Vine Tree Primary School Progression Document 

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| **Progression in Geography** | | | | | | | |
|  | **Reception – Understanding of the World** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Locational Knowledge** | Can they describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps? | Can locate some major cities, oceans and continents on a UK and world map.  Can use a world map, atlas or globe to name and locate the seven continents and five oceans.  Can name most of the nations and capitals of the UK.  Can understand that they live in the UK and it is an island, can identify the UK and its surrounding seas. | Can identify and name the relevant continents.  Can name the capitals of the UK.  Can use an atlas to name and locate on a map the four countries and capital cities of the UK. | Can indicate tropical, temperate and polar climate zones on a globe or map.  Know about the continents and countries of the world and the ‘countries’ and ‘continents’ on the world map they have made.  Can talk about the poles, equator and lines of latitude and longitude, and mark them appropriately on their own map and can distinguish between them.  Can identify on a globe or map the position of the Prime/Greenwich Meridian.  Can describe the significance of latitude and longitude.  Can locate and describe some human and physical characteristics of the UK (e.g. use a copy of a map of the British Isles and locate and label the main British seaside locations they have visited).  Can use an atlas to locate the UK and locate some major urban areas, can locate where they live/have visited in the UK (e.g. seaside/coastal places they have visited).  Can talk about time zones and day and night. | Can locate some countries in Europe, North and South America on a map or atlas, and relate them to longitude, latitude and hemisphere (e.g. Italy, Ecuador).  Can relate continent, country, state and city. Can identify states in North America using a map (e.g. using the words of the song ‘Route 66’, locate the places mentioned on a map of the USA to show a route across the USA and describe the route).  Can locate and label the main British rivers on a map of the British Isles and add the names of settlements at the mouth of the rivers.  Can describe a river and mountain environment in the UK, using appropriate geographical vocabulary.  Can offer explanations for the similarities and differences between some regions in North or South America (e.g. relate to north and south hemispheres and distance from the equator)  Can use an atlas to locate volcanoes and locations of earthquakes and describe the position of the Pacific Ocean, mountain chains, etc. | Can describe key physical and human characteristics and environmental regions of Europe.  Can locate and describe several physical environments in the UK, e.g. coastal and mountain environments, and how they change (e.g. season to season). | Can locate cities, countries and regions of South America on physical and political maps.  Can describe key physical and human characteristics and environmental regions of South America (e.g. the Amazon Basin).  Can identify and locate a national or international environmental issue and explain why it is an issue  Can name and locate types of industry in the area and give reasons why they have changed over time.  Can describe and give reasons for local land use and suggest how this might change in the future.  Can describe the location of South America and Amazon Basin, the UK, latitude, hemisphere. |
| **Place Knowledge** | Can they explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps. | Can describe in some detail the local area and distant locations’ features using images to support answers.  Can compare the local area to distant locations. This might be naming key landmarks, e.g. the nearest local green space or landmarks of other capital cities.  Know that people do jobs and that where they live (e.g. coastline) might affect this.  Have some sense of what animals eat and the dangers (human or physical) animals might encounter. | Can demonstrate locational awareness, name their local area, and that they live in the UK.  Know that weather can be different in different parts of the UK.  Can describe a local natural environment (animals and plants) and use a range of good quality key vocabulary. | Can indicate tropical, temperate and polar climate zones on a globe or map and describe the characteristics of these zones using appropriate vocabulary (e.g. UK in temperate zone). | Can identify and sequence a range of (North and/or South American) settlement sizes from a village to a city.  Can describe how the human and physical characteristics are connected for one or two regions in North or South America (e.g. using photos, information sheets and Google Earth, record information about several cities in North America and South America and their surrounding areas, select two cities and their surrounding areas to compare, drawing out human and physical characteristics, differences and similarities). | Can locate the UK's major urban areas, knowing some of their distinct characteristics and how some of these have changed over time.  Can describe how a (local) region has changed and how it is different from another region of the UK.  Can give information about a region of Europe and its physical environment, climate and economic activity.  Know that human activity is influenced by climate and weather and can give examples.  Can describe hazards from physical environments and their management, such as avalanches in mountain regions. | Can describe similarities and differences in life in cities and in villages and in a range of settlement sizes, and give some reasons.  Can illustrate how human activity is influenced by climate and weather.  Can describe and begin to explain several threats to wildlife/habitats (e.g. in the Amazon Basin). |
| **Human and Physical Geography** |  | Show limited awareness of weather differences.  Can describe which continents have significant hot or cold areas and relate these to the poles and equator. Use a world map, atlas or globe to locate the continents and oceans relative to the equator and poles.  Can describe and ask questions about seasonal and daily weather patterns (UK and overseas) and describe which continents have significant hot or cold areas and relate these to the poles and equator. Can make comparisons when prompted with the weather in your area.  Identify seasonal weather patterns. | Know the four seasons and the correct order and identify seasonal and daily weather patterns in the UK.  Know that weather can be different in different parts of the UK.  Start to give reasons why the UK has the weather it does (e.g. wind). | Can indicate tropical, temperate and polar climate zones on a globe or map and describe the characteristics of these zones using appropriate vocabulary.  Can describe how physical processes can cause hazards to people.  Can describe some advantages and disadvantages of living in hazard-prone areas (e.g. understand the dangers of floods, drought and climate change).  Can use simple geographical vocabulary to describe significant physical features and talk about how they change (e.g. the features of coasts).  Can describe some advantages and disadvantages of living in hazard-prone areas (e.g. the dangers of the sea – tides, cliff falls, erosion and flooding).  Can identify and sequence a range of (UK) seaside/coastal settlement sizes from a village to a city.  Can describe the characteristics of (UK) settlements with different functions, e.g. features, settlements and activities associated with coastal towns, such as tourism, ports and docks. | Can use simple geographical vocabulary to describe significant physical features of rivers and talk about how they change.  Can describe a river and mountain environment in the UK, using appropriate geographical vocabulary.  Can describe the water cycle in sequence, using appropriate vocabulary, and name some of the processes associated with rivers and mountains.  Can give reasons why physical processes can cause hazards to people, e.g. flooding, earthquakes, etc.  Can describe some advantages and disadvantages of living in hazard-prone areas (e.g. dangers of rivers and mountains).  Can use simple geographical vocabulary to describe significant physical features and talk about how they change. Can describe a volcano, volcanic eruption and an earthquake (e.g. make a working model of a volcano, label its features and explain what happens when it erupts).  