>	<b>What is sustainable food production and the impact? (farm visit)</b>	<b>Rivers fieldwork trip</b>
	Fieldwork  Locational geography	Objectives- N/C		Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness	Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, human geography, including: land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water supplies	Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, <b>rivers</b> , mountains, volcanoes and earthquakes, and the <b>water cycle</b>
		Milestone		Understand geographical similarities and differences through studying the human	<b>Physical geography:</b> rivers, mountains	<b>Physical geography:</b> climate zones vegetation belts, Name and locate counties and cities of the United <ul style="list-style-type: none"> <li>• Name and locate some of the countries and cities of the world and their</li> </ul>



				and physical geography of a small area (school village)	<b>Human geography:</b> Land use.	rivers, mountains,  <b>Human geography:</b> economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.	Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, <b>rivers</b> , key topographical features and land-use patterns; and understand how some of these aspects have changed over time.	identifying human and physical characteristics, including hills, mountains, <b>rivers</b> , key topographical features and land-use patterns; and understand how some of these aspects have changed over time.
		<b>Vocab</b>		world; map; globe; land; sea; ocean; continent; country; island; capital city; city; town; village countryside; rural urban map north, south, east west. compass	Arable farm Pastoral farm Sustainable farming Production Import Export Rear (rearing animals) Agriculture Landscape Fieldwork Data analyse		Data collection Analyse Fieldwork Results Quantative date Qualitative data Water wheel Canal Human Physical	

		<p><b>Knowledge</b></p>		<p>To recognise north, east, south, west on a map using compass points Use a variety of maps and recognise key features of maps- (school, church, village hall) to use simple fieldwork to observe the local area (village walk- looking for features on the map, school, church village hall)</p>	<p>Farming provides people with the food and materials they need to live. Most of the UK's rural areas are used for farming.</p> <p>The food we eat is derived from plants and animals and relies on other natural resources of energy, water, and soil.</p> <p>Large-scale food production can have a damaging effect on the planet.</p> <p>More sustainable farming practices are less harmful to the environment and plant and animal habitats.</p> <p><b>Farm visit –</b> <a href="https://www.countrytrust.org.uk/teachers/farm-discovery/">https://www.countrytrust.org.uk/teachers/farm-discovery/</a></p> <p>To know how to plan appropriately for fieldwork</p> <p>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 and plans.</p>	<p>Describe and understand key aspects of physical geography (rivers) and human geography (waterwheel, canal)</p> <p>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 and plans.</p> <p>To know how to plan appropriately for fieldwork.</p>
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