Can describe the characteristics of (North American) settlements with different functions.  Can use appropriate vocabulary to describe the main land uses within urban areas and identify the key characteristics of rural areas (e.g. using Google Earth, atlases and images, research several major cities in North and South America and identify how they are different and similar). | Can describe and understand a range of key physical processes and the resulting landscape features.  Can describe how a mountain region was formed.  Can explain some ways biomes (including the oceans) are valuable, why they are under threat and how they can be protected.  Can describe and begin to explain hazards from physical environments and their management, such as avalanches in mountain regions.  Can describe what the climate of a region is like and how plants and animals are adapted to it (e.g. in the Alps).  Can describe key physical and human characteristics and environmental regions of Europe (e.g. the Alps).  Can describe key physical and human characteristics and environmental regions of Europe.  Can describe how food production is influenced by climate.  Know that products we use are imported as well as locally produced.  Can name our energy sources and natural resources. | Can begin to explain how climate and vegetation are connected in biomes, e.g. the tropical rainforest.  Can describe what the climate of a region is like and how plants and animals are adapted to it (e.g. in the Amazon rainforest).  Can compare the Amazon and Alpine regions, identifying similarities and differences.  Can identify some ways biomes (including the oceans) are valuable, why they are under threat and how they can be protected.  Can describe key aspects of human geography including economic activity (e.g. the distribution of natural resources including timber).  Can identify and justify deforestation as an environmental issue.  Can describe where our energy and natural resources come from.  Can identify as environmental issues, and begin to explain, several threats to wildlife/habitats (e.g. deforestation). |
| **Geographical vocabulary** |  | Know about the local area and can name and locate key landmarks (e.g. create a vocabulary list of the human and physical features of the local area and describe these features).  Can use appropriate vocabulary in relation to the human and physical features of local and distant locations.  Can describe the physical and human geography of a distant place.  Can recognise a natural environment and describe it using geographical vocabulary. They can relate this to the animals studied. | Can identify multiple weather types.  Can demonstrate that they understand basic, subject-specific vocabulary relating to physical geography (weather).  Write sentences about different weather types using good vocabulary.  Can talk with confidence about human and physical environments, such as farmland, the local area or further afield (e.g. a major UK city), naming features and using some key vocabulary.  Can identify and name some of the wonders (of the world).  Can give reasons for choices.  Correctly use most of the key vocabulary given in the unit.  Talk with confidence about human and physical environments, such as farmland, the local area or further afield (e.g. a major UK city), naming features and using some key vocabulary. |  |  |  |  |
| **Geographical skills and fieldwork** |  | Can use a world map, atlas or globe to recognise and name some continents and oceans. Use a UK wall map or atlas to locate and with support identify the four countries and capital cities of the UK.  Can use a wall map or atlas to locate and identify countries taught in the unit.  Know about the local area and can name and locate key landmarks (e.g. create a vocabulary list of the human and physical features of the local area and describe these features and locate them on a map using images or drawings).  Can use appropriate language when talking about maps and locations.  Can describe a journey on a map of the local area using simple compass directions and locational and directional language (e.g. after a walk to a nearby green space, describe the route taken on a large-scale map using compass directions and locational language prompted by their journey stick). | Can locate the UK and name the countries of the UK.  Can use an atlas to name and locate on a map the four countries and capital cities of the UK.  Can use atlas, map or globe to locate some wonders (of the world).  Can use a range of good quality key vocabulary, including directional language, to describe a local natural environment (animals and plants).  Can use and understand basic weather symbols.  Can use photographs and plan perspectives to describe and recognise landmarks and basic human and physical features.  Correctly use most of the key vocabulary.  Can use geographical skills (sketching) and creative means (role play, questioning) to show their understanding of different weather and seasons. | Can use the zoom function of a digital map to locate places and gather information (e.g. uses Google Earth to locate places within different climate zones, to zoom in on the poles, equator and tropics)  Can talk about the ‘globe’ they started with and how they made it into a map, the challenges they faced and how they overcame them.  Can use most of the vocabulary introduced in the unit when talking about their map.  Can use an atlas to locate the UK and locate some major urban areas, can locate where they live/have visited in the UK (e.g. seaside/coastal places they have visited).  Can use fieldwork to measure, record and describe the characteristics of the temperate zone using appropriate vocabulary. | Can use a map or atlas (including index) to locate some countries and cities in Europe, North and South America.  Can use a map to locate some states of the USA (e.g. use an atlas to locate places and be able to describe the location of the place using a nested hierarchy).  Can relate continent, country, state and city. Can identify states in North America using a map (e.g. using the words of the song ‘Route 66’, locate the places mentioned on a map of the USA to show a route across the USA and describe the route).  Can use the zoom function of a digital map to locate places (e.g. using Google Earth, starting at Denver, Colorado, near to the centre of the USA – zoom out to identify states and cities of the USA and locate them on a map).  Can use the zoom function of a digital map to locate places (e.g. global rivers and mountain ranges, locations of earthquakes and volcanoes).  Can give direction instructions up to eight compass points.  Can make a map of a route with features in the correct order and in the correct places. | Can locate and describe several physical environments in the UK.  Can locate the UK's major urban areas.  Can use maps to locate the Alps and identify the physical features of the region.  Can use base maps to create their own maps of the Alpine region.  Can use maps to locate places and countries that locally available products come from.  Can describe maps of the local area, using appropriate geographical vocabulary and conventions (e.g. grid references, compass directions).  Can use fieldwork to investigate key questions and begin to answer them.  Can use fieldwork to observe and describe local human and physical features and compare them with those in the Alps.  Can record/list products available locally and say whether they are produced locally and/or imported. | Can locate Brazil and the Amazon Basin and River and describe features studied.  Can use a range of resources to locate national and global environmental issues.  Can use digital maps to investigate and describe features of an area.  Can use and talk about a variety of maps of South America and Brazil, using appropriate geographical vocabulary and conventions (e.g. compass directions, symbols).  Can describe locations of local, national and global environmental issues using appropriate locational vocabulary, and using the conventions of OS maps for UK issues.  Can make sketch maps of the local area using symbols, a key and a scale.  Can use fieldwork (e.g. in a forest or woodland) to observe, describe and record the environment and create a sketch map, using symbols and key.  Can present information gathered in fieldwork using a range of graphs and other simple forms, including digital. |

**Intent**

At Vine Tree Primary we provide a geography curriculum that is ambitious and designed for all pupils. It is coherently planned and sequenced towards cumulatively providing the necessary knowledge and skills for the pupils’ future to empower them to take their role as informed and active citizens in the 21st century. Its emphasis is not just on geographical knowledge but also skills and concepts. We believe children deserve an opportunity to broaden their knowledge of their local area, within Britain and that of the wider world. Children should be inspired to have a natural passion and curiosity for both the physical world and the people in it. Teaching of Geography should focus on enabling children to think as geographers in a fun and exciting way. Field visits; maps and interactive resources should be used to bring Geography alive. As pupils’ knowledge in the subject progresses, we should help them to deepen their understanding of both human and physical processes as well as the formation and use of landscapes and environments. Recognising the importance of enriching our pupil’s vocabulary, pupils are introduced to topic specific language, given opportunities to use this new geographical language and recap it in future lessons.

**Implementation**

We teach the National Curriculum, supported by a clear skills and knowledge progression. Our curriculum is designed with core geographical knowledge identified and explained throughout. A breadth of teaching approaches appropriate to the content and desired learning outcomes are used to engage all pupils and enable them to not just acquire knowledge but to apply it in meaningful contexts. Appropriate discussion is recommended as a means of checking pupils’ geographical learning systematically, identifying misconceptions and providing immediate feedback. Questions and tasks to stretch and challenge the most able pupils are incorporated where appropriate. Revisiting ideas and concepts in different, more challenging, contexts in later units, using varied assessments and the inclusion of quizzes are all designed to help pupils remember content and integrate new knowledge into their evolving conceptual framework.

**Impact**

**By the time children leave Vine Tree Primary School they will:**

* Have an excellent knowledge of where places are and what they are like.
* Have an excellent understanding of the ways in which places are interdependent and interconnected and how much human and physical environments are interrelated.
* Have an extensive base of geographical knowledge and vocabulary.
* Be fluent in complex, geographical enquiry and the ability to apply questioning skills and use effective analytical and presentational techniques.
* Have the ability to reach clear conclusions and develop a reasoned argument to explain findings.
* Have significant levels of originality, imagination or creativity as shown in interpretations and representations of the subject matter.
* Be highly developed and frequently utilised fieldwork and other geographical skills and techniques.
* Have a passion for and commitment to the subject, and a real sense of curiosity to find out about the world and the people who live there.
* Have the ability to express well-balanced opinions, rooted in very good knowledge and understanding about current and contemporary issues in society and the environment.